

Curriculum Vitae

Sara C. Steele, Ph.D, CCC-SLP
253 McGannon Hall
3750 Lindell Blvd., St. Louis, MO 63108
Tel: 314-977-2941
sara.steele@health.slu.edu

Education

Ph.D., Speech and Hearing Science, University of Illinois at Urbana-Champaign.

M.A., Speech and Hearing Science, University of Illinois at Urbana-Champaign.

B.S., Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Current Position

Associate Professor, Department of Communication Sciences and Disorders, Saint Louis University, 2015-present

Professional Employment

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

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

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

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

Awards, Honors, and Recognitions

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

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

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

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

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

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

Publications

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

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

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

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

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

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

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

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

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

Johnson, C.J., Phatak, S., **Steele, S.D.**, Lobdell, B., & Allen, J. (2007). Speech perception confusions in children with reading disabilities. *Proceedings of the 27th World Congress of the International Association of Logopedics and Phoniatrics*. Proceedings IALP Congress, Free Communications, FC32, FC32.2.

Presentations (last 5 years)

International

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

National

Steele, S.C. & Nagle, A. (2018, November). *Costs and Benefits of Language Sample Analysis from a School-based SLP Perspective*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Boston, MA.

Engracia, J. & **Steele, S.C.** (2015, November). *Educational Diagnosis of Language Impairments in School-Age Children*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.

Steele, S.C. & Holzer, E. (2015, November). *A Survey of School-Based Speech-Language Pathologists' Vocabulary Assessment Practices*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.

Pressly, A., **Steele, S.C.**, Hwa-Froelich, D., & Threats, T. (2014, November). *School-based speech-language pathologists' vocabulary intervention practices*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Orlando, FL.

State

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

Cardone, V. & **Steele, S.C.** (April 2015). *Lexical Diversity: Is NDW Enough?* Poster presented at Missouri Speech-Language Hearing Association Annual Convention, Osage Beach, MO.

Mueller, L. & **Steele, S.C.** (April 2015). *Effect of language impairment and socioeconomic status on general academic vocabulary knowledge*. Poster presented at Missouri Speech-Language Hearing Association Annual Convention, Osage Beach, MO.

Local

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

Steele, S.C. (2013, July 9 and July 30). *Stepping up vocabulary intervention for school-age children with language impairment*. Invited presenter for speech-language pathologists in Special School District, St. Louis County, MO.

University Teaching (2010-present)

CSDI 380: Language Development, Saint Louis University. Fall, 2008-2014.

CSDI 3700: Speech and Language Development, Saint Louis University. Fall, 2014-2017

CSDI 5450: Phonological Development and Disorders, Saint Louis University. Fall 2008-present.

CSDI 5560: Language II, Saint Louis University. Spring 2009-present.

CSDI 5580: Language Based Literacy Disorders. Spring 2010-present

Doctoral Dissertation Committee Member

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

Master's Thesis Committee Chair

May, G. (2018). Influence of gender on short-term phonological memory and inferential word learning in school-age children with and without language impairment.

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

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

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

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

Master's Thesis Committee Member

Lee, H. (2016). Theory of Mind in Korean-English bilingual children.

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

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

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

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

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

Mentored Undergraduate Senior Research Projects (last 5 years)

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

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

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

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

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

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

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

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

Professional Certification

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