

CURRICULUM VITAE

DANIELA KATHLEEN O'NEILL

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PERSONAL INFORMATION

Citizenship: Canadian

EDUCATION

2005-present	Professor, University of Waterloo, Canada
2000–05	Associate Professor, University of Waterloo, Canada
2001-02	Visiting Scholar and Lecturer, Stanford University (Sabbatical Year)
1995-00	Assistant Professor, University of Waterloo, Canada
1993-95	Visiting Researcher, MRC Cognitive Development Unit, London
1989-93	Ph. D., Stanford University, Department of Psychology, USA
1984-89	B. Sc., University of Toronto, Psychology (Specialist) with high distinction

HONOURS AND AWARDS

2021	President's Excellence in Research Award, University of Waterloo.
2020	Editor's Award, <i>Canadian Journal of Speech Language Pathology and Audiology</i>
2020	Nominated by Dean of Arts for Leaders of Tomorrow Symposium, Ottawa, ON
2000	Premier's Research Excellence Award (\$139,000)
1993-95	Natural Sciences and Engineering Research Council Post-doctoral Fellowship
1989-93	University Fellowship, Stanford University
1989	Natural Sciences and Engineering Research Council Doctoral Fellowship (declined)
1989	Ethel B. Dixon Paull Prize for General Proficiency, Class of 1988
1989	Governor General's Award, University of Toronto, Class of 1988
1988	Natural Sciences and Engineering Research Council Undergraduate Student Research Award (Summer)
1987	Natural Sciences and Engineering Research Council Undergraduate Student Research Award (Summer)

GRANTS (Unless indicated, I am the sole PI.)

2022	Lyle S. Hallman Foundation Grant (2 Year) Talk2Thrive Board Game Project	(\$232,000)
2022	Mitacs Accelerate (with Dr. Jennifer Yessis, School of Public Health Sciences UW & Dr. Elizabeth Attisano, Postdoctoral Fellow)	(\$120,000)

	"Implementation of the online Language Use Inventory (LUI) for developmental surveillance of children's early language development by family physicians"	
2013	Robert Harding Humanities and Social Sciences Award (UW Internal) "The early relation between narrative and complex thinking."	(\$7172)
2010-12	Canadian Institutes of Health Research (Operating Grant) "Broadening the scope and implementation of the Language Use Inventory." With Co-PI, Dr. Diane Pesco, University of Concordia, Montreal, QC.	(\$144,054)
2010	Social Sciences and Humanities Research Council (UW Internal Seed Grant) "The Development of a Questionnaire to Measure Parental Beliefs about Young Children's Communicative Development."	(\$5500)
2009-11	Social Sciences and Humanities Research Council (Research Development Initiative) "From conversation to innovation: Discourse in storytelling and play settings and its relation to abstract and creative thinking."	(\$40,000)
2008	Social Sciences and Humanities Research Council (UW Internal Seed Grant) "Effect of toy features on parent-child interaction and divergent thinking."	(\$3900)
2006-09	Canadian Institutes of Health Research (Operating Grant) "The Language Use Inventory as an assessment and research tool: Studies of its usability in clinical and community settings and its ability to predict children's long-term outcomes."	(\$228,000)
2003-06	Canadian Institutes of Health Research (Operating Grant) "Standardization of the Language Use Inventory: A parent-report measure to assess pragmatic development in children 18 to 47 months of age"	(\$210,000)
2001-06	Natural Sciences and Engineering Research Council (Operating Grant) "Deixis and the development of narrative cognition"	(\$110,000)
2000-02	Medical Research Council of Canada (Operating Grant) (now the Canadian Institutes of Health Research) "Validation studies of a parent-report measure to assess early linguistic pragmatic competence"	(\$112,493)
2000-01	Natural Sciences and Engineering Research Council (1-year Grant) "Deixis and the development of narrative cognition"	(\$10,000)
1996-00	Natural Sciences and Engineering Research Council (Operating Grant) "Young children's developing understanding of knowledge"	(\$63,825)
1996-00	Natural Sciences and Engineering Research Council (Equipment Grant)	(\$16,590)

PUBLICATIONS

Journal articles

- O'Neill, D. K., Pesco, D., Mu, F., & Scott, J. (2024). Using the Language Use Inventory to examine toddlers' social communication trajectories to inform clinical practice. *Canadian Journal of Speech-Language Pathology and Audiology*, 48(3), 139-154.
- Blume, J., Miller, M., O'Neill, D. K. (2024). Utility of the Language Use Inventory in young children at elevated likelihood of autism. *Journal of Speech, Language and Hearing Research*, 67(2):573-585. doi: 10.1044/2023_JSLHR-23-00442

- Pesco, D. & O'Neill, D. K. (2023). Assessing pragmatics in early children with the Language Use Inventory across seven languages. *Frontiers in Psychology*, 14:1169775. doi:10.3389/fpsyg.2023.1169775
- O'Neill, D. K. & Holmes, P. E. (2022). The power of board games for multi-domain learning in young children. *American Journal of Play*, 14(1), 58-98.
- Qian, L., Shao, H., Xiao, T., Ding, N., Sun, B., Gao, H., Tang, M., Ye, M., Ke, X., & O'Neill, D. K., & Yan, X. (2022). Reliability, validity, and developmental sensitivity of the Language Use Inventory (LUI) in the Chinese context. *International Journal of Language & Communication Disorders*, 57(3). 497-511.
- Longobardi, E., Lonigro, A., Laghi, F., & O'Neill, D. K. (2021). The assessment of early pragmatic development: A study of the reliability and validity of the Language Use Inventory – Italian. *Journal of Speech, Language and Hearing Research*, 64(8), 3186-3194.
- O'Neill, D. K., DeGlint, T. J., McKinnon, A. M., Nyhout, A., & Scott, J. (2019). Busy toy designs reduce the specificity of mothers' references to toy parts during toy play with their toddlers. *Canadian Journal of Speech-Language Pathology and Audiology*, 43(1). 35-47. *This paper was awarded the 2020 CJSPLA Editor's Award*
- Białecka-Pikul, M., Filip, A., Stępień-Nycz, M., Kuś, K. & O'Neill, D. K. (2019). *Ratunku!* or just *tunku!* Evidence for the reliability and concurrent validity of the Language Use Inventory: LUI-Polish. *Journal of Speech, Language and Hearing Research*, 62(7), 2317-2331.
- Nyhout, A. & O'Neill, D. K. (2017). Children's enactment of characters' movements: A novel measure of spatial situation model representations and indicator of comprehension. *Mind, Brain, and Education*, 11, 112-120.
- Longobardi, E., Lonigro, A., Laghi, F., & O'Neill, D. K. (2017). Pragmatic language development in 18- to 47-month-old Italian children: A study with the Language Use Inventory. *First Language*, 37, 252-266.
- Pesco, D. & O'Neill, D. (2016). Assessing early language use by French-speaking Canadian children: Introducing the LUI-French. *Canadian Journal of Speech-Language Pathology and Audiology*, 40, 180-217.
- Nyhout, A., Fecica, A.M., O'Neill, D.K. (2015). Getting lost in a book: The science of reading comprehension. *Frontiers for Young Minds*, 3:15. doi: 10.3389/frym.2015.00015
- Nyhout, A., & O'Neill, D. K. (2014). Storybooks aren't just for fun: Narrative and non-narrative picture books foster equal amounts of generic language during mother-toddler book sharing. *Frontiers in Psychology*, 5, 325
- Nyhout, A. & O'Neill, D. K. (2013) Mother's complex talk when sharing books with their toddlers: Book genre matters. *First Language*, 33, 115-131.
- Nyhout, A. & O'Neill, D. K. (2013). Constructing spatial representations from narratives and non-narrative descriptions: Evidence from 7-year-olds. *OASIS-Open Access Series in Informatics*, 32, 158-165.
- Pesco, D., & O'Neill, D. K. (2012). Predicting language outcomes from early pragmatics assessed by the Language Use Inventory. *Journal of Speech, Language & Hearing Research*, 55, 421-434.
- Fecica, A. M., & O'Neill, D. K. (2010). A step at a time: Preliterate children's simulation of narrative movement during story comprehension. *Cognition*, 116, 368-381. doi: 10.1016/J.cognition.2010.05.014
- O'Neill, D. K., Main, R. M., & Ziemski, R. (2009). "I like Barney." Preschoolers' spontaneous conversational initiations with peers. *First Language*, 29, 401-425.
- O'Neill, D. K., & Shultis, R. (2007). The emergence of the ability to track a character's mental perspective in narrative. *Developmental Psychology*, 43, 1032-1037.

- O'Neill, D. K. (2007). The Language Use Inventory for Young Children: A parent-report measure of pragmatic language development for 18- to 47-month-old children. *Journal of Speech, Language and Hearing Research*, 50, 214-228.
- Atance, C. M., & O'Neill, D. K. (2005). The emergence of episodic future thinking in humans. Invited submission to special issue on cognitive time travel in people and animals. *Learning and Motivation*, 36, 126-144.
- Atance, C. M., & O'Neill, D. K. (2005) Preschoolers' talk about future situations. *First Language*, 1, 5-18.
- Atance, C. M., & O'Neill, D. K. (2004). Acting and planning on a false belief: its effects on 3-year-old children's reasoning about their own false beliefs. *Developmental Psychology*, 40, 953-964.
- O'Neill, D. K., Pearce, M. J., & Pick, J. L. (2004) Predictive relations between aspects of preschool children's narratives and performance on the Peabody Individualized Achievement Test - Revised: Evidence of a relation between early narrative and later mathematical ability. *First Language*, 24, 149-183
- O'Neill, D. K., Topolovec, J. C., & Stern-Cavalcante, W. (2002). Feeling sponginess: The importance of gesture in two-year-old children's acquisition of adjectives. *Journal of Cognition and Development*, 3, 243-277.
- O'Neill, D. K., & Holmes, A. (2002). Young preschoolers' ability to reference story characters: the contribution of gesture and character speech. *First Language*, 22, 73-103
- Atance, C. M., & O'Neill, D. K. (2001). Episodic future thinking. *Trends in Cognitive Sciences*, 12, 533-539.
- O'Neill, D. K., & Chong, S. (2001). Preschool children's difficulty understanding the kinds of information we gain through our five senses. *Child Development*, 72, 803-815
- O'Neill, D. K. & Topolovec, J. C. (2001). Two-year-old children's sensitivity to the referential (in)efficacy of their own pointing gestures. *Journal of Child Language*, 28, 1-28.
- O'Neill, D. K., & Atance, C. M. (2000). "Maybe my daddy give me a big piano:" The development of children's use of modals to express uncertainty. *First Language*, 20, 29-52.
- O'Neill, D. K., & Happé, F. (2000). Noticing and commenting on what's new: differences and similarities among 22-month-old typically developing children, children with Down syndrome, and children with autism. *Developmental Science*, 3, 457-478.
- O'Neill, D. K. (1996). Two-year-old children's sensitivity to a parent's knowledge state when making requests. *Child Development*, 67, 659-677.
- O'Neill, D. K., Astington, J. W., & Flavell, J. H. (1992). Young children's understanding of the role that sensory experiences play in knowledge acquisition. *Child Development*, 63, 474-490.
- O'Neill, D. K., & Gopnik, A. (1991). Young children's understanding of the sources of their knowledge. *Developmental Psychology*, 27, 390-397.

