



**Faculty Research
Interests and Recent
Publications**

**School of
Behavioral and
Brain Sciences**

For more research interest information, or to contact the faculty individually, please visit: www.bbs.utdallas.edu

The School of Behavioral and Brain Sciences is concerned with the study of human development throughout the life span, including normal perceptual, cognitive, linguistic, emotional, social, and physiological processes, as well as individual differences in these processes.

The School of Behavioral and Brain Sciences is housed in Green Hall on the main campus of The University of Texas at Dallas and in the Callier Center for Communication Disorders. Green Hall contains numerous laboratories and observation rooms for research on perception, memory, psycholinguistics, and social interaction, as well as extensive neuroscience facilities.

The Callier Center for Communication Disorders, with locations both on campus and downtown Dallas, houses sophisticated behavioral and neuroscience facilities for research in the communication sciences and disorders. The Callier Center provides excellent opportunities for study of a broad range of communication disorders. Outpatient clinics for persons having speech, language, and hearing disorders see more than 75,000 clients per year. Infant and preschool programs serve over 300 hearing, hearing-impaired, and language-impaired children. Students also participate in research at the nearby University of Texas Southwestern Medical Center at Dallas and at area hospitals, clinics and rehabilitation facilities.

The Center for Brain Health, both its own facility and part of the School of Behavioral and Brain Sciences, is located in downtown Dallas. The Center works through research and clinical treatment programs to understand the brain's ability to restore or protect healthy brain function, protect the brain from unnecessary mental decline, and heal the brain through treatments that regenerate brain function.

The School of Behavioral and Brain Sciences offers the following programs:

Undergraduate:

Child Learning and Development (B.S.)
Cognitive Science (B.S.)
Neuroscience (B.S.)
Psychology (B.A.)
Speech-Language Pathology and Audiology (B.S.)

Masters:

Applied Cognition and Neuroscience (M.S.)
Communication Disorders (M.S.)
Human Development and Early Childhood Disorders (M.S.)
Psychological Sciences (M.S.)

Doctoral:

Cognition and Neuroscience (Ph.D.)
Communication Sciences and Disorders (Ph.D.)
Psychological Sciences (Ph.D.)
Audiology (Au.D.)

Combined:

Communication Disorders (M.S.) / Communication Sciences and Disorders (Ph.D.)
Applied Cognition and Neuroscience (M.S.) / Communication Sciences and Disorders (Ph.D.)
Applied Cognition and Neuroscience (M.S.) / Cognition and Neuroscience (Ph.D.)
Audiology (Au.D.) / Communication Sciences and Disorders (Ph.D.)

Herve Abdi, Ph.D., University of Aix-en-Provence

My research is organized around three areas: psychology of memory, neural networks, and statistics. The psychology of memory research is mainly directed toward the modeling of long term semantic memory (e.g., scripts, schema, concepts) and memory for faces. The neural networks research is directed at finding a generalization of auto-associative networks and to the analysis of the statistical properties of connectionist models. My work with statistics is oriented towards two domains: analysis of variance (experimental design) and analysis of qualitative data (correspondence analysis, additive tree analysis).

Takane, Y., Hwang, H., and Abdi, H. (in press, 2008). Regularized multiple-set canonical correlation analysis. *Psychometrika*, 73.

Abdi, H., Valentin, D., Chollet, S., and Chrea, C. (2007). Analyzing assessors and products in sorting tasks: DISTA-TIS, theory and applications. *Food Quality and Preference*, 18, 627-640.

Caldara, R., and Abdi, H. (2006). Simulating the "other-race" effect with autoassociative neural networks: Further evidence in favor of the face-space model. *Perception*, 36, 659-670.

Peter F. Assmann, Ph.D., The University of Alberta

Listeners with normal hearing can communicate successfully even when speech is produced under extreme conditions: for example, when the speaking rate is as high as 400 words per minute; when competing voices and other types of background noise are present; and when the signal is distorted by narrow bandpass filtering. Current research in our laboratory considers how listeners achieve this by looking at auditory, perceptual, and cognitive processes that intervene between the production of speech and its recognition. We are developing and testing models of auditory and phonetic analysis to describe how information is extracted from speech under adverse listening conditions.

Assmann, P.F. and Nearey, T.M (2007). Relationship between fundamental and formant frequencies in voice preference. *Journal of the Acoustical Society of America*, 122: EL35-EL43.

Stickney, G.S., Assmann, P.F., Chang, J., and Zeng, F.G. (2007). Effects of cochlear implant processing and fundamental frequency on the intelligibility of competing sentences. *Journal of the Acoustical Society of America*, 122: 1069-1078.

Summerfield, Quentin, A., Culling, J., Assmann, P.F. (2006). In: Listening to speech: An auditory perspective. Greenberg, S., Ainsworth, W., Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers: 223-235.

Marco Atzori, Ph.D., International School for Advanced Studies, Italy

My investigation focuses on local properties of the auditory cortex. I am interested in the cellular and synaptic physiology of different cell types, the relationship between their physiological and morphological properties, and how the presence of different neuromodulators affects cortical activity. I mainly use electrophysiology and immunohistochemistry in rodent brain slices.

J. Nichols, V. Jakkamsetti, H. Salgado, M. Kilgard, and M. Atzori (2007). Environmental enrichment selectively increases excitatory synaptic transmission to layer 2/3 in the temporal cortex. *Neuroscience*. av. ahead of print Feb. 7.

F. Dufour, Q. Liu, and M. Atzori (2006). Effects of cholesterol-rich diet on the rat on spatial memory. *Brain Res.* 1103: 88-98.

C. Cui, M. Xu, and M. Atzori (2006). Voltage-dependent Block of NMDA Receptors by Dopamine D1 Receptor Ligands. *Molecular Pharm.*, 70: 1761-70.

James C. Bartlett, Ph.D., Yale University

A cognitive psychologist by training, my research interests fall in the general area of nonverbal cognition with specific projects focused on: (a) human aging and memory, (b) long-term memory for faces, (c) perception of faces, (d) eyewitness memory, and (e) music cognition. A recent project is focused on individual differences in false recognition of faces and other stimuli including words and names. New research initiatives include neuroimaging of face recognition and relations of normal and pathological aging of human memory.

Bartlett, J.C., Memon, A.. (2007). *In: The handbook of eyewitness psychology, Vol II: Memory for people.* Lindsay, Rod C.L., Ross, D.F., Read, J.D., Tolia, M.P., Mahwah, NJ, US: *Lawrence Erlbaum Associates Publishers*: 309-338.

