**Curriculum Vitae**

**MATTHEW RISPOLI, Ph.D.**

Department of Speech and Hearing Sciences

University of Illinois

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**Personal History and Professional Experience**

Educational Background

Hunter College, CUNY, B.A., 1974

Queens College, CUNY, M.A. Library Science, 1975

University of Pennsylvania, M.A. Linguistics, 1981

Columbia University, Teachers College, Ph.D. Developmental / Educational Psychology, 1986

Academic Positions since Final Degree

1987-1988 Post‑doctoral Fellow, Psychology, University of California, Berkeley

1988-1991 Research Associate, Bureau of Child Research, University of Kansas.

1991-1992 Visiting Assistant Professor, Oklahoma State University

1992-1995 Assistant Professor, Northern Arizona University

1995-1999 Assistant Professor, Arizona State University

1999-2007 Associate Professor, Northern Illinois University

2007-2011 Visiting Assistant Professor, University of Illinois

2011- 2017 Assistant Professor, University of Illinois

2017 to present Associate Professor

Other Professional Employment

1976 – 1977 Librarian, Pierpont Morgan Library and Museum

1978-1979 Librarian, Brooklyn Public Library

1980 (summer) Instructor University of Pennsylvania, Linguistics

1980-1981 Teaching Assistant University of Pennsylvania, Linguistics,.

1982 – 1985 Research Assistant, Columbia University, Teacher’s College

1984-1985 Teaching Assistant Columbia University, Teacher’s College

1986 Instructor, Brooklyn College CUNY, Early Childhood Division, School of Education,

Honors, Recognitions, and Outstanding Achievements

2004 *Sullivan Award* College of Health and Human Sciences, Northern Illinois University

In recognition of research excellence

2009 *Certificate of Appreciation*, American Speech-Language-Hearing Association

In recognition of Associate editor service

2012 *Phyllis J. Hill Award* College of Applied Health Sciences, University of Illinois

In recognition of student mentoring

Invited Lectures and Invited Conference Presentations

Rispoli, M. (1990, April). *The mosaic acquisition of grammatical* *relations*. Invited paper presented at the Workshop on the Acquisition of Syntax, University of California at Davis, Davis, California.

Rispoli, M. (1991, June). *Structural dependency and the* *acquisition* *of grammatical relations*. Invited paper presented at the workshop on "Cross‑linguistic and cross‑population contributions to theories of language acquisition". The Hebrew University, Jerusalem, Israel.

Rispoli, M. (1993, April). *Children are pathfinders: A reaction to Choi and Bowerman*. Invited paper presented at the Workshop on Language and Vision / Space, Department of Psychology, University of Arizona, Tucson, Arizona.

Rispoli, M. (1994, January). *Predicate acquisition and semantic representation*. Invited presentation for the workshop / conference "Towards a Psychology of Language Acquisition: Cognitive and Functional Approaches". Emory University, Atlanta, Georgia.

Rispoli, M. (2004, November) *Psycholinguistics Growing Up*. Language Science Committee invited presentation to the annual meeting of the American Speech and Hearing Association, Philadelphia, Pennsylvania.

Hadley, P. & Rispoli, M. (2013, February). *Grammar is for Toddlers too.* Invited presentation to the 53rd Annual Convention of the Illinois Speech, Language and Hearing Association, Rosemont, Illinois.

Hadley, P. & Rispoli, M. (2013, February). *Grammatical Development in the Third Year of Life.* Invited presentation to the Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois University, DeKalb, Illinois.

Hadley, P., Rice, M. & Rispoli, M. (2013, November). *From Behavioral Phenotypes to Epigenetic Models of Language Acquisition and Impairment.* Language in Infants, Toddlers and Preschool invited presentation to the annual meeting of the American Speech and Hearing Association, Chicago, Illinois.

Offices Held in Professional Societies

None

Editorships of Journals or Other Learned Publications

2007-2009 Associate Editor (Language) Journal of Speech, Language and Hearing Research

Ionin, T. & Rispoli, M. (Eds.). (2019). *Three streams of generative language acquisition research. Language Acquisition and Language Disorders, 63.* Amsterdam, Benjamins.

Grants Received

Rispoli, M., P. I.; *Developmental Pronoun Case Errors,* SBR-9507849; National Science Foundation; September 1 1995 - August 31 1996; $28,250.

Rispoli, M., P. I.; *When Johnny Says 'Um': The Development of Sentence Production.* Arizona State University, Council for Research and Creative Activities; September 1997 - June 30 1998; $6,000.

Rispoli, M., P.I.; *Developmental Sentence Formulation* R03 DC03987-01; National Institute on Deafness and Communicative Disorders; January 1 1999 - December 31 2001; $104, 254.

Rispoli, M. P. I.: *Sentence Production and Developmental Error.* R15DC005374-01; Funding Agency: National Institute on Deafness and Communicative Disorders; August 16th 2002 – August 15th 2005;$143,692.