Book chapters

- O'Neill, D. K. (2014). Assessing pragmatic language functioning in children: Its importance and challenges. In D. Matthews (Ed.). *Pragmatic Development in First Language Acquisition* (pp. 363-386). Amsterdam: John Benjamins.
- O'Neill, D. K. (2012). Components of pragmatic ability and children's pragmatic language development. In W. Bublitz, A. H. Jucker, & K. P. Schneider (Series Eds.) and H-J Schmid (Volume Ed.), *Handbooks of Pragmatics 4: Cognitive Pragmatics* (p. 261-288). Berlin: Mouton de Gruyter.

- O'Neill, D. K. (2005). Talking about "new" information: The given/new distinction and children's developing theory of mind. In J. W. Astington & J. Baird (Eds.), *Why language matters for theory of mind* (pp. 84-105). Oxford: Oxford University Press.
- Atance, C. M., & O'Neill, D. K. (2001). Planning in 3-year-olds: A reflection of the future self? In C. Moore & K. Skene (Eds.), *The self in time: Developmental issues* (p. 121-140). Mahwah, NJ: Lawrence Erlbaum.
- Povinelli, D. J. & O'Neill, D. K. (2000). Do chimpanzees use their gestures to instruct each other? In S. Baron-Cohen, H. Tager-Flusberg & D. J. Cohen (Eds.), *Understanding other minds: Perspectives from developmental cognitive neuroscience* (p. 459-487). Oxford: Oxford University Press.
- O'Neill, D. K. (1996). The development of communicative competence. In D. Green (Ed.), *Cognitive Science: An Introduction*, (p. 244-275). Oxford: Blackwell.
- Fernald, A. & O'Neill, D. K. (1993). Peekaboo across cultures: how mothers and infants play with voices, faces, and expectations. In K. MacDonald & D. Pelligrini (Eds.), *Parent-child play: Descriptions and Implications*, (p. 259 - 286). New York: SUNY.

Conference Proceedings

- Nyhout, A. & O'Neill, D. K. (2013). Constructing spatial representations from narratives and non-narrative descriptions: Evidence from 7-year-olds. In M.A. Finlayson, Fisseni, B., Lowe, B., & Meister, J.C. (Eds.) *2013 Workshop on Computational Models of Narrative* (pp. 158 - 165). Dagstuhl, Germany: Schloss Dagstuhl.

Language Assessment Tool

- O'Neill, D. K. (2009) *Language Use Inventory: An assessment of young children's pragmatic language development*. Waterloo, ON: Knowledge in Development, Inc. (Hardcopy and fully online version at www.LanguageUseInventory.com)

Technical Manual

- O'Neill, D. K. (2009). *Language Use Inventory (LUI) Manual*. [Users Manual with Canadian norms to accompany the Language Use Inventory and Language Use Inventory Score Sheets.] Waterloo, ON: Knowledge in Development, Inc. (www.LanguageUseInventory.com)

Writing for Popular Press and in Social Media

- O'Neill, D. K. (Apr. 23 2014). *The Wonder in Language*. Invited guest post, Shanker Blog: The Voice of the Albert Shanker Institute, Washington, DC.
- O'Neill, D. K. (2004). Narrative skills linked to mathematical achievement. *Literacy Today*, 41, p. 15 (Official magazine of the National Literacy Trust, United Kingdom.)

INVITED CONFERENCE OR SEMINAR PRESENTATIONS

- O'Neill, D. K. (Apr. 21 2016). *Questions in the early pragmatic development of 2- and 3-year-old children*. Paper presentation at the Radcliffe Institute workshop on "Asking about children's questions", Radcliffe Institute for Advanced Study, Cambridge, MA.
- O'Neill, D. K. (Apr. 19 2016). *Perspective-taking and abstraction in young children's encounters with stories*. Presentation to the Rowe/Harris lab members, Graduate School of Education, Harvard University.

O'Neill, D. K. (Apr. 21 2015). *Questions in the early pragmatic development of 2- and 3-year-old children*. Paper presentation at the Radcliffe Institute workshop on "Asking about children's questions", Radcliffe Institute for Advanced Study, Cambridge, MA.

O'Neill, D. K. (May 2004). *Small talk and stories: Children's developing models of self and other*. Paper presented at the conference "Cultural Biology: Evolution, Development, and Mind" held at the University of Waterloo, Dept. of Philosophy, Waterloo, ON. Other invited speakers included: Steve Quartz, William Calvin, Paul Churchland, Read Montague, and Merlin Donald.

O'Neill, D. K. (Apr. 2002). *Talking about "new" information: Why theory mind matters to language development*. Paper presented at the conference "Developing Theories of Mind: Why Language Matters" held at University of Toronto, Toronto, ON.

O'Neill, D. K. & Atance, C. M. (Oct. 1998). *The emergence of an understanding of future possibilities and its relationship to the emergence of children's verbal planning ability*. Paper presented at the conference "Human Cognitive Specializations: Developmental and Comparative Perspectives" held at the New Iberia Research Center-University of Southwestern Louisiana, Lafayette, LA.

O'Neill, D. K. (Apr. 1997). *New insights into the communicative competence of very young children*. Paper presented at the conference "Developmental Processes in Early Social Understanding" held at the University of Michigan, Ann Arbor, MI.

INVITED SPEAKER TO APPLIED AUDIENCE OR INVITED APPLIED WORKSHOP PARTICIPANT

Aug. 9, 2024. *The importance of assessment social pragmatic communication as revealed by the Language Use Inventory* SLP Neonatal Follow-Up (NNFU) Quarterly Working Group meeting, Michael Garron Hospital, Toronto.

May 30, 2024. *The importance of assessment social pragmatic communication as revealed by the Language Use Inventory*, Hanen Expert Series Seminar (Online). The Hanen Centre, Toronto.

Dec. 12 2016. *Use of the Language Use Inventory (LUI) in clinical and intervention settings*. 4 hour workshop presented at The Hanen Centre, Toronto.

Mar. 12 2015. *Small talk with big outcomes*. Keynote address at Brain Awareness Night Symposium presented by The Neuroscience Institute at the University of Tennessee Health Science Center and The Urban Child Institute. Memphis, TN.

May 29 2014. *Complex talk in the toddler years*. Bruce Grey Owen Sound Early Years Spring Workshop, Southampton, ON.

Oct. 19 2013. *Young children's pragmatic language development: underlying abilities, long-term outcomes, and assessment via the Language Use Inventory*. Three-hour workshop presented at the Annual Meeting of the BC Association of Speech/Language Pathologists and Audiologists (BCASLPA). Vancouver, BC.

Jan. 16 2013. *The Language Use Inventory (LUI): A new standardized parent-report measure to assess young children's pragmatic language development*. York Region Preschool Speech and Language Program. Thornhill, ON.

Oct. 13 2012. *Preschoolers' narrative comprehension and production: Links with other forms of complex thinking*. Presentation at the "Building a Community through Early Literacy" conference organized by the Early Literacy Alliance of Waterloo Region at Conostoga College, Kitchener, ON.

Oct. 2 2012. *The Language Use Inventory (LUI): A new standardized parent-report measure to assess young children's pragmatic language development*. Half-day conference presentation at one-day workshop entitled "Pragmatic Language Development in Young Children with Hearing Loss and the Language Use Inventory" organized by the Minnesota Department of Education, Minneapolis, MN.

- Mar. 26 2012. *The Language Use Inventory (LUI): A new standardized parent-report measure to assess young children's pragmatic language development.* Full-day conference presentation organized by Marion K. Saloman & Associates, Inc. Melville, NY.
- Apr. 9 2011. *Preschoolers' narrative comprehension and production: Links with other forms of complex thinking.* Presentation at the 16th Annual For the Love of Literacy conference hosted by the Halton District School Board, Burlington, ON.
- Nov. 29 2010. *Preschool children's story comprehension and production: Links with other forms of complex thinking.* Presentation at The Early Childhood Professional Resource Centre Professional Development Workshop Series. Professional Resource Centre, Conostoga College, Kitchener ON.
- Oct. 16 2010. *Preschool children's story comprehension and production: Links with other forms of complex thinking.* Presentation at the "Getting Connected for Early Literacy Learning" conference organized by the Early Literacy Alliance of Waterloo Region at Conostoga College, Kitchener, ON.
- Nov. 26 2009. *The Language Use Inventory (LUI): A new parent-report measure to assess young children's pragmatic development.* Seminar speaker (3 hours) at The Hanen Centre, Toronto, ON.
- Oct. 17 2009. *The Language Use Inventory (LUI): A new parent-report measure to assess young children's pragmatic development.* Three-hour workshop presented at the Annual Meeting of the BC Association of Speech/Language Pathologists and Audiologists (BCASLPA). Harrison, BC.
- Oct. 2 2009. Participant in the Canadian Autism Intervention Research Network 2009 Conference/Workshop "Research priorities in Autism Spectrum Disorder: A forum for sharing and learning." Toronto, ON.
- Sept. 15 2009. *The Language Use Inventory: Aiding the detection of language delay among 18- to 47-month-old children.* Poster presented at the CIHR – Institute of Human Development, Child and Youth Health Scientific Forum, McMaster University, Hamilton, ON.
- June 26 2009. *Developing narrative: Exploring preliterate children's mental representation of narrative.* Presentation as part of Cognitive Allegory Workshop held at St. Jerome's University/University of Waterloo.
- Nov. 14 2007. *The Language Use Inventory: A standardized parent-report assessment of pragmatics for children 18 to 47 months old.* Presentation as part of the KidsAbility Child Development Centre's (Waterloo, ON) Education Day for all Speech-Language staff members.
- May 2 2003. *The Language Use Inventory for Young Children: A newly developed parent-report measure to assess pragmatic language development in 18- to 47-month-old children.* Presentation as part of a one-day workshop entitled "Parents as partners in preschool language: Assessment, treatment, and outcomes" (Co-presenter Dr. B. Robin Gaines) at 2003 Conference and Annual Meeting of the Ontario Association of Speech-Language Pathologists and Audiologists, Stratford, ON.
- Mar. 2004. Participant in the Canadian Autism Intervention Research Network (CAIRN) 2004 Conference/Workshop "Linking Research with Practice: Charting a Canadian Strategy for Early Intervention in Autism." Toronto, ON.
- Oct. 2-4, 2002. Participant in a Canadian Autism Research Workshop to develop and implement a Canadian research agenda in autism hosted by the Autism Society of Canada in Toronto, ON. Sponsors: National Alliance of Autism Research and the Canadian Institutes of Health Research.