Jones, T.C., Bartlett, J.C., and Wade, K.A. (2006). Nonverbal conjunction errors in recognition memory: Support for familiarity but not feature binding. *Journal of Memory and Language, 55*: 138-155.

Memon, A., Bartlett, J. C., Rose, R., and Gray, C. (2003). The aging eyewitness: The effects of face-age and delay upon younger and older observers. *Journal of Gerontology: Psychological Sciences and Social Sciences, 58*: 338-345.

Thomas G.R. Bower, Ph.D., Cornell University

My research interests include many aspects of typical and atypical infant development, such as speech perception, face recognition, memory processes and learning capabilities of hours-old newborn infants. My more recent research interests include logical analyses of newborn learning, and language and cognitive development in young children with autism.

Aldridge, M.A., Stillman, R.D. and Bower, T.G.R. (2001). Newborn categorization of vowel-like sounds. *Developmental Science, 4*: 220-232.

Aldridge, M.A., Stone, K., Sweeney, M. and Bower, T.G.R. (2000). Preverbal children with autism understand the intentions of others. *Developmental Science, 3*: 294-301.

Hernandez, T., Aldridge, M.A., and Bower, T.G.R. (2000). Structural factors in newborn preference for speech sound. *Developmental Science, 3*: 46-49.

Duane Buhrmester, Ph.D., University of Denver

My current work focuses on a longitudinal study that tracks experiences in close friendships and family relationships as children progress from the 6th to 12th grade. The aims of the study are to identify the qualities of family and peer relationships that shape the development of the social skills and to examine the changing impact that parents and peers have on adjustment.

Underwood, M. and Buhrmester, D. (2007, in press). Friendship features and social exclusion: An observational study examining gender and social context. *Merrill-Palmer Quarterly*.

Jenkins, S.R., Goodness, K., and Buhrmester, D. (2002). Gender differences in early adolescents' relationship qualities, self-efficacy, and depression symptoms. *Journal of Early Adolescence, 22*: 277-309.

French, D.C., Rianasari, M., Pidada, S., Nelwan, P., and Buhrmester, D. (2001). Social support of Indonesian and U.S. children and adolescents by family members and friends. *Merrill-Palmer Quarterly, 47*: 377-394.

Tom Campbell, Ph.D., University of Wisconsin-Madison

My research has focused on understanding the environmental, physiological and behavioral markers that underlie speech and language disorders in children. In recent years, I have been especially interested in understanding both the genetic and physiological processes that are associated with childhood motor speech disorders.

Campbell, T.F. and Gretz, S. (In press). Apraxia of speech in Children. In M.R. McNeil (Ed.). *Clinical management of sensorimotor speech disorders*, 2nd Edition, Thieme, New York.

Campbell, T.F., Dollaghan, C., Janosky, J.E. (2007). A performance curve for assessing change in percentage of consonants correct-revised (PCC-R). *Journal of Speech, Language, and Hearing Research, Vol 50(4)* Aug: 1110-1119.

Paradise, J. L., Feldman, H. M., Campbell, T. F., Dollaghan, C.A., Rockette, H. E., Pitcairn D.L., Smith, C. G., Colborn, D.K., Bernard, S.B., Kurs-Lasky, M., Janosky, J. E., Sabo, D. L., O'Connor, E.O., and Pelham, W.E. (2007). Tympanostomy tubes and developmental outcomes at 9 to 11 years of age. *The New England Journal of Medicine, 356, 3*: 248-261.

Lawrence J. Cauller, Ph.D., Northeastern Ohio Universities' College of Medicine

My research examines the basic function of circuits within the cerebral cortex. Since damage to this part of the brain disrupts cognitive functions like memory and perception, a better understanding of how cortical circuits operate promises to shed light on normal cognition and pathologies like Alzheimer's disease and epilepsy. My current projects employ the following neuroscience techniques: (1) neural tract tracing to identify the connections between cortical areas and the rest of the brain; (2) extracellular field potentials and current source density analysis to identify the sites where a given connection activates its target; and (3) intracellular synaptic physiology in living slices of cortex to evaluate the effectiveness of a connection. The results of these experiments are being incorporated into a computational model for the computer simulation of cortical sensory processing.

Lu, H.M., Goldsmith, C., Cauller, L.J., and Lee, J.B. (in press). MEMS-based inductively coupled RFID transponder for implantable wireless sensor applications. *IEEE Trans. Magnetics*.

Cauller, L.J. (2007). What it might 'feel' like to be connected to devices that will expand or enhance human function with cyber abilities. *J. Personal Cyberconsciousness 2(1)*: 1-8.

Kmecko, T., Hughes, G., Cauller, L.J., Lee, J.B., and Romero, M. (2006). Nanocomposites for neural interfaces. *Mater. Res. Soc. Symp. Proc. 926*: 1-7.

Sandra Chapman, Ph.D., University of Texas at Dallas

My research spans the age spectrum from studies that evaluate plasticity in brain-injured children and adolescents to research focused on understanding the potential for plasticity throughout adulthood into very old age. I explore relationships among cognitive abilities, discourse function, neurological profiles and intervention as well as drug therapies using structural brain imaging measures (MRI) and functional brain imaging measures (SPECT, fMRI).

Wong, S.B. Chiu, Anand, R., Chapman, S.B., Rackley, A.M., and Zientz, J.N. (in press). When Nouns and Verbs Degrade: Facilitating Communication in Semantic Dementia. *A Special Issue of the Journal Aphasiology*.

Zientz, J., Rackley, A., Chapman, S.B. (2007). Evidence-based Practice Recommendations for Dementia: Educating Caregivers on Alzheimer's Disease and Training Communication Strategies. *Journal of Medical Speech-Language Pathology, Vol 15(1)* Mar : liii-lxiv.

Hanten, G., Li, X., Chapman, S.B., Swank, P., Gamino, J.F., Roberson, G., Levin, H.S. (2007). Development of Verbal Selective Learning. *Developmental Neuropsychology 32*: 585-596.

Michael D. Devous, Ph.D. (Adjunct), Texas A&M University

My research is topographically organized into three areas: 1) the role of functional brain imaging in normal CNS function and in psychiatric and neurologic disorders; 2) three dimensional models for the extraction and analysis of functional brain imaging data; and 3) physiologic investigations of the sequelae of CNS pathology in animal models. This includes extensive experience using functional brain imaging to investigate speech and communication disorders (aphasia, deafness, spasmodic dysphonia and stuttering), psychiatric disorders (anxiety disorders, bipolar disorder, dementia, mood disorders, schizophrenia and substance abuse), and neurologic disorders (arteriovenous malformation, cerebrovascular disease, epilepsy and head trauma).