McKee, C. P. I.; Rispoli, M., & McDaniel, D., Co-P. I. *Workshop on the Development of the Language Production System.* NSF 0439943; National Science Foundation; October 19-22 2005; $29,141.

Rispoli, M. P. I., Hadley, P., Co-P. I; *The Growth of Tense and Agreement* NSF 0822513; National Science Foundation; September 1 2008 – August 31 2012; $500,000.

Rispoli, M. P.I., Hadley, P. Co-P.I. *Research Experience for Undergraduates* (supplement to) *The Growth of Tense and Agreement.* NSF BCS 22573; National Science Foundation; September 1 2010 - August 31 2011; $9,013.

Hadley, P. P. I. Rispoli, M. Co-P.I. *Simple Strategies to Accelerate Children’s Early Grammatical Growth.* R21HD071316 National Institute of Child Health & Human Development. March 1 2012 – February 28 2014; $416,899.

Ionin, T. P.I., Rispoli, M. Co-P.I., Montrul, S. Co-P.I. *Conference: Galana 2016 – Input Variation and Language Acquisition.* NSF 1551968; National Science Foundation; February 15 2016 – January 31 2018; $24,910.

Review Panels

None

**Publications and Creative Works**

Doctoral thesis

Rispoli, M. (1987). *The Development of the Transitive / Intransitive Distinction: Conceptual and Semantic Origins.* Unpublished doctoral dissertation, Teachers’ College Columbia University, New York, New York.

Books Authored or Co-Authored

None

Books Edited or Co-Edited

None

Chapters in Books

Rispoli, M. (1994). Structural dependency and the acquisition of grammatical relations. In Y. Levy (Ed.) *Other children, other languages: Issues in the theory of language acquisition*. (pp. 265-301). Hillsdale NJ: Erlbaum.

Rispoli, M. (1995). Missing arguments and the acquisition of predicate meanings. In M. Tomasello & W. Merriman (Eds.) *Beyond names for things: Young children's acquisition of verbs*. (pp. 331-352). Hillsdale NJ: Erlbaum.

Rispoli, M. (1999). Functionalist accounts of the process of first language acquisition. In T. Bhatia & W. Ritchie (Eds.) *Handbook of language acquisition.* (pp. 221-243). New York: Academic Press.

Rispoli, M. (2009). On Paradigms, Principles and Predictions. In Guo, J., Lieven, E., Budwig, N., Ervin-Tripp, S., Nakamura, K., & Özçalişkan (Eds.) *Crosslinguistic approaches to the psychology of language: Research in the tradition of Dan Isaac Slobin*. (pp. 551-561). New York: Taylor Francis

Rispoli, M. Hadley, P. (2011). Toward a Theory of Gradual Morphosyntactic Learning. In: Inbal,A & Clark, E.(Eds.) *Experience, Variation, and Generalization: Learning a First Language. (Trends in Language Acquisition Research)* (pp. 15-33). Amsterdam: Benjamins.

Monographs

None

Articles in Journals

Beckwith, R., Rispoli, M., & Bloom, L. (1984). Child Language and linguistic theory: in response to Nina Hyams.  *Journal of Child* *Language*, *11*, 685‑687.

Rispoli, M., & Bloom, L. (1985). Incomplete and continuing: Theoretical issues in the acquisition of tense and aspect (A reply to Weist et al.). *Journal of Child Language*, *12*, 471‑474.

Bloom, L., Rispoli, M., Gartner, B., & Hafitz, J. (1989). Acquisition of complementation. *Journal of Child Language*, *16*, 101‑120.

Rispoli, M. (1987). The acquisition of the transitive and intransitive action verb categories in Japanese. *First* *Language*, *7*, 183‑200.

Rispoli, M. (1989). Encounters with Japanese verbs: Caregiver sentences and the categorization of transitive and intransitive action verbs. *First Language*, *9*, 57‑80.

Rispoli, M. (1990). Lexical assignability and perspective switch: The acquisition of verb subcategorization for aspectual inflections. *Journal of Child Language*, *17*, 375‑392.

Rispoli, M. (1991). The acquisition of verb subcategorization in a functionalist framework. *First Language*, *11*, 41‑63.

Rispoli, M. (1991). The mosaic acquisition of grammatical relations. *Journal of Child Language*, *18*, 517-551.

Rispoli, M. (1992). Discourse and the acquisition of eat. *Journal of Child Language*, *19*, 581-595.

Rispoli, M. (1994). Pronoun case overextensions and paradigm building. *Journal of Child Language, 21,* 157-172.

Rispoli, M. (1998). Me or my: Two different patterns of pronoun case errors. *Journal of Speech and Hearing Research*.*, 41,* 385-393.

Rispoli, M. (1998). Patterns of pronoun case error. *Journal of Child Language. 25*, 533-554.

Rispoli, M. (1999) developmental psycholinguistic approach to pronoun case error: A reply to Schutze. *Journal of Speech, Language and Hearing Research, 42,* 1020-1022.