INVITED DEPARTMENT SEMINAR OR COLLOQUIUM SPEAKER

- O'Neill, D. K. (July 15 2021) *The Language Use Inventory (LUI): A standardized online parent-report measure of 2- and 3-year-olds' language development.* TARGeT Kids!, Science Meeting, The Hospital for Sick Children, Peter Gilgan Centre for Research & Learning (PGCRL).

- O'Neill, D. K. (June 21 2021). *How gestures can more sensitively reveal pragmatic communication and comprehension skills in 2- to 5-year-old children*. Situated Cognition Research Training Group (RTG), Ruhr-University Bochum and Osnabrück.
- O'Neill, D. K. (Mar. 27 2013). *Telling and listening to picture book stories: Links with complex thinking in the early years*. Dept. of Applied Psychology and Human Development, OISE/UT, Toronto, ON.
- O'Neill, D. K. (Nov. 13 2009). *The Language Use Inventory (LUI): A new parent-report measure to assess young children's pragmatic development*. Department of Communication Sciences and Disorders, University of Western Ontario, London, ON.
- O'Neill, D. K. (Nov. 10 2009). *The Language Use Inventory: Aiding the detection of language delay among 18- to 47-month-old children*. Waterloo Institute for Health Informatics Research (WIHIR) Research Seminar, University of Waterloo, Waterloo, ON.
- O'Neill, D. K. (Oct. 22 2009). *The Language Use Inventory (LUI): A new parent-report measure to assess young children's pragmatic development*. Centre for Research in Human Development, Concordia University, Montreal, QC.
- O'Neill, D. K. (June 2005). *The Language Use Inventory for Young Children: A newly developed parent-report measure to assess pragmatic language development in 18- to 47-month-old children*. Department of Psychology, University of British Columbia, Vancouver, BC.
- O'Neill, D. K. (Nov. 2004). *Early pragmatic development: A new tool for its assessment and new naturalistic data*. Human Development and Applied Psychology Department, OISE/UT, Toronto, ON.
- O'Neill, D. K. (Feb. 1997). *Two-year-old children's sensitivity to the informativeness of pointing*. Centre for Applied Cognitive Science, OISE, Toronto, ON.
- O'Neill, D. K. (May 1996). *Two-year-old children's sensitivity to the informativeness of pointing*. Department of Psychology, University of Chicago, IL.
- O'Neill, D. K. (Nov. 1995). *Two-year-old children's sensitivity to the informativeness of pointing*. Department of Psychology, University of Southwestern Louisiana, LA.
- O'Neill, D. K. (May 1995). *Two-year-old children's sensitivity to the informativeness of pointing*. Department of Psychology, Oxford University, England.
- O'Neill, D. K. (Nov. 1994). *Two-year-olds' sensitivity to a parent's knowledge state when making requests*. Department of Psychology, University of Birmingham, England.
- O'Neill, D. K. (Mar. 1994). *The ability of 2-year-olds to make informative requests*. Department of Psychology, University of Newcastle, England.
- O'Neill, D. K. (Sept. 1993). *Two-year-olds' ability to make informative requests*. Department of Psychology, University of Toronto, Toronto, ON.
- O'Neill, D. K. (June 1989). *Young children's developing understanding of the role sensory experiences play in knowledge acquisition*. Max-Planck-Institute für Psychologische Forschung, München, Germany.

PEER-REVIEWED PROFESSIONAL PRESENTATIONS

- Blaiser, K., Richlin, B., & O'Neill, D. K. (Nov. 16 2023). *Assessing complex language of young children who are deaf/hard-of-hearing through the Language Use Inventory*. 1 hr seminar presentation at the annual American Speech-Language-Hearing Association convention, Boston, MA.

- Attisano, E., Yessis, J., & O'Neill, D. K. (June 21 2023). *Navigating healthcare system chaos: using implementation science frameworks to evaluate the dissemination of an evidence-based tool to practice*. Presentation at the annual Canadian Evaluation Society 2023 Conference, Quebec City, QB.
- Bloom J., Millar, M., O'Neill, D., Mastergeorge, A., & Ozonoff, S. (May 11 2022). *Language measures and ASD sensitivity: Utility of the Language Use Inventory*. Poster presented at the annual meeting of the International Society for Autism Research, Austin, TX.
- O'Neill, D.K., Yessis, J., & Attisano, E. (April 28 2022). *Implementation of the online Language Use Inventory (LUI) for developmental surveillance of children's early language development by family physicians*. Presentation at the online Implementation Science IS for All Conference: A CSD Practice-Research Exchange, Massachusetts General Hospital, Boston, MA.
- Blaiser, K. M., O'Neill, D. K., & Darling, D. (Oct. 14 2021). *Use of the Language Use Inventory to assess pragmatics in young children who are deaf and hard-of-hearing*. Presentation at Beyond Speech Workshop: Towards Better Communication for Children with Hearing Loss (Virtual), Macquarie University, Australia.
- O'Neill, D. K. & Pesco, D. (Sept. 20 2021). *Distinguishing typical versus atypical growth trajectories of toddlers' social pragmatic communication from 24 to 36 months: A longitudinal study using the Language Use Inventory*. 1st International Developmental Language Disorder Conference 2021: From Evidence to Impact (Virtual). The DLD Project, Sydney, Australia.
- Guimarães, C., O'Neill, D., Pesco, D. & Cruz-Santos, A. (Oct. 23 2020). *Pragmatic language assessment and development in children before the age of 4: Crosslinguistic insights using the Language Use Inventory*. Poster presented at the 2nd Many Paths to Language workshop (Virtual), Max Plank Institute, Nijmegen, Netherlands.
- Guimaraes, C., Cruz-Santos, A., & O'Neill, D. (May 11 2018). *Portuguese version of the Language Use Inventory: A parent-report measure for pragmatic language skills*. Presentation at the 10th European Congress of Speech and Language Therapy, Lisbon, Portugal.
- O'Neill, D. K., Pesco, D., & Mu, F. (July 21 2017). *Growth in pragmatic language from 24- to 36-months: A longitudinal study using the Language Use Inventory*. Presentation at the International Association for the Study of Child Language Conference (IASCL), Université de Lyon, France.
- Sribaskaran, L., Nyhout, A., & O'Neill, D. (Apr. 8 2017). *Does picture book genre influence children's subsequent learning of a scientific concept?* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Pesco, D. & O'Neill, D. K. (Apr. 28 2016) *Évaluation de la pragmatique précoce chez les enfants francophones: présentation du LUI-Français* (Assessing early pragmatics in Francophone children: Introducing the LUI-French). Presentation at the annual Speech-Language Audiology Canada Conference, Halifax, NS.
- Nyhout, A. & O'Neill, D.K. (Oct. 10 2015). *Children's spontaneous representation of space and goal information when listening to narratives*. Poster presented at Cognitive Development Society 2015, Columbus, OH.
- Nyhout, A. & O'Neill, D. K. (July 8 2015). *Stepping into narrative worlds: Children's construction of spatial situation models of narratives*. Paper presented at 25th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN. *It received the Jason Albrecht Outstanding Young Scholar Award for 2015.
- O'Neill, D. K. (Nov. 20 2014). *Growth in pragmatic language from 24 to 36 months: A longitudinal study using the Language Use Inventory*. Poster presentation at the annual American Speech-Language-Hearing Association convention. Orlando, FL.

- Nyhout, A. & O'Neill, D. K. (May 8 2014). *Imagining story spaces: Young readers' ability to construct representations of narrative and non-narratives spaces*. Paper presented at Development 2014: A Canadian Conference on Developmental Psychology, Ottawa, Canada.
- Nyhout, A. & O'Neill, D. K. (Aug. 5 2013). *Constructing spatial representations from narratives and non-narrative descriptions: Evidence from 7-year-olds*. Paper presentation at Computational Models of Narrative: A satellite workshop of CogSci2013: The 35th meeting of the Cognitive Science Society, Hamburg, DE. *Winner: *Best Student Paper on a Cognitive Science Topic Award*
- Nyhout, A. & O'Neill, D. K. (Apr. 18 2013). Mothers' complex talk when sharing books with their toddlers: Book genre matters. Paper presented in symposium entitled "Language Development and Book Sharing" chaired by Tamis LeMonda at the Biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Finestone, D. , O'Neill, D. K., & Majumder, S. (June 19 2012). *Stories and Patterns: The Relation Between Narrative and Pattern Abstraction in 5-Year-Olds*. Poster presentation at Head Start's Eleventh National Research Conference, "Research on Young Children and Families: Effective Practices in an Age of Diversity and Change." Washington, DC. (Poster)
- O'Neill, D. K. (June 18 2012). *Using the Language Use Inventory Parent-Report Tool to Assess Children's Early Language Use: Significant Relations With Social Competence and Later Language Outcomes*. Poster presentation at Head Start's Eleventh National Research Conference, "Research on Young Children and Families: Effective Practices in an Age of Diversity and Change." Washington, DC. (Poster)
- Nyhout, A. & O'Neill, D. K. (June 18 2012). *The Influence of Book Features on Mothers' Language Use During Mother-Toddler Book Sharing* at Head Start's Eleventh National Research Conference, "Research on Young Children and Families: Effective Practices in an Age of Diversity and Change." Washington, DC. (Poster)
- Pesco, D. & O'Neill, D.K. (July 20 2011). *Predicting language outcomes from early pragmatics assessed by the Language Use Inventory*. Conference of the International Association for the Study of Child Language (IASCL), Universite de Quebec a Montreal (UQAM).
- O'Neill, D. K., Scott, J., & McKinley, A. (Apr. 29 2011). *The impact of modern toy features on parent-child talk*. Annual Conference of the Canadian Association of Speech Language Pathologists and Audiologists, Montreal, QB.
- O'Neill, D. K. & Pesco, D. (Apr. 29 2011). *Assessing pragmatics and its impact using the Language Use Inventory*. Annual Conference of the Canadian Association of Speech Language Pathologists and Audiologists, Montreal, QB.
- Scott, J. & O'Neill, D. K. & McKinley, A. (Apr. 2 2011). *Bells, whistles, and trendy design: The impact of modern toy features on parent-child talk*. Biennial meeting of the Society for Research in Child Development, Montreal, QB.
- Finestone, D., O'Neill, D. K., & Majumder, S. (Apr. 2 2011). *Relations among narrative and abstraction abilities in preschoolers*. Biennial meeting of the Society for Research in Child Development, Montreal, QB.
- Fecica, A. & O'Neill, D. K. (Apr. 1 2011). *Preschoolers simulate a character's movements during story comprehension*. In symposium entitled "Embodied language processes: From words to stories" organized by A. Fecica for the Biennial meeting of the Society for Research in Child Development, Montreal, QB.