Devous, M.D. Sr., Altuna, D., Furl, N., Cooper, W., Gabbert, G., Ngai, W.T., Chiu, S., Scott, J.M. III, Harris, T.S., Payne, J.K., and Tobey, E.A. (2006). Maturation of speech and language functional neuroanatomy in pediatric normal controls. *J Speech Lang Hear Res* 49: 856-866.

Adinoff, B., Williams, M.J., Best, S.E., Harris, T.S., Chandler, P., Devous, M.D. Sr. (2006). Sex Differences in Medial and Lateral Orbitofrontal Cortex Hypoperfusion in Cocaine-Addicted Subjects. *Gen Med*. 3: 206–222.

Tobey, E.A., Devous, M.D. Sr., Buckley, K., Cooper, W.B., Harris, T.S., Ringe, W., Roland, P.S. (2004). Functional brain imaging as an objective measure of speech perception performance in adult cochlear implant users. *International Journal of Audiology* 43: S52-S56.

Christine Dollaghan, Ph.D., University of Wisconsin-Madison

My research interests include the nature of language (especially lexical) processing in children with and without language disorders; risk factors (biological and sociodemographic) for abnormal language development, and the use of epidemiologic and taxometric methods for critically appraising diagnostic categories and indicators.

Dollaghan, Christine A. (in press). *The Handbook of Evidence-Based Practice for Communication Disorders*. Baltimore: Brookes.

Campbell, T.F., Dollaghan, C.A., and Janosky, J.E. (2007). A performance curve for assessing change in Percentage Consonants Correct-Revised (PCC-R). *Journal of Speech, Language, and Hearing Research*, Vol 50(4) Aug: 1110-1119.

Paradise, J.L., Feldman, H.M., Campbell, T.F., Dollaghan, C.A., Rockette, H.E., Pitcairn, D.L., Smith, C.G., Colborn, D.K., Bernard, B.S., Kurs-Lasky, M., Janosky, J.E., Sabo, D.L., O'Connor, R.E., and Pelham, W.E. (2007). Tympanostomy tubes and developmental outcomes at 9 to 11 years of age. *New England Journal of Medicine*, 356: 248-261.

W. Jay Dowling, Ph.D., Harvard University

I work primarily on music cognition and its development. Currently the main series of experiments focuses on the improvement of discrimination between repetitions of musical phrases and highly similar transformations of those phrases over time periods of 1 minute or so after the phrase was initially heard. This improvement occurs while the listener continues listening to the piece of music. Recently we have replicated this result with poetry (in contrast to prose, for which memory declines over the 1-minute delay).

Tillmann, B. and Dowling, W.J. (2007). Memory decreases for prose, but not for poetry. *Memory & Cognition*, Vol 35 (4) Jun: 628-639.

Dowling, W.J. (2001). Music perception. In E.B. Goldstein (Ed.) *Handbook of perception*. Oxford: Blackwell: 469-498.

Dowling, W.J., Tillmann, B., and Ayers, D. (2001). Memory and the experience of hearing music. *Music Perception*, 19: 249-276.

Richard M. Golden, Ph.D., Brown University

My research interests include mathematical models of how humans understand text as well as the mathematical analysis of connectionist and artificial neural network models. A long-term goal of my research program is the development of advanced methods for assessing reading comprehension in children. My research involves and integrates work from the fields of artificial intelligence, mathematical psychology, computational linguistics, and cognitive psychology.

Kashner, T.M., Hinson, Holland, G.J., Mickey, D.D., Hoffman, K., Lind, L., Johnson, L.D., Chang, B.K., Golden, R.M., and Henley, S.S. (2007). A data accounting system for clinical investigators. *Journal of American Medical Informatics Association, 14*: 394-396.

Golden, R. M. (2003). Discrepancy risk model selection test theory for comparing possibly misspecified or nonnested models. *Psychometrika, 68*: 229-249.

Golden, R. M. (1998). Knowledge digraph contribution analysis of protocol data. *Discourse Processes, 25*:179-210.

John Hart, M.D., University of Maryland

My research interests have focused on the neural basis of semantic memory in the human brain. My work, spanning several decades, has focused on identifying the organization of semantic memory in the human brain by proposing that there is both a categorical and featural structure to object memory that exists in multiple memory systems in the brain. My laboratory's recent studies have used functional neuroimaging and electrophysiological investigations to explore the neural mechanisms underlying combining these components of an object together to form an integrated object memory. They recently reported that one neural mechanism by which object recall can occur is via synchronizing gamma brain rhythms that are modulated by the thalamus and proposed the Neural Hybrid Model of Semantic Memory. I am now investigating object memory and word finding deficits in multiple disease states in terms of both diagnosing and designing treatment options based on this model.

Hart, J. Jr., Rao, S.M., and Nuwer, M. (2007). Clinical functional magnetic resonance imaging. *Cognitive and Behavioral Neurology, Vol 20(3)* Sep: 141-144.

Kraut, M., Cherry, B., Pitcock, J., Vestal, L., Henderson, V., and Hart, J. (2006). The Semantic Object Retrieval Test (SORT) in normal aging and Alzheimer's disease. *Cognitive and Behavioral Neurology, 19(4)*:177-84.

Kraut, M., Pitcock, J., Calhoun, V., Li, J., Freeman, T., and Hart, J. (2006). Neuroanatomic organization of sound memory in humans. *Journal of Cognitive Neuroscience, 18(11)*:1877-88.

Shayla C. Holub, Ph.D., Bowling Green State University

My research focuses on young children's attitudes and self-related cognitions. Current projects focus primarily on preschoolers' eating and weight-related attitudes, as well as parents' feeding practices (e.g., restricting children's access to foods, modeling healthy food intake, using food as a reward). Future research will further examine the relationship between these feeding practices and child outcomes such as nutrition knowledge, non-adaptive eating habits, body size satisfaction, and anti-fat attitudes. Finally, I am also interested in developing and validating new measures and methodology to be used in research with preschool-age children.

Musher-Eizenman, D., and Holub, S. (2007). Comprehensive Feeding Practices Questionnaire: Validation of a new measure of parental feeding practices. *Journal of Pediatric Psychology, Vol 32(8)* Sep: 960-972.