Rispoli, M. (1999). Case and Agreement in Language Development. *Journal of Child Language, 26,* 357-372.

Rispoli, M. (2000). Towards a more precise model of pronoun case error: A response to Schutze. *Journal of Child Language,**27,* 707-714.

Rispoli, M., & Hadley, P. (2001). The leading-edge: The significance of sentence disruptions in the development of grammar. *Journal of Speech, Language and Hearing Research, 44*, 1131-1143.

Rispoli, M. (2002). Theory and methods in the study of the development of case and agreement: A response to Schutze. *Journal of Child Language, 29,* 151-159.

Rispoli, M. (2003). Changes in the nature of sentence production during the period of grammatical growth. *Journal of Speech, Language and Hearing Research, 46,* 818-830.

Schuele, C., Haskill, A., & Rispoli, M. (2005) What’s */đer*/?: An anomalous error in a child with SLI. *Clinical Linguistics and Phonetics, 19,* 89-107.

Rispoli**,** M.(2005). When children reach beyond their grasp: Why some children make pronoun case errors and others don’t. *Journal of Child Language, 32,* 93-116.

McKee, C., Rispoli, M., McDaniel, D., Garrett, M. (2006).How do children become adult sentence producers? *Applied Psycholinguistics, 27,* 74-81.

Rispoli, M., Hadley, P., & Holt, J. (2008). Stalls and Revisions: A Developmental Perspective on Sentence Production. *Journal of Speech, Language and Hearing Research, 51,* 953-966.

Rispoli, M., Hadley, P. & Holt J. (2009) .The growth of tense productivity. *Journal of Speech, Language & Hearing Research.52,* 930-944.

Hadley, P., Rispoli, M., Fitzgerald, C., & Bahnsen, A. (2011). Predictors of morphosyntactic growth in typically developing toddlers: Contributions of parent input and child sex. *Journal of Speech, Language and Hearing Research, 54,* 549-566.

Hadley, P., & Rispoli, M. (2012). A life span perspective on individual differences in grammatical abilities. Invited commentary on E. Dabrowska, “Different speakers, different grammars: Individual differences in native language attainment." *Linguistics Approaches to Bilingualism. 2,* 269-272.

Rispoli, M., Hadley, P., & Holt, J. (2012). Sequence and System in the Development of Tense and Agreement*. Journal of Speech, Language and Hearing Research.* *55*, 1007-1021 .

Fitzgerald, C., Hadley, P. & Rispoli, M. (2013). Are some parents’ interaction styles associated with richer grammatical input? *American Journal of Speech Language Pathology.* *22,* 476-488.

Hadley, P., Rispoli, M., Holt, J., Fitzgerald, C. & Bahnsen, A. (2014). The growth of finiteness in the third year of life: Replication and predictive validity. *Journal of Speech, Language and Hearing Research, 57,* 887-900.

Hadley, P., Rispoli, M. & Hsu, N. (2015). Toddlers’ verb lexicon diversity and grammatical outcomes. *Language, Speech and Hearing Services in Schools. 47,* 44-58.

Rispoli, M. (2016). Cross-morpheme facilitation: The systematic emergence of agreement in 2-year-olds. *Language Acquisition*: *23,* 298-306.

Hsu, N., Hadley, P. & Rispoli, M. (2017). Diversity matters; Parent input predicts toddler verb production. *Journal of Child Language*. *44*, 63-86.

Hadley, P., Rispoli, M., Papastratakos, T., Hsu, N., Kubalanza, M. & McKenna, M. (2017). Input subject diversity enhances early grammatical growth: Evidence from a parent implemented intervention. *Language Learning and Development.* *13,* 54-79.

Fitzgerald, C., Rispoli, M., & Hadley, P. (2017). Case marking uniformity in developmental pronoun errors*. First Language, 37.* 391-409.

Hadley, P., Rispoli, M. & Holt, J. (2017). Input subject diversity accelerates the growth of tense and agreement: Indirect benefits from a parent implemented intervention. *Journal of Speech, Language and Hearing Research. 60,* 2619-2635.

Rispoli, M. (2018). Changing the subject: The place of revisions in grammatical development. *Journal of Speech, Language and Hearing Research. 61,* 360-372.

Hadley, P., McKenna, M. & Rispoli, M. (2018). Sentence Diversity in Early Language Development: Recommendations for Target Selection and Progress Monitoring. *American Journal of Speech-Language Pathology*. *27*. 553-565.

Hadley, P. &Rispoli, M. (2018). Let’s be explicit about the psycholinguistic bases of developmental measures: A response to Leonard, Haebig, Deevy and Brown (2017). *Journal of Speech, Language and Hearing Research, 61,* 1455-1459.

Rispoli, M. (2019). The sequential unfolding of first phase syntax: Tutorial and applications to development. *Journal of Speech, Language and Hearing Research. 62,* 693-705.

Hsu, N., Rispoli, M. & Hadley, P. (2019). Mastering the grammar of complex events: Evidence from Mandarin resultative verb compounds. *Language Learning and Development,* *15,* 255-277.