- O'Neill, D. K. (June 24 2010). *The Language Use Inventory: Revealing growth trends in early pragmatic language development and a relation between pragmatics and social competence*. Child Language Seminar, London, UK.
- Pesco, D. & O'Neill, D. (June 4 2010). *Early pragmatic language development and language outcomes at five to six years of age*. 30th Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Fecica, A. M. & O'Neill, D. K. (Apr. 2009). *Eager or not: Children's simulation of a story character's movement and the influence of the character's psychological perspective*. Biennial meeting of the Society for Research in Child Development meeting, Denver, CO.
- Fecica, A. M. & O'Neill, D. K. (Apr. 2009). *Embodied story comprehension: Preschoolers simulate a character's spatio-temporal experiences during story comprehension*. Biennial meeting of the Society for Research in Child Development, Denver, CO.
- O'Neill, D. K., & Pesco, D. (Nov. 20 2008). *The Language Use Inventory: A standardized parent-report assessment of pragmatics for children 18 to 47 months old*. One-hour seminar presented at the annual the American Speech-Language-Hearing Association Convention, Chicago, IL.
- O'Neill, D. K. (Mar. 2007). *A parent-report measure to assess early pragmatic language development based on developments in children's theory of mind*. Paper presented in a symposium I organized entitled "Children's understanding of the mind and its influence on pragmatic language development" at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- O'Neill, D. K., Shultis, R., & Ziemski, R. (Oct. 2005). *Finding common ground: Preschoolers' spontaneous conversational initiations with peers*. IV Biennial meeting of the Cognitive Development Society, San Diego, CA
- O'Neill, D. K., Pearce, M., & Pick, J. (July 2005). *Relations between preschoolers' early narratives and their later mathematical achievement*. 3rd International Conference on Imagination and Education, Vancouver, BC.
- O'Neill, D. K., Ziemski, R., & Shultis, R. (June 2005). *Preschool children's spontaneous conversational initiations with peers*. 26th Annual Symposium on Research in Child Language Disorders, Madison, WI.
- O'Neill, D. K., & Shultis, R. (July 2003). *Preschool children's topic initiations during snack-time conversations with peers*. Paper presented in a symposium entitled "Pragmatic development in cultural perspective" at the 8th International Pragmatics Association conference held in Toronto, ON.
- O'Neill, D. K. (May 2003). *Language Use Inventory: An assessment of early pragmatic development*. Annual meeting of the Canadian Association of Speech Language Pathologists and Audiologists, St. John's, NFLD.
- O'Neill, D. K. (Apr. 2003). *The emergence of a mental model approach to reference*. Paper presented in a symposium entitled "Crosslinguistic perspectives on the interface between language and social development" at the biennial meeting of the Society for Research in Child Development meeting, Tampa, FL.
- O'Neill, D. K. (July, 2002). *The Language Use Inventory: An assessment of pragmatic language development: Evaluation of its internal reliability and concurrent validity with the CSBS*. IX International Congress for the Study of Child Language and the Symposium on Research in Child Language Disorders, Madison, WI.
- O'Neill, D. K. & Holmes, A. C. (July 2002). *Young preschoolers' ability to reference story characters: the contribution of gesture and character speech*. IX International Congress for the Study of Child Language and the Symposium on Research in Child Language Disorders, Madison, WI.
- O'Neill, D. K. & Pearce, M. J. (Oct. 2001). *A new perspective on the relation between preschoolers' narrative ability and later academic competence*. Cognitive Development Society Meeting, Virginia Beach, VA.

- O'Neill, D. K. (June 2001). *The Pragmatics Aptitude Test for Young Children: A newly developed parent-report measure to assess pragmatic competence in 18- to 48 month-old children*. 22nd annual Symposium on Research in Child Language Disorders, Madison, WI.
- O'Neill, D. K. & Pearce, M. J. (Apr. 2001). *A new perspective on the relation between preschoolers' narrative ability and later academic competence*. Biennial meeting of Society for Research in Child Development, Minneapolis, MN.
- Atance, C. M. & O'Neill, D. K. (Apr. 2001). *The development of episodic future thinking*. Paper presented in a symposium organized by C. M. Atance entitled "The development of future thinking: Cognitive, contextual, and comparative aspects" at the biennial meeting of Society for Research in Child Development, Minneapolis, MN.
- Atance, C. M. & O'Neill, D. K. (Oct. 1999). *The role of uncertainty in retrieving a false belief*. Cognitive Development Society Meeting, Chapel Hill, NC.
- O'Neill, D. K. & Topolovec, J. (Mar. 1999). *Feeling sponginess: The importance of gesture in two-year-old children's acquisition of adjectives*. Biennial meeting of the Society for Research in Child Development meeting, Albuquerque, NM.
- Atance, C. M., & O'Neill, D. K. (Mar. 1999). *The development of preschoolers' self-related planning and prediction abilities*. Biennial meeting of the Society for Research in Child Development meeting, Albuquerque, NM.
- O'Neill, D. K., & Happé, F. G. (July 1998). *Communicating interest: children with Down syndrome, children with autism, and toddlers communicate with their mothers about toys*. Biennial meeting of the International Society for Studies in Behavioral Development, Bern, Switzerland.
- O'Neill, D. K. & Atance, C. M. (Apr. 1997). *Developing notions of uncertainty in the speech of 2- to 4-year-old children*. Conference on Developmental Processes in Early Social Understanding, University of Michigan, MI.
- O'Neill, D. K., & Chong, S. (Apr. 1997). *Preschool children's understanding of how they get information from their five senses*. Biennial meeting of the Society for Research in Child Development, Washington, DC.
- O'Neill, D. K., & Happé, F. G. (Apr. 1997). *Communicating interest: children with Down syndrome, children with autism, and toddlers communicate with their mothers about toys*. Biennial meeting of the Society for Research in Child Development, Washington, DC.
- O'Neill, D. K. (Sept. 1996). *The ability of 22-month-old children to convey information that is new to a parent*. Annual meeting of the British Psychological Society Developmental Section Conference, Oxford, England.
- O'Neill, D. K. (Apr. 1995). *Two-year-olds' sensitivity to the efficacy of pointing*. Biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- O'Neill, D. K. (Sept. 1994). *Two-year-olds' sensitivity to the efficacy of pointing*. Annual meeting of the British Psychological Society Developmental Section, Portsmouth, England.
- O'Neill, D. K. (June 1994). *The ability of 2-year-olds to make informative requests*. Biennial meeting of the International Society for Infant Studies, Paris, France.
- O'Neill, D. K. (Mar. 1993). *Two-year-olds' ability to provide their mothers with knowledge*. Biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- O'Neill, D. K., Astington, J. W., & Flavell, J. H. (Apr. 1991). *Young children's understanding of the role that sensory experiences play in knowledge acquisition*. Biennial meeting of the Society for Research in Child Development, Seattle, WA.
- O'Neill, D. K., & Astington, J. W. (Apr. 1990). *Young children's developing understanding of the role sensory experiences play in knowledge acquisition*. Annual meeting of the American Educational Research Association, Boston, MA.

O'Neill, D. K., & Gopnik, A. (Apr. 1989). *Young children's understanding of the sources of their beliefs*. Biennial meeting of the Society for Research in Child Development, Kansas City, MO.

COMMUNITY PUBLIC PRESENTATIONS (sole presenter unless otherwise indicated)

Aug. 8 2023. Elena Hameury & Daniela O'Neill, with special guest Michele van der Veen. *Building a reading brain: From letters to sounds*. Hosted by my Children's Communication Lab, University of Waterloo.

Jan. 28 2021. *The power of picture books for children's learning*. Webinar presentation to staff and parents at St. John's Preschool, Waterloo, ON.

June 9 2019. *How wordless picture books and simple toys enhance children's language development*. Soapbox Science, Victoria Park, Kitchener, ON.

June 20 2018. *Small talk with big outcomes for children*. Moms and Babes Morning Out talk series hosted by the Waterloo Regional Museum, Kitchener, ON.

Nov. 20 2013. *Telling and listening to picture book stories: Links with complex thinking in the early years*. Ideas and Issues KPL Lecture Series, Forest Heights Library, Kitchener, ON.

Feb. 17 2011. *Preschool children's story comprehension and production: Links with other forms of complex thinking*. Presentation as part of the Stratford Public Library Waterloo Lecture Series held at the Stratford Public Library, Stratford ON

Nov. 16 2005 *Children Learning to Talk: A Meeting of Minds*. Invited speaker, University of Waterloo Faculty of Arts Research Seminar Series.

POST-DOCTORAL SUPERVISION

- 2021-22 **Elizabeth Attisano**, Ph.D. (University of Waterloo). MITACS Accelerate Program. Co-supervision with Dr. Jennifer Yessis in Applied Health Sciences. Project Title Implementation of the online Language Use Inventory (LUI) for developmental surveillance of children's early language development by family physicians
- 2009-11 **Dana Lieberman Finestone**, Ph.D. (University of Victoria)
Project Title: The effect of different modes of storytelling on children's comprehension and creative problem-solving.
- 2005-07 **Diane Pesco**, Ph.D. (McGill University)
Project title: Coherence in peer-to-peer conversation in preschoolers.
- 2002-04 **Shilpi Majumder**, Ph.D. (York University)
Project title: The relation between narrative ability and pattern abstraction in young children.

GRADUATE SUPERVISION

Ph.D

- 2009-15 **Angela Nyhout** (Developmental).
Thesis title: Imagining story spaces: Young readers' ability to construct spatial representations of narrative.
- 2004-10 **Agnieszka Fecica (nee Polanowski)** (Developmental)
Thesis title: A step at a time: Preliterate children's simulation of narrative movement during story comprehension.
- 2002-05 **Julie Scott** (Developmental) (Following resignation of supervisor, Dr. A. Aguiar)
Thesis title: Does infants' sensitivity to object width, in the context of containment events, generalize from simple to more complexly shaped objects?
- 2002-04 **Karen Menard** (Developmental) (Following resignation of supervisor, Dr. A. Aguiar)

- 1996-01 Thesis title: Means-end search for hidden objects by 6.5 month old infants: Examination of an Experimental Limitation Hypothesis.
Cristina Atance (Developmental)
- 1996-98 Thesis title: Does acting on a false belief aid in false belief retrieval in 3-year-olds?
Rebecca Cohen (Clinical Division) Co-supervised with Dr. R. Steffy
Thesis title: Attention and language in preschoolers.