Musher-Eizenman, D.R., Holub, S.C., Hauser, J.C., and Young, K.M. (2007). The Relationship Between Parents' Anti-Fat Attitudes and Restrictive Feeding. *Obesity 15*: 2095-2102.

Tisak, M.S., Holub, S.C., and Tisak, J. (2007). What nice things do boys and girls do?: Preschoolers' perspective of peers' behaviors at school and at home. *Early Education and Development, Vol 18(2)*: 183-199.

James F. Jerger, Ph.D., Northwestern University

My research is concerned with the effects of aging on auditory function. I use accuracy scores, reaction times, and auditory evoked potentials as tools to examine the effects of aging on the processing of auditory information by both peripheral and central auditory mechanisms. Current research is concerned with the surface topographic mapping of event-related potentials measured in the dichotic listening paradigm. This research focuses on the efficiency of interhemispheric transfer of auditory information and how it is affected by aging.

Jerger, J. (in press). Behavioral studies of auditory aging. *Seminars in Hearing*, 307.

Martin, J., Jerger, J. and Mehta, J. (2007). Divided-attention and directed-attention listening modes in children with dichotic deficits: an event-related potential study. *J Amer Acad Audiol*, 18:34-53.

Martin, J., Jerger, J., Ulatowska, H., and Mehta, J. (2006). Complementing behavioral measures with electrophysiological measures in diagnostic evaluation: A case study in two languages. *J Sp Lang & Hrng Res*, 49: 603-615.

Susan W. Jerger, Ph.D., Baylor College of Medicine

My research focuses on children with mild-severe sensorineural hearing losses who often use hearing aids and spoken language as their primary mode of communication. The degree of success in understanding speech varies widely in these children, however, even in those with the same degree and configuration of hearing loss. To attempt to understand these real-life differences in spoken word recognition, our program of research addresses some of the auditory perceptual, linguistic, and cognitive processes underlying speech comprehension. My current research projects focus on a range of issues concerned with how differences in auditory experience and quality of auditory input affect the development of speech processing at different levels of abstraction.

Jerger, S., Damian, M., Tye-Murray, N., Dougherty, M., Mehta, J., & Spence, M. (2006). Effects of Childhood Hearing Loss on Organization of Semantic Memory: Typicality and Relatedness. *Ear & Hearing*, 27: 686-702.

Jerger, S., and Damian, M. (2005). What's in a name? Typicality and relatedness effects in children. *Journal of Experimental Child Psychology*, 92: 46-75.

Jerger, S., Martin, R., and Damian, M. (2002). Time course of semantic and phonological stages in picture naming for children and adults. *Journal of Memory and Language*, 47: 229-249.

William F. Katz, Ph.D., Brown University

My research is on compensatory articulation in normal and impaired speech. 'Compensatory articulation' refers to the fact that normal speakers immediately compensate for the displacement of an articulator during vowel production. This form of motor equivalence is an important feature of the human speech production system. By examining how normal and brain-damaged subjects speak while holding a small 'bite block' between the teeth, it is possible to learn more about the neurological and functional organization of speech motor control.

Katz, W.F., Carter, G.C., and Levitt, J.S. (2007). Treating buccofacial apraxia using augmented kinematic feedback. *Aphasiology*, Vol 21(12) Dec: 1230-1247.

Bharadwaj, S.V., Tobey, E.A., Assmann, P.F., and Katz, W.F. (2006). Effects of auditory feedback on fricatives produced by cochlear implanted adults and children: Acoustic and perceptual evidence. *Journal of the Acoustical Society of America* 119: 1626-35.

Katz, W., Bharadwaj, S., Rush, M., and Stettler, M. (2006). Influences of EMA receiver coils on speech production by normal and aphasic/aprasic talkers. *Journal of Speech, Language, and Hearing Research* 49: 645-659.

Michael Kilgard, Ph.D., University of California at San Francisco

The primary objective of the research in my laboratory is to understand how experience rewires the brain. We are particularly interested in how experience with speech sounds alters the brain. We are presently combining speech training and environmental enrichment with pharmacological and electrical stimulation of the nervous system to develop a general theory of neural plasticity. Understanding the network-level changes that allow the brain to adapt to new situations and learn novel stimuli will aid in the development of new treatment strategies for neurological disorders including dyslexia, autism, and stroke.

Pandya, P.K., Rathburn, D.L., Moucha, R., Engineer, N.D., and Kilgard, M.P. (in press). Spectral and Temporal Processing in Rat Posterior Auditory Cortex. *Cerebral Cortex*.

Kilgard, M.P., Vazquez, J.L., Engineer, N.D., and Pandya, P.K. (2007). Experience Dependent Plasticity Alters Cortical Synchronization. *Hearing Research* 229: 171-179.

Nichols, J.A., Jakkamsetti, V., Dinh, L., Kilgard, M.P., and Atzori, M. (2007). Environmental Enrichment Selectively Increases Glutamatergic Responses in Layer II/III of the Auditory Cortex of the Rat. *Neuroscience* 145: 832-840.

Dan Krawczyk, Ph.D., University of California, Los Angeles

My research broadly focuses on the way that people attend to and remember information in order to solve problems, reason, and make decisions. I use functional MRI measures to better understand how areas of the brain are involved in attention, short-term maintenance of information, and representing motivating incentives. I am also interested in the brain correlates of memory for faces, scenes, and objects. Findings from these studies indicate that regions involved in attention and memory are activated to a greater extent when motivation is increased. This greater brain activation is often accompanied by faster and more accurate task performance.

Krawczyk, D.C., Gazzaley, A., and D'Esposito, M. (2007). Reward modulation of prefrontal and visual association cortex during an incentive working memory task. *Brain Research, Vol 1141* Apr: 168-177.

Simon, D., Krawczyk, D.C., & Holyoak, K.J. (2006). Construction of preferences by constraint satisfaction. In *The Construction of Preference*. S. Lichtenstein and P. Slovic, (Eds.), Cambridge University Press.

Krawczyk, D.C., Holyoak, K.J., & Hummel, J.E. (2005). The one-to-one constraint in analogical mapping and inference. *Cognitive Science*, 29: 29-38.

Mandy J. Maguire, Ph.D., Temple University

My research integrates three different areas of psychology: neurocognitive development, language acquisition and conceptual development. I am currently investigating the neurological correlates of children's understanding of complex words (love, hate, freedom, heaven) and how these change with development. Further I am interested in the development of verb concepts, which generally are more abstract and difficult than noun concepts, using electrophysiological measures, specifically Event Related Potentials or ERPs.