Tendera, A., Rispoli, M., Senthilselvan, A. & Loucks, T. (2019). Early speech rate developmental; a longitudinal study. *Journal of Speech, Language and Hearing Research.* <https://doi.org/10.1044/2019_JSLHR-19-00145>

Rispoli, M. & Hadley, P. (2020) Proceduralization and grammatical development: Comments on “Speech-language development as proceduralization and skill learning” (Kamhi, 2019). *Journal of Communication Disorders, 83.* <https://doi.org/10.1016/j.jcomdis.2019.105947>

Patents

None

Bulletins, Reports, or Conference Proceedings

Rispoli, M., & Bloom, L. (1987). The conceptual origins of the transitive / intransitive distinction. *Stanford Papers and* *Reports on Child Language Development*, *26*, 96‑103.

Rispoli, M. (1988). Encounters with Japanese verbs: Categorization into transitive and intransitive classes. *Stanford Papers and* *Reports on Child Language*, *27*, 81‑88.

Rispoli, M. (1988). Encounters with Japanese Verbs: The categorization of transitive and intransitive action verbs. *Berkeley Linguistics Society*, *14*, 213‑222.

Rispoli, M. (1989). The acquisition of verb subcategorization in a functionalist framework. *University of Kansas Working Papers in Language Development*, *4*, 16‑38.

Rispoli, M. (1990). The acquisition of grammatical relations in four languages. *University of Kansas Working Papers in Language Development*, *5*, 14‑42.

Rispoli, M. (1991). Pronoun case errors in language acquisition. *University of Kansas Working Papers in Language Development*, *6*, 49-67.

Rispoli, M. (1991). The emergence of the Indefinite Null Complement. In F. Ingemann (Ed.) *1990 Mid-America Linguistics Conference Papers* (pp. 310-332). Lawrence, KS: Department of Linguistics, University of Kansas.

Rispoli, M. (1991). Discourse‑pragmatics and the acquisition of an argument structure alternation. *Stanford Papers and Reports on Child Language Development*, *30*, 112-119.

Rispoli, M. (1997). The default case for subjects in the Optional Infinitive Stage. *The Proceedings of the Boston University Conference on Language Development, 21*, 465-475. Somerville MA: Cascadilla Press.

Rispoli, M. & Hadley, P. (2014). Input effects on the acquisition of finiteness*. Selected Proceedings of the 5th Conference on Generative Approaches to Language Acquisition North America,* 121-127. Somerville, MA: Cascadilla Press.

Rispoli, M., Hadley, P. & Simmons, H. (2018). Simple sentences aren’t all the same: Variation in input and acquisition. In A. Bertolini & M. Kaplan (Eds.) *BUCLD 42: Proceedings of the Boston University Conference on Language Development.* (pp. 673-686).

Abstracts

None

Book Reviews

Rispoli, M. (1998). [Review of Budwig, N. (1995). A developmental-functionalist approach to child language]. *Studies in Second Language Acquisition*, *20*, 109-110.

Rispoli, M. (1989). [Review of Aksu‑Koc, A. and Slobin, D. (1986) The acquisition of Turkish]. *Journal of Child Language*, *16* 444‑446.

Rispoli, M. (1989). [Review of Clancy, P. (1986) The acquisition of Japanese]. *Journal of Child Language*, *16*, 438‑440.

Rispoli, M. (1999). Rethinking innateness: a review article. *Journal of Child Language, 26,* 217-225.