Masters

- 2022 **Elena Hameury** (MAsc Developmental Communication Science)
Project Title: Expansion of Board Game Buddies School Recess Program
- 2021- **Kaitlyn Forbes** (MAsc Developmental Communication Science)
Project Title: Enhancing playful learning opportunities in a community and clinical speech-language setting
- 2019-20 **Paige Holmes** (MAsc Developmental Communication Science)
Project Title: Benefits of Board Games for Young Children
- 2016-17 **Emily Seidl** (MAsc Developmental Communication Science)
Project Title: Reliability coding of adult's referencing in toy play.
- 2015-16 **Luxsi Sribaskaran** (MAsc Developmental Communication Science)
Project title: Learning from picture books
- 2015-16 **Charlie Ewing** (MAsc Developmental Communication Science)
Project title: Mothers' talk during pretend play and its relation to growth in pragmatic language development from age 2 to 3
- 2014-15 **Jennifer Mercurio** (MAsc Developmental Communication Science)
Project title: The role of mothers' modal and mental state talk in children's pragmatic language growth between age 2 to 3 years
- 2013-14 **SarahJane Garland** (MAsc Developmental Communication Science)
Project title: A longitudinal examination of pragmatic language development among children from 24 to 36 months of age
- 2013-14 **Kim Krieter** (MAsc Developmental Communication Science)
Project title: Early mother-toddler conversations during pretend play and their relation to early pragmatic language development
- 2011-12 **Ami Rints** (MAsc Developmental Communication Science)
Thesis title: Pragmatic language use, inhibitory control, and attention in typically developing preschoolers
- 2010-11 **Sanya Sagar** (MAsc Developmental Communication Science)
Thesis title: The Problem with Dora and Diego: An Examination of Implicit Gender Socialization Cues in Popular Children's Storybooks
- 2009-10 **Ashley McKinley** (MAsc Developmental Communication Science).
Thesis title: Toy design and its influence on parent-child toy interaction and talk.
- 2006-07 **Jillian Spratt** (MAsc Developmental Communication Science).
Thesis title: The Language Use Inventory: An exploratory study determining the effect of non-English language exposure on overall LUI score.
- 2004-06 **Jennifer Mealiea** (MA Developmental).
Thesis title: The Language Use Inventory concurrent validity study: parent and teacher social competence ratings.
- 2004-05 **Jane Shen** (MAsc Developmental Communication Science):
Thesis project: Database creation for the Canadian Early Childhood Language Project.
- 1998-01 **Andrina Chen** (Speech Language Pathology, Dalhousie University). Served as co-supervisor.
Thesis title: A study of the concurrent validity of the Pragmatics Aptitude Test for Young Children.
- 1996-97 **Selena Chong** (MAsc Special Programs)
Thesis title: Preschoolers' understanding of how they get information from their five senses.

UNDERGRADUATE SUPERVISION

Honours Theses

- 2011 **Alison Myers**, Influence of noisy and non-noisy toys on parent-child communication

2010	Clarissa Leung , Relations between narrative ability and pattern abstraction
2009	Ashley MacKinley , Influence of noisy and non-noisy toys on parent-child communication.
2004	Jeannette Benson , The relation between children's language competence as measured by the Language Use Inventory and laboratory measures of social-cognitive perspective-taking. <i>*Recipient of Departmental Honour's Thesis Award.</i>
2004	Robin Brown , The concurrent validity of the Language Use Inventory with parent-report measures of social competence in 3-year-old children.
2002	Rebecca Shultis , Initiation of topics regarding personhood among preschool-aged children.
2002	Meghan Boston , Preschoolers' referencing of story characters: Is it governed by recency-of-mention theory or centering theory?
2001	Jennifer Pick , A comparison of the relation between narrative perspective-taking and academic competence in two narrative tasks.
2001	Renata Ziemski , Topic initiation in preschoolers.
2000	Michelle Pearce , Narrative perspective-taking and later academic competence.
1998	Wilma Cavalcante , The role of gesture in acquisition of adjective terms.
1997	Andrina Chen , Pragmatic Aptitude Test: a reliability analysis.
1997	Melissa DeNoble , Preschoolers' understanding of knowledge gained from senses.

Directed Studies - Independent Research Projects (Basic and Applied)

2024	Olivia Vento , Development of an AAC Communication Board for Eby Farm Playground
2024	Catelyn Ritchie , Development of an AAC Communication Board for Eby Farm Playground
2024	Maia Aurini , Development of an AAC Communication Board for Eby Farm Playground
2023	Lucas Robert Betts , Development of Board Game Collection for KW Reception House
2015	Taylor Riemersma , Mothers' references during play with simple and busy toys
2015	Anum Syeda , Abstract talk during mother-toddler pretend grocery store play
2013	Adriel J. Orena , Narrative as a tool for assessing pragmatic development in preschoolers.
2004	Jeannette Benson , Narrative ability and pattern recognition
2002	Meghan LeTourneau , Preschoolers' representation of protagonists' journeys in narrative
2002	Rebecca Shultis , Deixis and narrative cognition
2001	Renata Ziemski , Topic initiation in preschoolers
2001	Meghan Boston , Preschoolers' understanding of the future
1997	Jane Topolovec , 2-year-olds' sensitivity to pointing gestures

Directed Studies – Literature Review Projects

2009	Sanya Sagar , Girls can't do math and big boys don't cry: Examining implicit gender socialization cues in the language of parents
2006	Kimberly Kennedy , Survivors of infant cancer: Early memory, trauma and parental communication
2000	Shanni Philp , Hyperlexia

NSERC Student Research Fellowship (provides funds for a semester of full-time research)

2004	Alyse Daw , Mental models in narrative cognition
2003	Tanya Kaefer , Deixis and narrative cognition
2002	Rebecca Shultis , Deixis and narrative cognition
2001	Rebecca Shultis , Deixis and narrative cognition
2000	Michelle Pearce , Young children's developing understanding of knowledge
1998-02	Michelle Pearce , The role of gestures in acquisition of adjectives

Cooperative Education One-Term Supervised Research & Outreach Internships

2024 Spring	Olivia Vento Outreach Intern on Hallman Foundation grant (Talk2Thrive)
2024 Winter	Layla Hussain Outreach Intern on Hallman Foundation grant (Talk2Thrive)
2010 Spring	Clarissa Leung Research Intern on SSHRC related research
2008 Winter	Kimberley Brittain Research Intern on CIHR related research (half-time)
2003 Fall	Scott MacAllister Research Intern on CIHR related research
2003 Spring	Tanya Kaefer Research Intern on NSERC related research

Research Apprenticeship

2007 Fall	Mary Huizinga Research Apprenticeship related to CIHR research
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Undergraduate Research Assistants

Over 100 students have worked in my lab as undergraduate research assistants in addition to the above students. Most recently, in connection with the lab's outreach involving board games (2022-2024), the following students have worked in the lab: Maia Aurini, Lucas Betts, Anna Bien, Samasti Chhatkuli, Layla Hussain, Aimee Landry, Erin McMahon, Jasmi Ravendran, Catelyn Ritchie and Olivia Vento.

Helping as research assistants on studies over the years, 19 students have worked in my lab (in order of recency): Laura Musselman, Victoria Afonso, Kat Froese, Caroline Lambert, Karre Benham, Kara Hagerman, Heather Brown, Sarah Adesso, Katie Myles, Karina Paz, Carrie Lindeboom, Julie Ash, Heidi Jackson, Derek Valadeo, Ashley MacKinnon, Cynthia Shih, Chittra Phixaykoun, Clarissa Leung, Alison Myers, Mary Krupicz, Olivia Daub, Kim Kriter, Reba Nauth, Anum Syeda. Lusxi Sribaskaran, Emily Seidl.

Specifically with respect to the development of the Language Use Inventory and the Canadian Early Language Project (2003-2007), the following 52 students worked as research assistants: Jennifer Anderson, Valerie Athaide, Jeannette Benson, Breanna Bigelow, Kim Brittain, Robin Brown, Janna Brubacher, Elizabeth Brunger, Corinna Burnstein, Christine Chan, Gloria Chan, Catherine Chen, Cynthia Chi, Alyse Daw, Jennifer Faucett, Victoria Fung, Christina Gordon, Mary Huizinga, Elena Huizingh, Ameil Joseph, Angie Krane, Archie Leung, Wence Leung, Orsolya Lorinz, Anne Miranda, Nadia Martin, Naomi Martens, Scott McAllister, Sarah McAnally, Emily McLeod, Avery Miller, Natalie Must, Karen Neary, Olivia Ng, Tammy Nickerson, Amanda Nosko, Alana Oikonen, Erin Ollson, Sejal Patel, Melo Pham, Agnieszka Polanowski, Rhonda Rattray, Amanda Renner, Michelle Russell, Loretta Ruff, Jillian Spratt, Andrew Warrick, Kirsten Weeda, Sherree Winger, Pandora Yee, Mellisa Zai, and Jillian Zurek.

ACADEMIC SERVICE

Grant Reviews

Canada

Canadian Institutes of Health Research: 2000

Natural Sciences and Engineering Research Council of Canada (NSERC): 1996, 2002, 2003, 2004, 2005(2), 2009, 2010, 2014, 2015

Social Sciences and Humanities Research Council of Canada (SSHRC): 2000, 2001(2), 2002, 2003, 2005, 2008, 2009, 2012, 2013

USA

National Institutes of Health: 2004

National Science Foundation (Developmental and Learning Sciences): 2005, 2014

International

Leverhulme Trust (UK) Grant Review, 2016
Israel Science Foundation: 2000, 2013, 2021

Grant Review Panel Member

2001 Special Emphasis Committee, National Institutes for Child Health and Development, Washington, DC.

Editorial Consultant/Manuscript Reviews

Jan. 2012 - 2022	Member, Editorial Board, <i>Applied Psycholinguistics</i>
Jan. 2005 - 08	Member, Editorial Board, <i>Applied Psycholinguistics</i>
Jan. 2002 - 08	Member, Editorial Board, <i>Journal of Cognition and Development</i>
Mar. 1999 - present	Editorial consultant for <i>Child Development</i>
Sept. 1995 - present	Ad-hoc reviewer for many other journals including: <i>Child Development; Developmental Psychology; Psychological Science; Journal of Child Language; Language, Learning and Development; Discourse Processes; Applied Psycholinguistics, Journal of Speech, Language & Hearing Research; Language, Speech & Hearing Services in the Schools, Journal of Experimental Child Psychology; Developmental Review; Merrill-Palmer Quarterly; Infancy; Journal of Infant Behavior and Development; British Journal of Developmental Psychology; Cognitive Development; European Journal of Speech and Hearing Research; Journal of Child Psychology and Psychiatry; Journal of Perceptual & Motor Skills.</i>

Peer review committee

Oct. 2008	Submission review panel member for the Society for Research in Child Development Biennial Meeting, Denver, CO in Apr. 2009. (Panel #14, "Social Cognition and Theory of Mind.")
Oct. 2002	Submission review panel member for the Society for Research in Child Development Biennial Meeting, Tampa, FL in Apr. 2003. (Panel #14, "Social Cognition and Theory of Mind.")