Hart, J., Anand, S., Zoccoli, M.J., Maguire, J., Gamino, R., King, and Kraut, M.A. (2007). Neural substrates of semantic memory. *Journal of International Neuropsychology Society*, 13: 865-880.

Maguire, M.J. (2007). Getting more action: Fewer exemplars facilitate verb extensions. *Boston University Conference on Language Development Proceedings*. Cascadia Press: 418-429.

Maguire, M.J., Hirsh-Pasek, K., Golinkoff, R.M. (2006). A Unified Theory of Word Learning: Putting Verb Acquisition in Context. In: Action meets word: How children learn verbs. New York, NY, US: *Oxford University Press*: 364-391.

Jeffrey S. Martin, Ph.D., The University of Texas at Dallas

My research is focused on the evaluation of school-aged children and adults who, despite having good peripheral hearing sensitivity, still experience difficulties in processing auditory information. In addition to behavioral measures, I examine electrophysiological responses (event-related potentials) recorded from the brain while listeners are engaged in tasks designed to assess diverse auditory and linguistic processes. Current studies examine the nature of dichotic listening deficits in children suspected of having auditory processing disorders (APD).

Halpern, A., Martin, J., and Reed, T. (in press). An ERP study of major-minor classification in melodies. *Music Perception*.

Martin, J., Jerger, J., and Mehta, J. (2007). Divided-attention and directed-attention listening modes in children with dichotic deficits: an event-related potential study. *Journal of the American Academy of Audiology*, 18: 34-53.

Martin, J., Jerger, J., Ulatowska, H., and Mehta, J. (2006). Complementing behavioral measures with electrophysiological measures in diagnostic evaluation: A case study in two languages. *Journal of Speech, Language, and Hearing Research*, 49: 603-615.

Christa McIntyre, Ph.D., The University of Virginia

Information acquired during daily encounters is not readily encoded into memory, but requires some effort or rehearsal to be preserved. In contrast, experiences that are either arousing or emotionally meaningful in content appear to be permanently stored into memory without conscious effort. My research is aimed at understanding the effect of emotional arousal on memory storage. Research findings to date indicate that events that are sufficiently arousing to be remembered for the long-term lead to activation of the amygdala. This amygdala activation may, in turn, initiate long-term memory storage by influencing synaptic strength in other areas of the brain, such as the hippocampus and cortex. I am currently using in vivo microdialysis, western blots, immunohistochemistry and in situ hybridization to better understand how emotion-induced amygdala activity may modulate the expression of synaptic proteins in areas that underlie memory storage.

McIntyre, C.K. and Roozendaal, B. (2007). Adrenal Stress Hormones and Enhanced Memory for Emotionally Arousing Experiences. *Neuroplasticity and Memory: From Genes to Brain Imaging* ed. Federico Bermudez-Rattoni, CRC Press: 265-283.

McIntyre, C.K. and Roozendaal, B. (2007). Glucocorticoid interaction with arousal-induced noradrenergic activity in influencing consolidation of emotional memories. In: F. Bermudez-Rattoni (Ed.), *Neuroplasticity and Memory: From Genes to Brain Imaging*, CRC Press.

McIntyre, C.K., Miyashita, T., Setlow, B., Guzowski, J.G., Marjon, K.D., Steward, O., Guzowski, J.F., and McGaugh, J.L. (2005). Memory-influencing intra-basolateral amygdala drug infusions modulate Arc expression in the hippocampus. *Proceedings of the National Academy of Science, USA* 102: 10718-10723.

Candice M. Mills, Ph.D., Yale University

My research focuses on the development of social cognition. Because children are flooded with information from many sources, it is important for them to evaluate the quality of these sources, determine how much to believe the information they hear, and decide which information they should discard due to inaccuracy or bias. In one line of research, I examine how children evaluate the testimony of others by examining the factors that children use to decide whether or not to trust a piece of information. In another line of research, I examine how preschool and elementary school children ask questions of others to obtain information. Together, this research reveals important developments in how children think about and learn from the world around them.

Mills, C.M. and Keil, F.C. (in press). The development of (im)partiality. *Cognition*.

Mills, C.M., and Keil, F.C. (2005). The development of cynicism. *Psychological Science*, 16: 385-390.

Mills, C.M., and Keil, F.C. (2004). Knowing the limits of one's understanding: The development of an awareness of an illusion of explanatory depth. *Journal of Experimental Child Psychology*, 87: 1-32.

Aage R. Moller, Ph.D. (Dr. Med. Sci.), Karolinska Institut, Sweden

My research concerns the function of the normal and the pathologic ear and the auditory nervous system. I am particularly interested in neural plasticity and its role in tinnitus, hyperacusis and phonophobia. A specific aim of my research is to explore the possibilities of affecting these disorders by pharmacologic manipulation of GABAergic neurons in the inferior colliculus. Closely associated with these studies is research that focuses on the role of the non-classical auditory system in disorders of the auditory system.

Moller, A.R. (2007). A New Epidemic: Harm in Health Care: How to make rational decisions about medical and surgical treatment. *Nova Science Publishers*.

Moller, A.R. and Moller, M.B. (2007). Microvascular decompression operations. *In: B. Langguth, G. Hajak, T. Kleinjung, A. Cacace and A.R. Moller (Eds.) Tinnitus: Pathophysiology and Treatment. Progress in Brain Research, Vol 166. Elsevier, Amsterdam: 397-423.*

Langguth, G., Hajak, T., Kleinjung, Cacace, A., and Moller, A.R. (Eds.) (2007). Tinnitus, Pathophysiology and Treatment. *Progress in Brain Research, Vol 166, Elsevier.*

Bert S. Moore, Ph.D., Stanford University

My research focuses broadly on how emotion impacts cognitive, social and physiological processes. I have been interested in affect as a mediator and calibrator of how we interact with the world, with the idea that emotion acts as a biasing factor in self-reaction, reactions to our social domains and cognitive organization. I am also interested in the impact of affect on physical health and functioning.

Eisenberg, N. and Moore, B.S. (1997). Emotional regulation and development. *Motivation and Emotion*.

Moore, B.S. (1993). Empathy and its antecedents. *Motivation and Emotion*.

Moore, B.S. and Isen, A.M. (Eds.) (1990). *Affect and Social Behavior*. Cambridge University Press.

M. Teresa Nezworski, Ph.D., University of Minnesota

In broad terms, I am most interested in increasing our understanding of how families promote their children's emotional adjustment over the life-span. Examination of family factors that place children at risk for maladjustment is an alternative perspective on this. Currently, I am studying family factors that increase successful adjustment and use of cochlear implant devices among hearing-impaired children.