Refereed Conference Papers and Presentations

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| Beckwith, R., & Rispoli, M. (1984, May). *Constructing syntax: The* *logical possibility*. Paper presented at the meeting of the Jean Piaget Society, Philadelphia, Pennsylvania.  Rispoli, M. (1986, April). *Developmental layering of phrase* *structure*. Paper presented at the meeting of the International Linguistics Association, New York City, New York.  Rispoli, M., & Bloom, L. (1987, April). *The conceptual origins of* *the transitive / intransitive distinction*. Paper presented at the Stanford Child Language Research Forum, Stanford University, Palo Alto, California.  Rispoli, M. (1988, February). *Encounters with Japanese verbs: The* *categorization of transitive and intransitive action verbs*. Paper presented at the 14th Annual Meeting of the Berkeley Linguistics Society, University of California, Berkeley, California.  Rispoli, M. (1988, April). *Encounters with Japanese verbs*: *Categorization into transitive and intransitive classes*. Paper presented at the Stanford Child Language Research Forum, Stanford University, Palo Alto, California.  Rispoli, M. (1988, October). *The acquisition of verb* *subcategorization in a functionalist framework*. Paper presented at the Boston University Conference on Language Development. Boston, Massachusetts.  Rispoli, M. (1990, October). *The emergence of the Indefinite Null* *Complement*. Paper presented at the meeting of the Mid-America Linguistics Conference, University of Kansas, Lawrence, Kansas.  Rispoli, M. (1991, April). *Discourse Pragmatics and the Acquisition* *of an Argument Structure Alternation*. Paper presented at the Stanford University Child Language Research Forum, Stanford University, Palo Alto, California.  Hart, B., & Rispoli, M. (1991, May). *Early vocabulary in Down* *Syndrome Children*. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Key Biscayne, Florida.  Rispoli, M. (1991, October). *Pronoun Case Errors in Language* *Acquisition*. Paper presented at the meeting of the Mid-America Linguistics Conference, Oklahoma State University, Stillwater, Oklahoma.  Rispoli, M., Fouquet, T., & Lane, J. (1992, November). *Pronoun case errors in child language*. Paper presented at the annual convention of the American Speech and Hearing Association, San Antonio, Texas.  Van Valin, R., & Rispoli, M. (1993, July). *The Role of Pragmatics and Verb Semantics in the Acquisition of Argument Structure*. Paper presented at the Sixth International Congress for the Study of Child Language: Symposium on the Acquisition of Verb-Argument Structure. Trieste, Italy.  Rispoli, M. (1994, January). *Paradigms and Pronoun Case Errors*. Paper presented at the Boston University Conference on Language Development. Boston, Massachusetts.  Rispoli, M. (1994, April). *A possible relationship between pronoun case errors and paradigm building*. Paper presented as part of the panel / workshop "Pronoun case errors: New approaches to an old phenomenon". Stanford University Child Language Research Forum, Stanford University, Palo Alto, California.  Rispoli, M. (1995, April). *Factors contributing to the frequency of pronoun case overextension*. Poster presented at the Stanford University Child Language Research Forum, Stanford University, Palo Alto.  Rispoli, M. (1995, June). *Developmental Pronoun Case Overextension*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M. (1996, November). *Me or my: Why some children prefer me for I.* Poster presented at the annual convention of the American Speech and Hearing Association, Seattle WA.  Rispoli, M. (1996, November). *The default case for subjects in the Optional Infinitive Stage.* Paper presented at the Boston University Conference on Language Development. Boston, Massachusetts.  Rispoli, M. (1997, April). *How should we characterize normal language development in Japanese?* Discussion paper presented in a symposium *Developmental patterns in current research on Japanese child language acquisition.* Society for Research in Child Development, Washington, D.C.  Rispoli, M. (1997, May). *The double cell effect in pronoun case errors.* Poster presented at the Symposium on Research in Child Language Disorders. Madison, Wisconsin.  Rispoli, M (1998, June). *Do case and agreement co-develop?* Poster presented at the Symposium on Research in Child Language Disorders. Madison, Wisconsin.  Rispoli, M. (1999, April). *Processing limitations in morphosyntactic development*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, New Mexico.  Rispoli, M., Hadley, P. & Dufek, S. (1999, June). *The development of incremental sentence production*. Poster presented at the Symposium on Research in Child Language Disorders. Madison, Wisconsin.  Haskill, A., Schuele, C. & Rispoli, M. (1999, November) *What’s /đer/? An anomalous error in a child with SLI*. Paper presented at the annual meeting of the American Speech and Hearing Association. San Francisco, California.  Rispoli, M. & Hadley, P. (2001, April) *Evidence for the proceduralization of sentence structures in young children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.  Rispoli, M. & Menge, M. (2001, November) *From stall to revision: Changes in the nature of sentence production during the period of grammatical development*. Paper presented at the Boston University Conference on Language Development. Boston, MA.  Rispoli, M. (2002, July) *Case, agreement and development: The saga continues*. Paper presented at the Joint Conference of the IX International Congress for the Study of Child Language and the Symposium on Research in Child Language Disorders, Madison, WI.  Rispoli, M. (2002, November) *Disassociation of sentence production components during the development of grammar.* Paper presented at the Boston University Conference on Language Development. Boston, MA.  