

Elizabeth A. Hennon

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Department of Psychology
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Education:

- 1997 to 2002 **Temple University, Department of Psychology**
Ph.D. in Developmental Psychology, September 2002
- 1996 to 1997 **University of Michigan, Department of Psychology**
Developmental division
Ph.D. program – transferred to Temple University
- 1992 to 1996 **Pennsylvania State University, University Scholars Program**
B.A. in Psychology, summa cum laude, May 1996
Minor in Linguistics
Honors in Human Development and Family Studies

Interests:

My primary focus is on the cognitive and social influences on language development with particular emphasis on the developmental processes that underlie language acquisition. My research explores the links between typical and atypical patterns of language development with a focus on how theories of language development can be enhanced through a better understanding of both typical children and special populations.

Positions:

2011 to present **Associate Professor and Assistant Chair**, Department of Psychology and Neuroscience, University of Evansville

At the University of Evansville, I pursue a blend of teaching, research, student advising, and university service. My research with undergraduates has included work on language development in children with autism, Down syndrome, and typically developing children, a study of the impact of modality of leading questions on memory, and work on the effects of native language (and native writing style) on visual processing of objects and pictures. I have also supervised student projects on topics ranging from the impact of live-action role-playing games on aggression to the effects of class scheduling on cognitive performance. Along with my work for the Psychology program, I am actively involved in the Cognitive Science and Neuroscience interdisciplinary programs.

2005 to 2011 **Assistant Professor**, Department of Psychology and Neuroscience, University of Evansville

See above.

2004 to 2005 **Investigator**, Frank Porter Graham Child Development Institute, University of North Carolina

This position was a continuation of my post-doctoral work on the same research projects. One was an ongoing study of low-income African-American children. My work involved data analysis planning, conference presentations, and manuscript preparation. The other two projects both studied young males with fragile X syndrome (FXS), with Down syndrome, and typically-developing control children. One focused on language development, the other, on speech skills. For the FXS projects, I was involved in designing the research protocols and collecting data, planning data analyses, presenting at conferences, and preparing manuscripts for publication. For these projects I was also responsible for training and supervising the language transcription and coding. I directed sub-projects investigating autistic characteristics, naturalistic language sampling, and syntactic abilities. During my time in this position, I worked on several grant submissions (both as a post-doctoral fellow and as an Investigator), including the funded grant for one of the FXS projects.

2004 to 2004 **Visiting Lecturer**, Department of Psychology, University of North Carolina
During my time as an Investigator at UNC, I also taught Child Development for the Department of Psychology.

2002 to 2004 **Postdoctoral Research Fellow**, Neurodevelopmental Disorders Research Center and Frank Porter Graham Child Development Institute, University of North Carolina

I worked on the three projects described above – one with low-income African American children and two with boys with fragile X syndrome or Down syndrome. My responsibilities were as described above for my position as an Investigator.

2001 to 2002 **Adjunct Professor**, Moore College of Art and Design

My duties at Moore College involved teaching various psychology courses and mentoring students who were interested in alternative uses for fine arts degrees.

Honors:

September, 2008 **Sadelle and Sydney Berger Award for Scholarship**, University of Evansville

November, 2004 **Student Travel Fellowship**, American Speech-Language-Hearing Association Conference, competitive award

November, 2003 **Student Travel Fellowship**, American Speech-Language-Hearing Association Conference, competitive award

June, 2003 **Student Travel Award**, Symposium for Research in Child Language Disorders, competitive award

1997 to 2002 **Russell Conwell Fellowship**, Temple University
1996 to 1997 **University Fellowship**, University of Michigan
1992 to 1996 **University Scholar**, Pennsylvania State University

Publications:

- Price, J. R., Roberts, J. E., Hennon, E. A., Berni, M. C., Anderson, K. L., & Sideris, J. (2008). Syntactic complexity during conversation of boys with fragile X syndrome and Down syndrome. *Journal of Speech, Language, and Hearing Research*, 51, 3-15.
- Parish-Morris, J. B., Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., & Tager-Flusberg, H. (2007). Children with autism illuminate the role of social intention in word learning. *Child Development*, 78, 1265-1287.
- Roberts, J. E., Hennon, E. A., Dear, E., Anderson, K., & Vandergrift, N. A. (2007). Expressive language during conversational speech in boys with fragile X syndrome. *American Journal on Mental Retardation*, 112, 1-17.
- Roberts, J. E., Price, J., Barnes, E., Burchinal, M., Nelson, L., Hennon, E. A., Moskowitz, L., Edwards, A., Malkin, C., Anderson, K., Misenheimer, J., & Hooper, S. R. (2007). Receptive vocabulary, expressive vocabulary, and speech production of boys with fragile X syndrome in comparison to boys with Down syndrome. *American Journal on Mental Retardation*, 112, 177-193.
- Brady, N., Skinner, D., Roberts, J., & Hennon, E. A. (2006). Communication in young children with fragile X syndrome: A qualitative study of mothers' perspectives. *American Journal of Speech Language Pathology*, 15, 353-364.
- Burchinal, M., Roberts, J., Zeisel, S., Hennon, E. A., & Hooper, S. (2006). Social risk and protective child, parenting, and child care factors in early elementary school years. *Parenting: Science and Practice*, 6, 79-113.
- Hirsh-Pasek, K., Golinkoff, R., Hennon, E. A., Maguire, M., & Sootsman, J. (2006). O modelo "emergentista de coalizão da aprendizagem de palavras: Uma maneira de se pensar na psicologia do desenvolvimento/The Emergentist Coalition model of word learning: A new mode of thinking in developmental psychology. In L. M. S. Corrêa (Ed.). *Aquisição da Linguagem e Problemas do Desenvolvimento Lingüístico/ Acquisition of Language and Problems of Linguistic Development*. Rio de Janeiro: Editora da PUC-Rio.
- Pruden, S., Hirsh-Pasek, K., & Golinkoff, R. M., & Hennon, E. A. (2006). The birth of words: Ten-month-olds learn words through perceptual salience. *Child Development*, 77, 266-280.