Wood, J.M., Garb, H.N., Nezworski, M.T. (2007). The Shedler-Western Assessment Procedure-200 as a basis for modifying DSM personality disorder categories. *Journal of Abnormal Psychology, Vol 116(4) Nov: 823-836.*

Wood, J.M., Nezworski, M.T., Garb, H.N., and Lilienfeld, S.O. (2006). Rorschach Test Wa Machigatteiru: Kagaku Kara No Igi. (K. Miyazaki, Trans.). Translation of What's Wrong with the Rorschach (Original book published 2003). *Kyoto, Japan: Kitaohji Shobo.*

Wood, J.M., Garb, H.N., and Nezworski, M.T. (2007). Psychometrics: Better measurement makes better clinicians. The great ideas of clinical science: 17 principles that every mental health professional should understand. Lilienfeld, S.O. and O'Donahue, W.T. (Eds.). NY, US: *Routledge/Taylor & Francis Group: 77-92.*

Alice J. O'Toole, Ph.D., Brown University

My research interests include perception, memory, and cognition, with special interests in recognition memory for faces. Recent work in my lab is aimed at understanding how we recognize people, both from moving and static displays. We are also working on comparing human performance on face recognition tasks to the performance of state-of-the-art face recognition algorithms. Another effort in my lab is focused on functional neuroimaging of high level vision, with emphasis on the use of pattern-based classifiers to analyze neural activation patterns.

O'Toole, A.J., Jiang, F., and Abdi, H. (2007). Theoretical, statistical, and practical perspectives on pattern-based classification approaches to the analysis of functional neuroimaging data. *Journal of Cognitive Neuroscience*, Vol 19(11) Nov: 1735-1752.

Jiang, F., Blanz, V., and O'Toole, A.J. (2007). The role of familiarity in three-dimensional view transferability of face identity adaptation. *Vision Research* 47: 525-531.

O'Toole, A.J., Phillips, P. J., Jiang, F., Ayyad, J., Pénard, N., and Abdi, H. (2007). Face recognition algorithms surpass humans matching faces across changes in illumination. *IEEE: Transactions on Pattern Analysis and Machine Intelligence* 29: 1642-1646.

Margaret Owen, Ph.D., University of Michigan

My research focuses on children's environmental contexts—particularly children's home experiences and child-care experiences—and how they relate to the child's development. I study linkages both within and across environmental contexts. For example, within the family, I study relations among mother-child, father-child, and husband-wife relationships, and I examine how qualities of these relationships are associated with children's development. I have studied how a collaborating partnership between parent and child-care provider benefits parent-child and caregiver-child interactions and, in turn, relates to children's developing competence.

Belsky, J., Vandell, D.L., Burchinal, M., Clarke-Stewart, K.A., McCartney, K., Owen, M.T., and The NICHD Early Child Care Research Network. (2007). Are there long-term effects of early child care? *Child Development* 78: 681-701.

Owen, M.T., Klausli, J.K., Mata-Otero, A., and Caughy, M. (in press). Relationship-focused childcare practices: Quality of care and child outcomes for children in poverty. *Early Education and Development*.

Owen, M.T., Ware, A.M., and Barfoot, B. (2005). Caregiver-mother partnership behavior and the quality of caregiver-child and mother-child interaction. In NICHD Early Child Care Research Network (Ed.), *Child care and child development: Results from the NICHD Study of Early Child Care and Youth Development*, (pp. 224-230). New York: Guilford Press.

Denise C. Park, Ph.D., State University of New York at Albany

My research is focused on understanding age-related changes in cognitive function at the basic level (through neuroimaging and behavioral studies) as well as the implications of these changes for society (in cross-cultural studies and work in medical information processing). My lab uses functional and structural MRI and eye-tracking in addition to traditional cognitive behavioral techniques.

Goh, J.O., Chee, M.W., Tan, J.C., Venkatraman, V., Hebrank, A., Leshikar, E., Jenkins, L., Sutton, B.P., Gutchess, A.H., and Park, D.C. (2007). Age and culture modulate object processing and object-scene binding in the ventral visual area. *Cognitive, Affective, and Behavioral Neuroscience*, 7: 44-52.

Park, D.C., Gutchess, A.H., Meade, M.L., and Stine-Morrow, E. (2007). Improving cognitive function in older adults: Nontraditional approaches. *Journals of Gerontology*, 62B: 45-52.

Park, D. C., Polk, T. A., Park, R., Minear, M., Savage, A., and Smith, M. R. (2004). Aging reduces neural specialization in ventral visual cortex. *Proceedings of the National Academy of Science*, 101: 13091-13095.

Karen Prager, Ph.D., The University of Texas at Austin

My special interest is in the study of intimacy and its contribution to the functioning of couple relationships. Ongoing work focuses on self-disclosure as an avenue by which partners come to know one another as each knows her/himself. When intimate disclosures are received with love and treated with care, relationships should flourish and individual well-being be enhanced. When intimacy is compromised because partners are unable to respond with sensitivity, or otherwise betray each other's confidences, the relationship and individual functioning are compromised.

Prager, K.J. and Roberts, L. (2004). Deep Intimate Connection: Self and Intimacy in Couple Relationships. In Mashek, D. and Aron, A. (Eds.) *The Handbook on Closeness and Intimacy*. Lawrence-Ehrlbaum.

Prager, K.J. (2002). Intimacy. *Encyclopedia of Marriage and the Family*. New York: Macmillan.

Prager, K.J. (2000). Intimacy in Personal Relationships. In S. Hendrick and C. Hendrick (Eds.), *Close Relationships: 229-244*. Thousand Oaks, CA: Sage.

Ross J. Roeser, Ph.D., Florida State University

My previous and current research interests lie in the application of hearing instrument technology to improving communication skills. My past work has been in developing and evaluating tactile aids, cochlear implants, and hearing aids. In addition, I have been involved in defining and expanding the scope of practice of audiologists in the United States.

Roeser, R.J. and Clark, J.L. (2007). Clinical masking. In: Roeser, R.J., Dunn, H., and Valente, M. (Eds.). *Audiology: Diagnosis 2nd Ed.* New York: Thieme Medical Publishers, Inc.: 1-17.

Roeser, R.J., Dunn, H., and Valente, M. (2007). Diagnostic procedures in the profession of audiology. In: Roeser, R.J., Dunn, H. and Valente, M. (Eds.). *Audiology: Diagnosis 2nd Ed.* New York: Thieme Medical Publishers, Inc.