Rispoli, M. (2003, April). *Components of Sentence Production during the Development of Grammar*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, Fl.  Rispoli, M., & Bernstein Ratner, N. (2004, November).*Psycholinguistics Growing Up: How do the Mechanisms of Sentence Production Develop?* Presentation at the Annual Meeting of the American Speech and Hearing Association, Philadelphia, PA.  Rispoli, M. (2005, April). *Children’s Utterance Production Systems have a Limited Capacity*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.  Lin, E. & Rispoli, M. (2005, June). *New Information about Subject and Object Omission in Child Language*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M. & Hadley, P. (2005, June). *The Acquisition and Automaticity of Finiteness Marking.* Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M. & Hadley, P. (2006, August). *Tense Marker Productivity and Sentence Production Automaticity in Young Children.* Poster presented at the Third International Conference on Language Production, Chicago, Il.  Holt, J., Hadley, P., & Rispoli, M. (2007, April). *The scaling of a grammatical productivity measure to assess onset of tense marking in children developing typically and atypically.* Poster presented at the annual meeting of the American Educational Research Association, Chicago, Il.  Rispoli, M., Hadley, P., & Holt, J. (2007, June). *Two Types of Sentence Disruption: A Developmental Perspective on Sentence Production*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Hadley, Fitzgerald, Bahnsen & Rispoli (2009, June). *Input Informativeness as a Predictor of Morphosyntactic Growth*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M., Hadley, P. (2009, July). *Toward a Theory of Gradual Morphosyntactic Learning*. Presentation at the Stanford Child Language Research Forum, Berkeley, CA.  Rispoli, M., Hadley, P., Holt, J. & Trapp, W. (2010, June). *Sequence and System in the Development of Tense and Agreement*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Hadley, P. Rispoli M. (2010, November). *Grammar is for toddlers too*. Presentation at the Annual Meeting of the American Speech and Hearing Association, Philadelphia, PA.  Fitzgerald, C., Hadley, P. & Rispoli, M. (2011, June). *Talking to Toddlers: Typological and Stylistic Variation in Child-directed Speech.* Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Hadley, P., & Rispoli, M. (2011, July). *Predicting tense and agreement productivity before three.* Symposium presentation presented at the 12th International Congress for the Study of Child Language, Montreal, Canada.  Rispoli, M., & Hadley, P. (2011, July).  *The significance of revisions in grammatical development.* Symposium presentation presented at the 12th International Congress for the Study of Child Language, Montreal, Canada.  Fitzgerald, C., Rispoli, M., Hadley, P. & McKenna, M. (2012, June) *Productivity scoring as a metric of early finiteness marking*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Hadley, P., Rispoli, M., Holt, J., Fitzgerald, C. & Bahnsen, A. (2012, June). *Toddlers’ Growth of Tense and Agreement Productivity Predicts Accuracy Outcomes at Age 3*. Podium presentation presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M. & Hadley, P. (2012, October). *Input effects on the acquisition of finiteness.* Poster presented at Generative Approaches to Language Acquisition 5, Lawrence, KS.  Rispoli, M. & Hadley, P. (2012, December). *Input effects on the acquisition of finiteness.* Podium presentation at the Early Language Acquisition Conference, Lyon, France.  Hadley, P., Rispoli, M. & Hsu, N. (2013, June). *Developmental expectations for verb lexicon growth.* Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M. & Hadley, P. (2013, June). *Input and Cross-Morpheme Facilitation Influence the Rate of Finiteness Development*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Hsu, N., Hadley, P., Rispoli, M. (2014, June). *Diversity matters: Parent input and toddler’s verb lexicon size*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Hsu, N. Rispoli, M. Cheung, H. (2015, April). *Compounds and complex predicates: Evidence from the acquisition of Mandarin*. Podium presentation at the Seventh Annual ILLS Conference, Urbana-Champaign, Ill.  Rispoli, M., Papastratakos, T., Stern, C. & Hadley, P. (2015, June). *Input packaging and the acquisition of copula is*. Submitted Oral Presentation at the Symposium for Research in Child Language Disorders, Madison, WI.  Hadley, P., Rispoli, M., Holt, J., Papastratakos, T. & Hsu, N. (2015, June). *Parent input subject diversity accelerates children’s early sentence growth.* Submitted Oral Presentation at the Symposium for Research in Child Language Disorders, Madison, WI.  Fitzgerald, C., Rispoli, M. & Hadley, P. (2015, June). *Uniformity across first person and third person in typically developing children’s pronoun case errors.* Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.  Rispoli, M. & Hadley, P. (2015, November).*Input Subject Diversity as a Catalyst for Grammatical Growth*. Paper presented at the Boston University Conference on Language Development. Boston, MA.  Tendera, A., Loucks, T. & Rispoli, M. (2016, November). *Speech rate in normally developing children between 24 and 36 months old: Longitudinal study.* Technical research presentation at the Annual Meeting of the American Speech and Hearing Association, Philadelphia, PA.  Rispoli, M., Hadley, P., & Simmons, H. (2017, November). *Simple Sentences aren’t all the Same: Variation in Input and Acquisition*. Paper presented at the Boston University Conference on Language Development. Boston, MA.  Hadley, P. & Rispoli, M. (2017, November). *Development, Assessment & Intervention in a Sentence-Focused Framework.* Seminar presentation at the Annual Meeting of the American Speech and Hearing Association, Los Angeles, CA. |  |