- Zajac, D. J., Roberts, J. E., Hennon, E. A., Harris, A. A., Barnes, E. F., & Misenheimer, J. (2006). Articulation rate and vowel space characteristics of young males with fragile X syndrome: Preliminary acoustic findings. *Journal of Speech, Language, and Hearing Research, 49*, 1-9.
- Roberts, J. E., Hennon, E. A., Anderson, K., Roush, J., Gravel, J., Skinner, M., Misenheimer, J., & Reitz, P. (2005). Auditory brainstem responses in young males with fragile X syndrome. *Journal of Speech, Language, and Hearing Research, 48*, 494-500.
- Roberts, J. E., Long, S., Malkin, C., Barnes, B., Skinner, M., Hennon, E. A., & Anderson, K. (2005). A comparison of the phonological skills of young males with fragile X syndrome and Down syndrome. *Journal of Speech, Language, and Hearing Research, 48*, 980-995.
- Hirsh-Pasek, K., Golinkoff, R. M., Hennon, E. A., & Maguire, M. (2004). Hybrid theories at the frontier of developmental psychology: The emergentist coalition model of word learning as a case in point (pp. 173-204). In G. Hall & S. Waxman (Eds.), *Weaving a lexicon*. Cambridge, MA: MIT Press.
- Hirsh-Pasek, K., & Hennon, E. (2004). When researchers meet practitioners: A return to old-fashioned psychology. A review of A. Pellegrini & D. Bjorklund's, *Applied Child Psychology*. *PsyCRITIQUES*.
- Roberts, J., Hennon, E.A., and Anderson, K. (2003). Fragile X syndrome and speech and language. *The ASHA Leader, 8*(19), 6-7+.
- Golinkoff, R. M., Chung, H., Hirsh-Pasek, K., Liu, J., Bertenthal, B., Brand, R., Maguire, M., & Hennon, E. A. (2002). Young children can extend motion verbs to point light displays. *Developmental Psychology, 38*, 604-614.
- Maguire, M. J., Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., Slutzky, C. B., & Sootsman, J. (2002). Mapping words to actions and events: How do 18-month-olds learn a verb? *Boston University Conference on Language Development Proceedings, 26*, 371-382.
- Hirsh-Pasek, K., & Hennon, E. (2001). When researchers meet practitioners: A return to old-fashioned psychology. A review of A. Pellegrini & D. Bjorklund's, *Applied Child Psychology*. *Contemporary Psychology, 46*, 61-63.
- Hirsh-Pasek, K., Hennon, E., Golinkoff, R. M., Pence, K., Pulverman, R., Sootsman, J., Pruden, S., & Maguire, M. (2001). Social attention need not equal social intention: From attention to intention in early word learning. Response to P. Bloom's, *How Children Learn the Meanings of Words*. *Behavioral and Brain Sciences, 24*, 1108-1110.
- Arnold, K., Golinkoff, R. M., Hirsh-Pasek, K., Hollich, G., Driscoll, K., Rocroi, C., & Hennon, E. A. (2000). The whole is greater than the sum of the parts: Investigating the object scope

principle of lexical acquisition. *Boston University Conference on Language Development Proceedings*, 24, 68-79.

Hennon, E. A., Chung, H. L., & Brown, E. (2000). What does it take for 12-month-olds to learn a word? In G. Hollich, K. Hirsh-Pasek, & R. Golinkoff (Eds.), *Breaking the language barrier: An emergentist coalition model for the origins of word learning. Monographs of the Society for Research in Child Development*, 65(3, Serial No. 262).

Hennon, E. A., Hirsh-Pasek, K., & Golinkoff, R. M. (2000). Die besondere Reise vom Fötus zum spracherwerbenden Kind/The extraordinary journey from fetus to language-developing child. In H. Grimm (Ed.), *Sonderdruck aus Enzyklopädie der Psychologie, Themenbereich C: Theories und Forschung, Serie III: Sprache, Band 3: Sprachentwicklung/German Encyclopedia of Psychology, Series III: Language, Volume 3: Language Development* (pp. 41-103). Toronto: Hogrefe-Verlag.