Tenure and Promotion reviews

Nov. 2017	External assessor for promotion to Associate Professor, Harvard Graduate School of Education
July 2016	External assessor for promotion to Associate Professor, Ohio State University
Nov. 2015	External assessor for promotion to Lecturer, Sheffield University
Mar. 2004	External assessor for promotion to Associate Professor, Univ. of Calgary

External Examiner

Apr. 2022	External examiner (Ph.D.) for Meghan Vollebregt , School of Communication Sciences and Disorders, Western University. Advisor: Dr. Lisa Archibald.
Dec. 2021	External examiner (Ph.D.) for Ayesha Jabeen , Department of Clinical Psychology, School of Professional Psychology at the University of Management and Technology, Lahore, Pakistan. Advisor: Prof. Dr. Zahid Mahmood.
May 2018	External examiner (M.A.) for Brianne Wylie , Dept. of Psychology, Brock University. Advisor: Dr. Angela Evans
Mar. 2017	External examiner (Ph.D) for Christiana Guimareas , Instituto de Educação, Universidade do Minho, Minho, Portugal: Advisor: Dr. Anabela Cruz dos Santos
Aug. 2016	External examiner (Ph.D.) for Lia Katsipis , School of Psychology and Exercise Science, Murdoch University, Perth, Australia. Advisor: Dr. Bethany Gouldthorp.
Dec. 2013	Internal/external examiner (Ph.D.) for Tracy Finn , Dept. of Philosophy, University of Waterloo, Waterloo. Advisor: Dr. Paul Thagard.

May 2011	External examiner (Ph.D.) for Kathy Hipfner-Boucher , Dr. Eric Jackman Institute of Child Study, OISE/University of Toronto. Advisor: Dr. Janette Pelletier
Sept. 2010	External examiner (Ph.D.) for Tetyana Reichert , Dept. of Germanic and Slavic Literatures, Univ. of Waterloo, Waterloo. Advisor: Grit Liebscher.
Oct. 2009	External examiner (Ph.D.) for Virginia Chow ; Dept. of Psychology, Concordia University, Montreal. Advisor: Dr. Diane Poulin-Dubois.
May 2005	External examiner (M.A.) for Angela Evans ; Dept. of Psychology, Wilfrid Laurier University, Waterloo. Advisor: Dr. Kim Roberts.
Aug. 2001	External examiner (Ph.D.) for Sophie Jacques ; Dept. of Psychology, University of Toronto, Toronto. Advisor: Dr. Phillip Zelazo.
Dec. 1999	External examiner (Ph.D.) for Deepthi Kamawar ; Dept. of Psychology, OISE/University of Toronto, Toronto. Advisor: Dr. David Olson.
Aug. 1999	External examiner (Ph.D.) for Maria Angeloupoulos ; Dept. of Psychology, Dalhousie University, Halifax. Advisor: Dr. Chris Moore.

Thesis Committee Member

2023-24	Ph.D. committee member for Serena McDiarmid ; Dept. of Psychology, University of Waterloo. Advisor: Heather Henderson
2022-23	Ph.D. committee member for McLennon Wilson ; Dept. of Psychology, University of Waterloo. Advisor: Heather Henderson
2021	Ph.D. committee member for Emma Green ; Dept. of Psychology, University of Waterloo. Advisor: Heather Henderson.
2021-2023	Ph.D. committee member for Caitlin Lindley ; Dept. of Psychology, LeHigh University, USA. Advisor: Ageliki Nicolopoulou.
2020-	Ph.D. committee member for Shirley Ong ; Dept. of Psychology, University of Waterloo. Advisor: Elizabeth Nilsen.
2020-21	Ph.D. committee member for Liz Attisano ; Dept. of Psychology, University of Waterloo. Advisor: Stephanie Denison.
2012-17	Ph.D. committee member for Tracy Mewhort ; Dept. of Psychology, University of Waterloo. Advisor: Elizabeth Nilsen.
1999-01	Ph.D. committee member for Trudy James ; Dept. of Human and Applied Psychology, OISE/University of Toronto. Advisor: Dr. Janet Astington.
1998-01	Ph.D. committee member for Afshan Siddiqui ; Dept. of Psychology, University of Waterloo, Waterloo. Advisor: Dr. Hildy Ross.
1997-98	Ph.D. committee member for Jacqueline Martin , Dept. of Psychology, University of Waterloo, Waterloo. Advisor: Dr. Hildy Ross.

Thesis Reader

2022	Reader, (MA thesis) for Mya Dockrill , Dept. of Psychology, University of Waterloo.
2011	Reader, (MA thesis) for Tracy Mewhort , Dept. of Psychology, University of Waterloo.
2001-02	Reader, (MA thesis) for Catherine Vaucelle , Media Lab, MIT, Cambridge.
2000	Reader, (MA thesis) for Jennifer Isbister , Dept. of Psychology, University of Waterloo.
1999	Reader, (MA thesis) for Wilma Cavalcante , Dept. of Psychology, University of Waterloo.

University and Department Service

2018-20	Assistant Vice-President, Graduate Studies and Postdoctoral Affairs
2016-18	Council of Ontario Universities Autism Scholars Award Selection Committee
2015-16	Steering committee member helping to organize WIMIN, a 2-day Idea-a-thon held in March 2016 as part of the UW HeForShe initiatives
2015	Participation in interview for Research 2 Reality at the request of the university.
2013;15	Presenter, Waterloo Unlimited (HighSchool Enrichment Program)
2013	Featured Faculty in Brochure, UW Innovation in Leadership Conference (April 22/23)
2013	Panel Member, The Academic Interview, UWaterloo Centre for Career Action
2012-present	Regular Member (by invitation), Survey Research Centre, Univ. of Waterloo
2012	Member, Teaching Fellow Committee, Faculty of Arts

2012	Panel Member, Women and Administration organized by SWEC
2005	Member, Dean's Search Committee, Faculty of Arts
2004-present	Founder and Director, MASc Developmental and Communication Science program
2004	Faculty Judge, UW Graduate Student Research Conference
2003-09	Member, Executive Committee, Dept. of Psychology
2003-13	Associate Chair, Graduate Studies, Dept. of Psychology
2002	Developed and evaluated Graduate Student Recruitment Survey to identify strengths and weaknesses in recruiting by the department
2002-04	Member, University Arts Faculty Tenure and Promotion Committee (3 year term)
2002-04	Member, Arts Faculty Council Executive Committee (3 year term)
2002-06; 09-10	Head, Developmental Division
2001	Member, Hiring Committee, ECEC Preschool Director
2001	Panelist, TRACE Workshop: The Craft of Research Writing
2000-01	Member, Executive Committee, Dept. of Psychology
2000-01	Member, Space Committee, Dept. of Psychology
1997-99	Member, Faculty of Arts Honourary Degree Nominating Committee
1999-01	Colloquium organizer
1997-98	Co-colloquium organizer with Dr. R. Bobocel
1996-98	Member, Hiring Committee, Developmental Division
1996	Member, Hiring Committee, ECEC Preschool Director
1995-present	Preschool Liason to Department and Developmental Division
1995-present	Library Liason to Department

Note:

* On medical leave Jan. 1 2020 – May 31 2021.

* On maternity leave Sept. 2006 to May 2007.

* On sabbatical leave; July 2001 to June 2002; July 2008 to June 2009; January 2014 to June 2014; January 2017 – June 2017 and September 2024 – August 2025.

Conference Organization

Mar. 2007	Symposium Organizer. "Children's understanding of the mind and its influence on pragmatic language development," Biennial meeting of the Society for Research in Child Development, Boston, MA.
Apr. 1993	Symposium Organizer. "Early theory of mind competencies", Biennial Meeting of the Society for Research in Child Development, New Orleans, April, 1993
Dec. 1990	Organized the 1st Annual Stanford-Berkeley Conference in Developmental Psychology

Other

May 2010	Conducted oral interview with Dr. Janet Astington as part of SRCDs Oral History Project
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TEACHING

Undergraduate Courses

2000	Nominated by Departmental Student Award Winner, Michelle Pearce, as "a professor who has had an especially significant impact on their studies at the University of Waterloo. M. Pearce continued on to graduate studies in Psychology at Yale University.
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Large Introductory Courses (100+ students)

Introduction to Developmental Psychology (2nd year course): 1995/96, 1996/97, 1997/98, 1999/00, 2000/01, 2002/03

Cognitive Development/Children's Thinking (3rd year course): 1996/97, 1998/99, 1999/00, 2000/01, 2002/03, 2003/04, 2004/05, 2005/06, 2007/08

Upper-Year Seminars (approx. 20-25 students)

Communication, Connection and Community, 2023/24 (cross-listed with graduate course of same name)
Child Language and Social Inequity, 2011/12; 2012/13; 2013/14; 2014/15; 2015/16; 2016/17; 2017/18;
2021/22; 2022/23; 2023/24
Language and Learning: 2015/16; 2016/17
Pragmatic Language Development: 2015/16; 2022/23; 2023/24
Psych 499 Honours Thesis Course Second Reader (45 students), 2013
Development of Understanding of Persons: 2000/01
Emergence of Peer Conversation (at Stanford University): 2001/02
Emergence of Peer-to-Peer Conversation: 2002/03
Peer-to-Peer Conversation: What develops?: 2004/05

Graduate Courses

Communication, Connection and Community, 2023/24
Child Language and Social Inequity: 2009/10; 2010/11; 2011/12; 2014/15; 2017/18, 2018/19; 2021/22
Child Pragmatics: 2011/12
Imitation and the Social Mind: 2007/08
Graduate Seminar in Cognitive Science: 2005/06
Children's narrative and discourse (co-taught with H. Ross): 1999/00
Development of perspective-taking: 1998/99
Assessment of early language: 1997/98
Understanding other minds: 1996/97
Development of communicative competence: 1995/96

Invited guest lecture, Graduate Cognitive Science Seminar in Philosophy Department: 2002, 2003.