Hsu, N. & Rispoli, M. (2017, November). *Assessing Early Grammatical Development: An Example from Mandarin Resultative Verb Compounds (RVCs).* Flash Session Presentation at the Annual Meeting of the American Speech and Hearing Association, Los Angeles, CA.

Tendera, A., Rispoli, M., Halfyard, S., Inaba, C., Senthilselvan, S. & Loucks, T. (2018, November). *Longitudinal Analysis of Speech Rate of Novel Utterances & their Repetitions in Young Children.* Technical Presentation at the Annual Meeting of the American Speech and Hearing Association, Boston, MA.

M. Other

Beckwith, R., & Rispoli M. (1986). Aspects of a theory of mind. [Interview with Noam Chomsky]. *New Ideas in Psychology*, *4*, 187‑202.

Rispoli, M. (1989, March). *Error and explanation: Case particle* *errors in the acquisition of Japanese*. Presentation to the Proseminar of the Child Language Program of the University of Kansas, Lawrence, Kansas.

Rispoli, M. (1989, October). *Logical structure and information* *structure: Implications for acquisition*. Presentation to the Proseminar of the Child Language Program of the University of Kansas, Lawrence, Kansas.

Rispoli, M. (1990, February). *Implications of the non‑universality* *of grammatical relations for language acquisition*. Presentation to the Proseminar of the Child Language Program of the University of Kansas, Lawrence, Kansas.

Rispoli, M. (1990, September). *Eat!: The emergence of the* *indefinite null complement*. Presentation to the Proseminar of the Child Language Program of University of Kansas, Lawrence, Kansas.

Rispoli, M. (1991, March). *The construction of predicate classes* *in first language acquisition*. Presentation to the Department of Psychology, Northwestern University, Evanston, Illinois.

Rispoli, M. (1991, April). *Me for I and her for she: Pronoun case* *errors in child language*. Presentation to the Proseminar of the Child Language Program of the University of Kansas, Lawrence, Kansas.

Rispoli, M. (1992, March). *Paradigms and case error in child language*. Presentation to the Department of Communications Sciences and Disorders, Wayne State University, Detroit, Michigan.

Rispoli, M. (1992, April). *The acquisition of case and agreement systems in four languages*. Paper presented to the Linguistic Program of Northern Arizona University, Flagstaff, Arizona.

Rispoli, M. (1995, April). *Sometimes children's errors take on a life of their own*. Presentation to the Cognitive Science Colloquium. University of Arizona, Tucson.

Rispoli, M. (1997, March). *Why you can't go from linguistic theory to language development without psycholinguistics.* Presentation to the Department of Communications Disorders, University of Northern Iowa. Cedar Falls, Iowa.

Rispoli, M. (1999, February). *A developmental psycholinguistic account of pronoun case errors*. Presentation to the Department of Communicative Disorders, Northern Illinois University. Dekalb, Illinois.

Rispoli, M. (1999, April). *Theoretical issues concerning the learning of verbs.* A Conference Call Presentation to the Department of Communicative Disorders, University of Missouri. Columbia, Missouri.

Rispoli, M. (2002, October). *Bridging the gap between adult and developmental psycholinguistics.* A Cognitive Studies Brown Bag Presentation. Northern Illinois University. DeKalb, Illinois.

Rispoli, M., & Hadley, P. (2007, November).*General Trends and Individual Differences in the Development of Tense: The View from Morphological Productivity*. Invited presentation to the Language Processing Brown Bag, The Beckman Institute, University of Illinois, Urbana-Champaign, Illinois.

Hadley, P., & Rispoli, M. (2007, December). *Morphosyntactic Productivity and the Growth of Tense*. Invited presentation to the Linguistics Seminar, University of Illinois, Urbana-Champaign, Illinois.

Hadley, P., & Rispoli, M. (2008, December). *Profiling Risk for Language Impairment in Late Talking Toddlers*. Invited presentation for the first anniversary of the Speech and Hearing Clinic of the University of Illinois. Champaign, Illinois.

Rispoli, M. & Hadley, P. (2011, November). *Growth and Learning: Finiteness in the 3rd year of Life*. Invited presentation to the Linguistics Seminar, University of Illinois, Urbana-Champaign, Illinois.

Rispoli, M. (2012, February) *Input Matters in Gradual Morphosyntactic Learning*. Invited presentation to the Speech and Hearing Science Proseminar, University of Illinois, Urbana-Champaign, Illinois.

Rispoli, M. (January, 2013). *The Acquisition of Agreement in English: Input Diversity and Cross-Morpheme Facilitation*. Presentation to the Language Processing Brown Bag, Beckman Institute, University of Illinois, Urbana-Champaign, Illinois.

Rispoli, M. (September, 2014). *Attachment Errors: What Developmental Errors Tell us about Grammatical Development.* . Invited presentation to the Speech and Hearing Science Proseminar, University of Illinois, Urbana-Champaign, Illinois.

Rispoli, M., Hadley, P. & Simmons, H. (October, 2017). *Structurally Specific Lexical Diversity and the Development of the Simple Sentence.* Invited presentation to the Speech and Hearing Science Proseminar, University of Illinois, Urbana-Champaign, Illinois.

Rispoli, M. (2020, January). *The Development of Predication*. Invited presentation to the Linguistics Seminar, University of Illinois, Urbana-Champaign, Illinois.

Rispoli, M. (February, 2021). *Instructional Team Approach to Online Course Delivery.* Presentation to the College of Applied Health Science Teaching Academy. Urbana-Champaign, Illinois.

Supervision of Graduate Student Research

Lin, E. (2005). *The Validity of Different Hypotheses Regarding Subject and Object Drop in Child Language.* Master’s Thesis. Northern Illinois University, DeKalb, Illinois.