Roeser, R.J., Dunn, H., and Valente, M. (2007). *Audiology: Diagnosis (2nd Ed.)*. New York: Thieme Medical Publishers, Inc.

Pamela R. Rollins, Ed.D., Harvard Graduate School of Education

My research focuses on the continuity between early social-communication abilities and the acquisition of language and discourse skills in typically developing children and children with Autism Spectrum Disorders (ASD). Of particular interest is the co-construction of joint attention and language within infant-caregiver interactions and during language intervention for children with ASD. I employ a longitudinal research design that uses microanalyses of within-child and between-child development.

Trautman, C.H. and Rollins, P.R. (2006). Child-centered behaviors of caregivers with 12-month-old infants: Associations with passive joint engagement and later language. *Journal of Applied Psycholinguistics*, 27, 447-463.

Rollins, P.R. (2003). Caregiver contingent comments and subsequent vocabulary Comprehension. *Applied Psycholinguistics*, 24, 221-234.

Rollins, P.R. and Snow, C.E. (1998). Shared attention and grammatical development in typical children and children with autism. *Journal of Child Language*, 25, 653-674.

Bart Rypma, Ph.D., Georgia Institute of Technology

My research focuses on working with fMRI (functional magnetic resonance imaging) while focusing on my specific interests in short-term memory, what the brain mechanisms are that permit working memory, and how brain processes change with age.

Prabhakaran, V. and Rypma, B. (2007). P-FIT and the neuroscience of intelligence: How well does P fit? *Behavioral and Brain Sciences, Vol 30(2)* Apr: 166-167.

Rypma, B., Eldreth, D.A., and Rebbeschi, D. (2007). Age-related differences in activation-performance relations in delayed-response tasks: A multiple component analysis. *Cortex, Vol 43(1)* Jan: 65-76.

Rypma, B. (2005). Factors affecting neural activity during delayed response task performance: Testing a memory-organization hypothesis of prefrontal function. *Neuroscience*.

John W. Santrock, Ph.D., The University of Minnesota

My research interests focus on the nature of family processes and the social development of children and adolescents. Early studies demonstrated that the effects of divorce are mediated by a number of demographic variables and ongoing interactions between children and their close relationships. Also documented was the prevalence of stereotypes about children from divorced families. Other data revealed that children from mother custody families do not always generalize to other family structure arrangements, such as father custody families.

Santrock, J.W. (2008). *Life-Span Development (11th Ed.)*. (Published 2006). New York: McGraw-Hill.

Santrock, J.W. (2008). *Educational Psychology (3rd Ed.)*. (Published 2006). New York: McGraw-Hill.

Santrock, J.W. and Halonen, J. (2008). *Your Guide to College Success (5th Ed.)*. (Published 2006). Belmont, CA: Wadsworth.

Melanie J. Spence, Ph.D., The University of North Carolina at Greensboro

Current research examines young infants' processing of voices, speech, and faces. One specific focus is the study of infants' categorization of infant-directed (ID) utterances that communicate different affective messages (e.g., approving vs. comforting). Other research interests include young children's memory for voices, speech, and faces.

Thierry, K.L. and Spence, M.J. (2004). Children's memory and suggestibility for a real-life and video event. *Applied Cognitive Psychology, 18*: 297-309.

Spence, M.J. and Moore, D. (2003). Categorization of infant-directed speech: Development from 4 to 6 months. *Developmental Psychobiology, 42*: 97-109.

Roark, D.A., Barrett, S.E., Spence, M.J., Abdi, H., and O'Toole, A.J. (2003). Psychological and neural perspectives on the role of motion in face recognition. *Behavioral and Cognitive Neuroscience Reviews, 2 (1)*: 15-46.

Robert D. Stillman, Ph.D., Syracuse University

My research relates to the cognitive and interpersonal factors influencing communicative development in children with Autism Spectrum Disorders (ASD.) The work is primarily qualitative and explores sources of diversity in preverbal and early verbal skills. An on-campus preschool program for children with ASD, staffed by graduate students, serves as a laboratory for observational and intervention studies.

Aldridge, M.A., Stillman, R.D., and Bower, T.G.R. (2001). Newborn categorization of vowel-like sounds. *Developmental Science, 4*: 219-232.

Stillman, R., Snow, R., and Warren, K. (1999) "I used to be good with kids." Encounters between speech-language pathology students and children with PDD. In: D. Kovarsky, J. Duchan, & M. Maxwell (Eds.), *The Social Construction of Language Incompetence*. Hillside, NJ: Lawrence Erlbaum Associates.

Yellin, W. M. and Stillman, R.D. (1999). Otoacoustic emissions in normal-cycling females. *Journal of the American Academy of Audiology, 10*: 400-408.

Linda K. Thibodeau, Ph.D., University of Minnesota

My primary research interest is the relationship between psychoacoustic processing and possible benefits from amplification circuits. My secondary research interest is the evaluation of auditory training approaches and assistive devices designed to enhance speech recognition.

Schafer, E., Thibodeau, L., Whalen, H., and Overson, G. (2007, in press). Electroacoustic Evaluation of Frequency-Modulated Receivers Interfaced with Personal Hearing Aids. *Language, Speech, Hearing Services in the Schools*.

Schafer, E. and Thibodeau, L. (2006). Speech Recognition in noise in children with cochlear implants while listening in bilateral, bimodal, and FM-system arrangements. *American Journal of Audiology*, 15(2): 114-26.

Thibodeau, L. (2006). Effects of Listening Experience on Speech Recognition in Noise. *Journal of Acoustical Society of America*, 112: 2271.

L. "Tres" Thompson, Ph.D., University of Virginia

My Aging and Memory Research Labs explore 3 basic and strongly related neurobiological themes: 1. What are the cellular mechanisms used to form new memories? 2. How does the aging process alter these cellular mechanisms? 3. If we can reverse age-associated cellular changes, can we restore memory in aging individuals? To address these questions, we combine biobehavioral, pharmacological, and neurophysiological techniques to try to move from the domain of model systems to real-world applications.

Greer, T.L., Trivedi, M.H., and Thompson, L.T. (2005). Impaired delay and trace eyeblink conditioning performance in major depressive disorder. *Journal of Affective Disorders* 86: 235-245.

Thompson, L.T. and Disterhoft, J.F. (1997). Age- and dose-dependent facilitation of associative eyeblink conditioning by D-cycloserine in rabbits. *Behavioral Neuroscience* 111: 1303-1312.