ENTREPRENEURSHIP AND KNOWLEDGE TRANSLATION

In 2021, a **MITACS Accelerate Fellowship Award** was secured with Dr. Jennifer Yessis in Applied Health Sciences and which provided a postdoctoral fellowship to Elizabeth Attisano. My company, Knowledge in Development Inc, was the commercial partner. Project Title Implementation of the online Language Use Inventory (LUI) for developmental surveillance of children's early language development by family physicians.

In 2012, I joined the **Accelerator Centre** located in the UW Research Technology Park as an off-site client in order develop a new online platform for the Language Use Inventory that was launched in 2014. I am a graduate of the AC as of September 2016. While at the Accelerator Centre, I applied for and received **\$30,000 from VentureStart** (a FedDev Ontario STEM program) for my company to help build the online LUI platform.

In 2009 I founded a company, **Knowledge in Development, Inc.**, to publish and disseminate the Language Use Inventory (LUI) to speech-language professionals and researchers. (see LanguageUseInventory.com). The LUI is currently used in over 2000 locations, in all provinces and states in Canada and the USA and all English-speaking countries in the world. Proceeds support further development of the LUI and a yearly scholarship of \$750 to a graduating bachelor's level student at the University of Waterloo who is planning to pursue further studies related to children's language development.

BOARD POSITIONS

Dec. 2022 – present. Accepted an invitation from Heather Reisman and Heather Munro-Blum to join the Board of the **Canadian Children's Literacy Foundation**.

Mar. 8 2018 – present. Accepted an invitation from Ann Friedman to join the **Advisory Board for Planet Word**, a new museum that opened in October 2020 in Washington, DC.

Oct. 2017 – Dec. 2019. Accepted an invitation from Kathie Shaw to join the **Board of Directors of Oak Bridge Academy**, to help establish a new school for children with special needs. The school opened in September 2018.

COMMUNITY INVOLVEMENT AND OUTREACH

Ongoing from Oct. 2022 to the present, with funding from the Lyle S. Hallman Foundation my lab has continued to expand its **Talk2Thrive Board Game Fun outreach activities**. Up to now this has involved expanding the Board Game Buddies Drop-In Recess program to **10 WRDSB schools**, the development of a new collection of board games for older 8- to 14-year-olds for **Kitchener Public Library**, programming collections for **all KPL branches**, and the development of custom board game collections for community locations that at present include **KW Reception House, Adventure 4 Change, and Paulander Community Centre (part of Camino); Cambridge Food Bank, Women's Crisis Services of Waterloo Region; Child and Adolescent Inpatient Psychiatric Unit at Grand River Hospital and Project Read**.

In the Summer of 2024, my undergraduate assistants and I hosted a 6-session **Build a Board Game Program** for 10-12 year olds at **Kitchener Public Library's Forest Heights Branch** as part of the board game outreach funded by the Hallman Foundation Grant,

As part of my third-year 316W 2024 undergraduate course, teams of students developed ideas for an **Alternative and Augmentative (AAC) Communication Board** for non-verbal children to be installed in the new **Eby Farm Playground in Waterloo Park**. These projects were presented on Mar. 11 2024 to the landscape architect in charge of the project for the City of Waterloo, **Stephanie Snow** of Snow Larc, **Mallory Tomblin**, a Speech-Language Pathologist in Brantford with expertise in creating such boards, and **Hala Al Amine**, Landscape Technologist for the City of Waterloo. Four students continued to work on this AAC board with me and Stephanie Snow throughout the summer and fall of 2024, culminating in an online presentation of the final recommendations for the AAC Playground board attended by **City of Waterloo** staff on Dec. 15, 2024. A **full report** detailing the research and development of the board is also being prepared for January 2024 for the City of Waterloo and Snow Larc Landscape Architecture that will be open access.

As part of my fourth-year 470F 2023 undergraduate course, teams of students developed ideas for Instagram slide carousels to highlight for parents activities with children 0-5 yrs that will foster early language and pre-literacy skills. These projects were presented on Dec. 14 2023 to staff of the Early Words project at the **Canadian Children's Literacy Network** and a **local R-ECE and pedagogical mentor**.

On Nov. 25 2023, the Children's Communication lab hosted a workshop by local teacher **Michele van der Veen** entitled **Morphology in the Classroom** in order to continue to help build awareness and knowledge of science informed structured literacy practices.

To help local teachers and administrators learn about how the brain learns to read in anticipation of Ontario's new structured literacy instruction beginning in schools in Sept. 2023, my **MASc student Elena Hameury** and I developed and presented a free talk on Aug. 8 2023 for community members entitled **Building a Reading Brain: From Letters to Sounds**. We also invited local teacher Michele van der Veen to present the applied classroom side with us. This talk was hosted by my Children's Communication Lab, University of Waterloo.

In the Summer of 2023, my undergraduate assistants and I hosted a 5-session **Build a Board Game Program** for 10-12 year olds at **Kitchener Public Library's Central Branch** as part of the board game outreach funded by the Hallman Foundation Grant,

As part of my fourth-year 470F 2022 undergraduate course, teams of students developed ideas to highlight and promote potential playful learning spaces on the UW Campus for young children of graduate students, staff and faculty. These presentations were presented to staff in the **Student Success Office** and are available open access on my lab's website's **Community Outreach section: Playful Learning at UW**.

In the Summer of 2022, I led an initiative with five women, including teachers, SLPs, and dyslexia advocates, to present to **Indigo** information regarding the **Science of Reading** and ideas for implementation of this information and related texts for families and teachers visiting Indigo as customers.

As part of my fourth-year 453W 2022 and 453F 2022 undergraduate courses, teams of students and I developed new ideas to enhance the experience for children and families visiting four parks in Kitchener. These ideas were presented at the end of term to **Kitchener Parks Staff** and the presentations are available open access on my lab's website's **Community Outreach section: Playful Learning City Spaces**

As part of my fourth-year 470F 2021 undergraduate course, teams of students and I developed new ideas to enhance the experience for children and families visiting three areas in Waterloo Park. These ideas were presented at the end of term to a meeting of the **Waterloo Parks Staff** and the presentations are available open access on my lab's website's **Community Outreach section: Playful Learning City Spaces**

I presented, via Zoom, a talk on Jan. 28 2021 on the **Power of Picture Books** to an audience of staff and parents at **St. John's Preschool** in Waterloo.

In collaboration with **Kitchener Public Library**, I helped curate and establish (via a personal donation) a new board game lending library aimed designed for families and children of 2 to 8 years of age. All the details and materials are available open access on my lab's website's **Community Outreach section: Board Game Fun**. Related materials for the collection used by the library (e.g., QuickStart instructions, game index and descriptions) have been prepared by me and my MASC students Paige Holmes (2020/21) and Kaitlyn Forbes (2021/22) as part of their applied research practicums.

I have created new avenues to highlight the outreach efforts of myself and my students by creating a **Talk 2 Thrive** arm of my Children's Communication Lab, a **Talk2ThriveLab Instagram** and **YouTube channel**.

As part of my graduate seminar in Summer 2019, my students and I developed new ideas to enhance the experience for children and families visiting the Eby Farmstead in Waterloo Park. These ideas were presented on July 10 at the meeting of the **Waterloo Park Advisory Committee** and the presentation is available open access on my lab's website's **Community Outreach section: Playful Learning City Spaces**

As part of my graduate seminar in Summer 2019, my students and I developed and hosted a **Family Board Game Fun Night at Kitchener Public Library** on July 17-20. This event was featured in a news article in The Record on July 21 This event is being further developed by in 2020 together with my MASC student, Paige Holmes.

June 9 2019 I presented on "How wordless picturebooks and simple toys enhance children's language development" at the **Soapbox Science** event held in Kitchener's Victoria Park.

In **2017/18**, I developed (and attended) a weekly **Board Game Buddies Club** together with teacher Deborah Wyle-Ferguson at Westmount Public School during one recess period that continued into its **third year (2019/20) before being halted by Covid-19**. The goal of the club is to foster, in an engaging way, communicative interactions between older Grade 5 and 6 students and younger Grade 1 students in order to enhance the communicative opportunities for the younger students, many of whom are learning English as a Second Language.

As the Director of our MASC Developmental and Communication Science graduate program, each year I organize **community practicum placements for our MASC students** (one morning/afternoon per week for up to 3 terms) with community organizations and professionals. These locations have included preschools, elementary schools, the private practices of speech-language pathologists, audiologists and other professionals serving children with developmental disorders (e.g., autism).

From 2014 through 2019, I helped to organize approximately 20-30 undergraduate student volunteers to provide **one-on-one reading with children at Westmount Public School** in Kitchener from October to June.

In 2015, I was a **Nominee for a WOWtheworld Waterloo Region award** for my volunteer activities at Westmount Elementary Public School including the organization of the daily Breakfast Club since January 2013 and the organization of UW student volunteers throughout the school year to provide one-on-one reading with children who are learning to read and do not receive much one-on-one reading at home.
<http://wowregion.ca/nominee/daniela-oneil/>

July 5, 2013. I hosted a visit of **17 Early Literacy Specialists** for a presentation about literacy related research in my lab as part of a Field Trip to Waterloo Region organized by the Waterloo Early Years Centre.

Oct. 28, 2011. I addressed the **Project READ Literacy Network of Waterloo-Wellington** at their Professional Development Day and Academic Meeting regarding work being conducted in my lab pertaining to narrative and the Language Use Inventory and work we have been doing with Project READ families providing education regarding children's communicative development.

November 2010. One-hour **informal talk with parents** about early language development as part of parent's attendance at **Project READ Literacy Network's Family Literacy Program, Get Set Learn!** Held at Stanley Park Community Centre (Kitchener, ON) and the Cambridge Self-Help Food Bank (Cambridge, ON).

In fall term 2010, I supervised a high school co-op student, **Catherine Umolac**, from St. David's' Catholic Secondary school for a 12hr/week internship.

Apr. 2006. **Evening Lecture** presented by the UW Centre for Child Studies. I presented a free talk open to KW community members entitled "Children Learning to Talk: A Meeting of Minds."

Winter 2005. I advised a high-school student, **Radhika Shankar**, for a science fair project investigating children's false belief understanding. Her study led her to receive the silver award at the local science fair competition.