Cartozian, A. (2005). *The Relationship Between Linguistic Development and Utterance Disruption in Young Children*. Master’s Thesis. Northern Illinois University, DeKalb, Illinois.

Hoover, J. (2003).*Relationships between Phonological, Lexical and Morphosyntactic Development.* Master’s Thesis. Northern Illinois University, DeKalb, Illinois.

Fitzgerald, C. (2015). *Uniformity of Pronoun Case Errors in Typical Development: The Association between Children’s First Person and Third Person Case Errors in a Longitudinal Study.* Doctoral Dissertation. University of Illinois, Urbana-Champaign, Il. (Co-director of Research).

Hsu, N. (2017). *Grammatical productivity in Mandarin Resultative Verb Compounds.* Doctoral Dissertation. University of Illinois, Urbana-Champaign, Il.

3. Supervision of Undergraduate Students

Jones, W. (1999). *The Relationship between Word Finding and Structure Building in Children with Specific Language Impairment*. Undergraduate Honors Thesis. Arizona State University, Tempe, Arizona.

McCartin, M. (2013).*A Window into the Time Frame of Pronoun Case Errors.* James Scholar Undergraduate Senior Honors Thesis. University of Illinois, Urbana-Champaign, Il.

Papastratakos, T. (2013). *Agreement and Parent Input.* James Scholar Undergraduate Senior Honors Thesis. University of Illinois, Urbana-Champaign, Il.

Strohman, A. (2013). *Copula Omission: A Deeper Look into One Explanation.* James Scholar Undergraduate Senior Honors Thesis. University of Illinois, Urbana-Champaign, Il.

4. Thesis Committee member

Krok, W. (1997). *Phonological Awareness Abilities in Children with Two Profiles of Language Impairment.* Master’s Thesis. Arizona State University, Tempe, AZ.

Brinkmeier, J. (2002). *Verb Lexicons and the Transition to Word Combinations in Children at-risk for SLI.* Master’s Thesis. Northern Illinois University, DeKalb, IL

Scallon, C. (2003). *Assessing the Emergence of Tense Markers in Young Children: Is Parent Report Valid?* Master’s Thesis. Northern Illinois University, DeKalb, IL.

Basena, D. (1996). *Codeswitching between Typologically Different Languages, Lusoga and English: A Case Study.* Doctoral Dissertation. Northern Arizona University, Flagstaff, AZ.

Walsh, K. (2010) *Toy talk: A simple strategy to promote richer grammatical input*. Master’s Thesis. University of Illinois, Urbana-Champaign, Il.

Fitzgerald, C. (2010). *Understanding contributors to input informativeness for tense marking: Overlap among English typology, parent toddler interaction style and register*. Master’s Thesis. University of Illinois, Urbana-Champaign, Il.

Bahnsen, A. (2011) *One of a kind grammar: The role of sentence diversity in children's grammatical development.* Master’s Thesis. University of Illinois, Urbana-Champaign, Il.

McKenna, M. (2013). Developmental expectations for child-like sentences. Master’s Thesis. University of Illinois, Urbana-Champaign, Il.

**Professional Service**

Public Engagement

None

Service to Disciplinary and Professional Societies or Associations

2010 Reviewer, National Science Foundation

2012-2013 Committee Member Infant and Toddler Program, American Speech and Hearing Association

2013 Reviewer, International Association for the Study of Child Language

2015 Conference Co-Organizer, Generative Approaches to Language Acquisition North America (GALANA) 7

2020- member of LangVIEW consortium

University/Campus Service

2008-2011 Member of the SHS Research Committee

2011 Chair of the SHS Research Committee

2012 Chair of the SHS ad hoc Renovation Plan Committee

2013-2015 Member of the AHS Educational Policy Committee

2012-2015 Member of the SHS Admissions Committee

2014-2015 Member of the SHS Undergraduate Policy Committee

2014-2015 Faculty Senator

2016-2017 Faculty Senator

2016-2018 Member of the SHS Education Policy Committee

2016-2018 Chair of the SHS Awards Committee

2017-2018 Member of the Search Committee for Clinical Assistant Professors

2018-2019 Member of the Search Committee for Clinical Assistant Professors

2018-2019 Co-chair of the SHS Awards Committee

2018-2019 Member of the SHS Graduate Admissions Committee

2018-2019 Member of the SHS Program Policy Committee

2019-2020 Chair of tenured & tenure track faculty search committee.

2019-2020 Chair of the Graduate Admissions Committee

2019-2020 Chair of the SHS Awards Committee

2019-2020 Member of the SHS Program Policy Committee

2020-2021 Chair of the SHS Graduate Admissions Committee

2020-2021 Chair of the SHS Educational Policy Committee

2021-2022 Co-chair of the SHS Educational Policy Committee

2011-2022 Member of the SHS Program Policy Committee

2021-2022 Chair of the SHS Graduate Admissions Committee