Thompson, L.T., Moyer, J.R., and Disterhoft, J.F. (1996). Transient changes in excitability of rabbit CA3 neurons with a time-course appropriate to support memory consolidation. *Journal of Neurophysiology* 76: 1836-1849.

Emily A. Tobey, Ph.D., City University of New York

My research interests lie in the area of communication and its disorders. Currently, I am examining the development of speech in cochlear implanted children and cortical responses to auditory signals through functional brain imaging techniques. My laboratory also conducts a number of basic and applied studies regarding technology for persons with hearing impairments.

Bharadwaj, S., Katz, W., and Tobey, E. (2007). Effects of auditory feedback deprivation on non-native French vowels produced by children with cochlear implants. *Journal of Audiological Medicine* 5(4): 274-282.

Fink, N., Wang, N-Y., Visaya, J., Niparko, J., Quittner, A., Eisenberg, L., Tobey, E., and the CDaCI Investigative Team. (2007). *Cochlear Implants International* 8: 92-116.

Devous, M., Altuna, D., Furl, N., Cooper, W., Chui, S., Gabbert, G., Ngai, M., Payne, K., Scott, J., Harris, T., and Tobey, E. (2006). Functional Neuroanatomy of speech and language in normal pediatric control subjects. *Journal of Speech, Language, and Hearing Research* 49, 856-866.

Hanna K. Ulatowska, Ph.D., Edinburgh University

My primary research area is neurolinguistics and more specifically, the investigation of language changes associated with aphasia, dementia and normal aging. The primary focus in my investigation is on connected language, i.e. discourse. My discourse studies are characterized by a strong interdisciplinary approach since they take into account the interrelationship of social, linguistic, and cognitive information inherent in the process of communicating.

Armstrong, E., and Ulatowska, H.K. (in press). Stroke Stories: Conveying Emotive Experiences in Aphasia. In M.J. Ball & J.S. Damico, *Clinical Aphasiology: Future Directions*.

Ulatowska, H.K. (in press). Mental Representation in Artist Survivors of the Auschwitz-Birkenau Camp. In J.D. Steinert and I. Weber-Newth (Eds.), *Current International Research on Survivors of Nazi Persecution: Proceedings of the International Conference Beyond Camps and Forced Labour, 2006*. Hamburg, Germany: Korder-Stiftung.

Martin, J.S., Jerger, J.F., Ulatowska, H.K., and Mehta, J.A. (2006). Complementing behavioral with electrophysiological measures in diagnostic evaluation: A case study in two languages. *Journal of Speech and Hearing Research, 49*: 603-615.

Marion K. Underwood, Ph.D., Duke University

My research focuses on how children express anger in their peer relationships. We are particularly interested in the more subtle forms of anger expression common among girls, behaviors we call social aggression. We are observing how children use social aggression across contexts (face-to-face, behind-the-back, and online), and beginning to investigate the developmental precursors and outcomes associated with social aggression.

Underwood, M.K., Gentsch, J.K., Galperin, M.B., and Risser, S.D. (in press). Interparental Conflict Resolution Strategies, Parenting Styles, and Children's Social and Physical Aggression with Peers. *International Journal of Behavioral Development*.

Underwood, M.K. and Buhrmester, D. (2007). Friendship features and social exclusion: An observational study examining gender and social context. *Merrill-Palmer Quarterly Vol 53(3) Jul, Special Issue: Gender and Friendships*: 412-438.

Mayeux, L., Underwood, M.K., and Risser, S. D. (2007). Perspectives on the Ethics of Sociometric Research with Children: How Children, Peers, and Teachers Help to Inform the Debate. *Merrill-Palmer Quarterly, 53*: 53-78.

Anne van Kleeck, Ph.D., University of Washington

My research focuses primarily on preliteracy development, socialization, assessment, and intervention, both in children who are typically developing and those with language disorders. I am also interested in both cultural and historical variation in beliefs and practices that impact children's preliteracy development. My recent work has centered on preschool foundations for later reading comprehension, particularly higher-level reading comprehension that is so essential to academic success. This has led to an interest in the ability of preschool-aged children to engage in inferencing — an ability central to reading comprehension. My current studies are focused on preschoolers' ability to make inferences about stories read to them, and the impact of engaging them in inferencing on their ability to retell stories.

van Kleeck, A., Vander Woude, J., and Hammett, L. (2006). Fostering literal and inferential language skills in head start preschoolers with language impairment using scripted book sharing discussions. *American Journal of Speech-Language Pathology, 15 (1)*: 1-11.

van Kleeck, A. (Ed.) (2006). *Sharing books and stories to foster language and literacy*. San Diego: Plural Publishing.

van Kleeck, A. (2006). Cultural issues in promoting dialogic book sharing in the families of preschoolers. In A. van Kleeck (Ed.), *Sharing books and stories to promote language and literacy*. San Diego: Plural Publishing: 179-230.

Deborah Wiebe, Ph.D., University of Alabama at Birmingham

The general goal of my research is to understand how people manage their emotional and physical well-being in the face of acute and chronic health threats, and how social/family and developmental factors interface with this self-regulation process. To date, much of my work has focused on these issues in the context of adolescent diabetes management. Understanding factors that contribute to successful diabetes management during adolescence is crucial because this is a time when adherence and metabolic control commonly deteriorate, and skills for a lifetime of independent diabetes self-care are established. Identifying factors that promote successful diabetes management during adolescence can thus guide more effective interventions. Although insights gained from my research are most directly applicable to adolescents with diabetes, the concepts are general and can readily be extended to other illnesses and developmental contexts.

Fortenberry, K.T., and Wiebe, D.J. (2007). Self-enhancement and self-assessed health: Examining the effects of anxious attachment, trait anxiety, and hypochondriasis. *Personality and Individual Differences, 43*: 83-94.

Butler, J.M., Skinner, M., Gelfand, D., Berg, C.A., and Wiebe, D.J. (2007). Maternal Parenting Style and Adjustment in Adolescents with Type 1 Diabetes. *Journal of Pediatric Psychology 32*: 1227-1237.

Berg, C.A., Wiebe, D.J., Beveridge, R., Palmer, D.L., Korbel, C.D., Upchurch, R., Swinyard, M., Lindsay, R., and Donaldson, D.L. (2007). Mother-Child Appraised Involvement in Coping with Diabetes Stressors and Emotional Adjustment. *Journal of Pediatric Psychology 32*: 995-1005.

The University of Texas at Dallas is an equal opportunity/affirmative action university.