Feb. 2005. Accepted invitation to join the **Curriculum Advisory Team** for the **Waterloo Regional Children's Museum**, to provide advisory support to Museum Director and Program Manager as to programming.

Jan. 2005. Following an invitation from Joseph Schneider Haus as a result of the storytelling research featured in the news, I served as a consultant to their "Heart and Hand Festival" which focuses on folk arts and storytelling.

In 1998, 2001, 2002 and 2003, I consulted with members of the committee developing exhibitions for the new **Waterloo Regional Children's Museum** regarding the development of the exhibition area for toddlers, the **Totspot**. The museum opened in Sept. 2003, and my contribution is recognized by a permanent plaque on the wall next to the exhibit. My contribution was also mentioned in an article about the museum published in the local paper, The Record.

In winter term 1999, I supervised a high school co-op student, **Gabriella Gatea**, from Bluevale Collegiate afternoons, 5 days a week).

In Winter term 1996, I supervised a high school co-op student, **Yeliz Huseyin**, from Bluevale Collegiate (afternoons, 5 days a week).

In the summer of 1996, the UW Centre for Child Studies, which I founded as my research lab, opened to the public. In the summer of 1999, with the hire of my colleague Dr. Andrea Aguiar, the Centre expanded to include an Infant Lab and my lab was named the Toddler and Preschool Lab. Upon the departure of Dr. Aguiar, the Infant lab has closed and I am now again the sole director of lab, which has returned to its original name, the UW Centre for Child Studies.

MEDIA PARTICIPATION AND COVERAGE

Nov. 2022. An article in **Waterloo News** covered the receipt of our Hallman Foundation Grant to extend my Talk2Thrive board game outreach activities: [Learning through play: Beloved outreach project will share board games with hundreds of children in Waterloo region thanks to a generous gift from a local foundation.](#)

July 25 2022. The projects of my students to design playgrounds with greater playful learning opportunities were highlighted in an article in **The Record**: [Reimagining playgrounds in Waterloo region: Psychology students developed ideas that promote learning.](#)

Apr. 2021. My work with Kitchener Public Library to help establish a board game lending library for young children was featured in **Waterloo News** article entitled: [Professor collaborates with library on new collection](#)

Dec. 2020. My research on the Language Use Inventory was added to the database of “**The Faces of Health Research**” on **CIHR**’s website. The entry is entitled: *No more “wait and see”: The Language Use Inventory provides a standardized measure to assess early language development in 2- and 3-year-olds*

Apr. 14 2020. My work on links between early storytelling ability and later math ability is mentioned by Hannah Fry on **BBC6Music’s The Maths of Life**.

July 21 2019. Our Board Game Family Fun event as part of International Games Day at Kitchener Public Library was included in article in **The Record** entitled [Toddler goes on laugh-provoking rampage at Kitchener Public Library](#).

Aug. 2019. Our study published in the Canadian Journal of Speech-Language Pathology and Audiology was highlighted in the August 2019 review of research by **The Informed SLP** (www.theinformedslp.com)

July 8 2015. *How can we catch early problems in language development?* Council of Ontario Universities: Making an Impact: Researchers <https://ontariosuniversities.ca/impact/researchers>.

May 11 2015: Launch of national showcase of Canadian research, **Research2Reality**, with video interview about the development of the Language Use Inventory.

Jan. 9 2015: I was interviewed for article, *Sing and read with your child*, in **Country Guide**.

Summer 2014. Our studies on picturebook reading with toddlers are featured in an article in the Summer 2014 issue of the **Canadian Children’s Booknews** magazine entitled *Picturebooks offer rich information and learning opportunities, Waterloo study shows*

Spring 2014: Angela Nyhout’s and my second study of parent-toddler bookreading was featured in a number of media outlets including:

April 19: **London Free Press** article *Kids learn more by listening*

April 23: **Sun News** article *Reading picture books to children just as good as vocabulary books, study finds*.

Jan/Feb. 2014: Our studies on picturebook reading with toddlers are featured in an article entitled, *Le pouvoir des livres...sans mots* in **Le Monde de L’intelligence** (Paris, France).

Dec. 2013: The Language Use Inventory is mentioned **ParentsCanada** article *Finding the words*

Dec. 2013: My development of the Language Use Inventory is featured in the **Globe and Mail’s Canadian University Report 2014** as part of a University of Waterloo advertising campaign on Innovation.

July 2013. The Language Use Inventory is mentioned in **Today’s Parent** article *In the new: chit-chat*

Spring 2013. Angela Nyhout’s and my study of parent-toddler bookreading was featured in a number of media outlets and I gave a number of radio interviews including:

April 19: **Radio Windsor**

April 29: **Toronto Star** article *Wordless books encourage more complex conversation with toddlers, research finds*

May 3: **UK Telegraph** article and editorial mention: *Picture books should tell a story to help toddlers learn language*

May 6: **Radio Brantford CKPC**

Websites: Babble.com

Apr. 11 2013. Spoke about the Language Use Inventory on **KW CBC Radio Morning Show**.

Feb. 28, 2012. The Language Use Inventory predictive validity study with Diane Pesco was featured in *Predicting children’s language development*, **Science Daily** (online).

Feb. 2012. The Language Use Inventory predictive validity study with Diane Pesco was featured in a **Globe and Mail** article entitled *How many words should a 2-year-old know?*

June 27 2011. Our longitudinal Language Use Inventory study was featured in **The Record** in an article entitled *UW study probing children's language development*

Nov. 2010. Agnieszka Fecica's dissertation work on mental simulation in narrative comprehension in preschoolers was described in an article in **The Record** on Nov. 24 2010 entitled *UW study shows kids relate to stories read to them*.

Nov. 2009. Portions of an interview I conducted with Angela Pirisi appeared in her article, *Play date prep: Seven secrets to planning a drama-free get-together* appearing in the Nov. 2009 issue of **Canadian Family**.

Summer 2009. The development of the Language Use Inventory and its inclusion as a recommended tool to measure the outcomes of verbal intervention with children with autism by a panel of autism experts in the US was described in a news release that appeared in a number of news media including:

- **The Record** July 18, 2009. *Research File: Parents can help researchers evaluate language skills in autistic children*.

Sept. 2008. My study with R. Shultis examining the ability of preschoolers to track a character's mental perspective in narrative 1032-1037 was featured in the the September 2008 issue of **Scientific American – Mind** in an article entitled *The Secrets of Storytelling: Why we love a good yarn*.

Apr. 2008. Portions of an interview I conducted with Angela Pirisi appeared in her article *Guys n' dolls: Forget boy toys and girl toys. Here's how to find the best toy for your tot*, appearing in the Apr. 2008 issue of **Canadian Family**.

Mar. 6 2008. The finding of O'Neill, Pearce & Pick (2004) regarding a link between early storytelling and later mathematical performance was featured in the journal, **Nature**, (Vol, 452) in an article by Keith Devlin entitled *A mathematician considers the early sings of mathematical ability*.

Sept. 26 2007. I was interviewed by Jeremy Shere, the producer of "Sound Medicine" on National Public Radio, Indianapolis regarding my latest work concerning children's ability to step into the minds of storybook characters.

Fall 2007. My study demonstrating the ability of young children to step into the minds of storybook characters appeared in a number of news media including:

- **The Record** Sept. 22, 2007. *Research File: How well do children grasp story details?*
- Websites: Science Daily; Medical News Today; Edukey.

Sept./Oct. 2007 issue of **Grand Magazine**. My work involving the development of peer-to-peer conversation in preschool-aged children was mentioned in an article entitled *Gentle Nurturing*, about award-winning ECE teacher Dawn Russel of the Psychology Department's Early Childhood Education Centre.

Nov./Dec. 2006 issue of the **Grand Magazine**. Interview for an article entitled *Lasting play value in classic toys*. Commentary on value of simple toys that encourage creativity.

Fall 2006 issue of **Waterloo** magazine article *Can we talk?* includes an overview of my work on the Language Use Inventory.

Oct. 25, 2004. Ten minute interview with Cathy Alex of **CBC Radio** concerning the Canadian Early Childhood Language Project was broadcast nationally.

2004-2007. Our study demonstrating a novel, predictive link between 3- and 4-year-olds storytelling skills and their mathematical ability two years later (co-authored with two undergraduate students, Michelle Pearce and Jennifer Pick) garnered Canadian, American, and International news attention that continues to date and that has included coverage of the study in:

- Keith Devlin's online column, **Devlin's Angle**, for the American Mathematical Association (Dec. 2007)
- **Science News** (online) Nov. 10, 2007
- The **Globe and Mail**, Apr. 10, 2004 (Canada)
- The **National Post** July 28 2004 (Canada) (1/2 page)
- The **Vancouver Sun** July 28 2004 (Canada) (Front page)
- **The Record** July 28 2004 (Canada) (Front page)
- **Psychology Today** Nov/Dec 2004 Issue (USA)
- **NRC Handelsblad** Aug. 14 2004 (Netherlands)
- **FACTS** August 5 2004 (Switzerland)
- **Gehirn & Geist** Issue 5 2004 (Germany)
- **Science Update** (USA - AAAS) Radio Interview August 23 2004

In total, this study was reported on by over 20 Canadian newspapers, several international newspapers and magazines, and appears on almost 100 websites

Apr. 10 2004. My work on predictive relations between early narrative competence and later mathematical ability was featured in an article, *Science to parents: Chill out*, published as part of the **Globe and Mail's** child development series *Starting from Zero*.

Dec. 2 2003. The launch of the Canadian Early Childhood Language Project, including a visit by Kitchener Mayor Carl Zehr and Waterloo Regional Chair Ken Seiling took place and was featured in a subsequent article in the local paper, **The Record** (Dec. 5 2003), and the University Gazette.

Fall 2000. The website for my research lab launched. I originally designed the website and continuously maintain it with updates about progress in lab research, parent feedback, news, and relevant and helpful links for parents.

Sept. 27 2000. The research being conducted at the UW Centre for Child Studies was featured in a full-length article in the **UW Gazette**.

Aug. 8 2000. The research being conducted at the UW Centre for Child Studies was featured in a full-length article in the **Kitchener-Waterloo Record**.

Dec. 22 1999. I was interviewed on **CTV** 11 o'clock National news on a news story I had contacted CTV about relating to BarbiePC and the fact that this PC contained very different software (leisure vs. educational) from the HotWheelsPC.

Dec. 1998. My work with Daniel Povinelli was mentioned in an article in the Quarterly Special Issue on Intelligence of **Scientific American**.

ASSOCIATION MEMBERSHIPS

International Association for the Study of Child Language

LANGUAGES

Speak German, Swiss German, and French fairly fluently. Moderate ability to read German and French.