Grants

Hennon, E. A., & Becker, L. A. (under revision). *Summer research in the cognitive and neural sciences*. Research Education for Undergraduates grant submitted to the National Science Foundation. Under revision for re-submission in Summer 2012. \$373,000.00.

McMillen, S., & Hennon, E. A. (Summer, 2010). *How far can a word be stretched?* UExplore Undergraduate Research Grant, University of Evansville, \$5142.

Colin, E., McCoy, J., & Hennon, E. A. (Spring, 2010). *The relationship of facial expression in marketing and satisfaction of the product*. UExplore Undergraduate Research Grant, University of Evansville, \$116.

Healy, R., & Hennon, E. A. (Summer 2009). *The effects of psychotherapy and drug therapy on language development in children with autistic disorders*. UExplore Undergraduate Research Grant, University of Evansville, \$3,887.00.

Underwood, S., Milholland, V., & Hennon, E. A. (Summer, 2009). *Reducing compassion fatigue in caregivers via art therapy*. UExplore Undergraduate Research Grant, University of Evansville, \$10,100.

Reuter, S., Barker, A., Hennon, E. A., & Becker, L. A. (Spring 2009). *Effect of 2,5-dimethoxy-4-iodoamphetamine (DOI) on Novel Object Recognition (NOR) in adult male Sprague-Dawley rats*. UExplore Undergraduate Research Grant, University of Evansville, \$1750.00.

Underwood, S., & Hennon, E. A. (Spring 2009). *The effect of game play on aggression levels in college students*. UExplore Undergraduate Research Grant, University of Evansville, \$980.

Underwood, S., & Hennon, E. A. (Spring 2009). *The effects of native language on serial verbal reactions*. UExplore Undergraduate Research Grant, University of Evansville, \$950.

Green, B., Neukam, J., Parker, K., & Hennon, E. A. (Summer, 2008). *Language development and word extension in children with autistic disorders and with Down syndrome*. UExplore Undergraduate Research Grant, University of Evansville, \$11,125.

Underwood, S., Kauffman, K., & Hennon, E. A. (Fall 2007). *Do live-action role-playing games affect aggression in 18- to 25-year-old college students?*. UExplore Undergraduate Research Grant, University of Evansville, \$808.

Courtney, M., Green, B., & Hennon, E. A. (Summer 2007). *Language development and word extension in infants and toddlers*. UExplore Undergraduate Research Grant, University of Evansville. \$9480.

Kappos, A., & Hennon, E. A. (Fall 2005). *Eyewitness memory: A comparison of written and verbal misinformation on recall of an observed event*. UExplore Undergraduate Research Grant, University of Evansville, \$1488.

Invited Talks:

Hennon, E. A. (2005, September). *What language development in autism, fragile X syndrome, and Down syndrome can teach us about how the brain works*. Invited symposium for the Crick Lecture Series, University of Evansville.

Roberts, J. E., Hennon, E. A., & Zajac, D. (2003, November). *Speech and language of young males with fragile X syndrome*. Invited symposium for the UNC Neurodevelopmental Disorders Research Center, Chapel Hill, NC.

Paper Presentations:

With Raymond, D., Conley, L., & Stockstill, T. (2011, April). *Effects of consistent and positive male involvement on personality development*. Paper accepted for the National Conference on Undergraduate Research, Ithaca, NY.

With Durkovic, M., Timperman, A., Carrasco, A., & Crowe, M. (2011, April). *Gender differences in heterosexual perceptions of gay vs. lesbian displays of physical affection*. Paper accepted for the National Conference on Undergraduate Research, Ithaca, NY.

- With Healy, R., & Petty, J. (2010, April). *Do role-play games influence anxiety and anger?* Paper presented at the Butler Undergraduate Research Conference, Indianapolis, IN.
- With Underwood, S. (2010, April). *The effects of live-action role-playing on aggression levels of college students.* Paper presented at the National Conference on Undergraduate Research, Missoula, MT.
- With Clucas, J. C. (2008, April). *Cognitive transfer via analogical reasoning: Applying lessons to the Wason selection task.* Paper presented at the National Conference on Undergraduate Research, Salisbury, MD.
- Price, J., Roberts, J., Moskowitz, L., Anderson, K., & Hennon, E. (2005, November). *Language growth in boys with fragile X and Down syndromes.* Paper presented at the American Speech-Language-Hearing Association, San Diego, CA.
- Hennon, E. A., Edwards, A. E., Childress, D., & Roberts, J. (2005, April). *Autistic characteristic profiles for young males with fragile X syndrome.* Paper presented at the Society for Research in Child Development, Atlanta, GA.
- Roberts, J., Hennon, E., Barnes, E., Zajac, D., Warren, S., & Brady, N. (2004, November). *Fragile X syndrome and Down syndrome: Language profiles in children.* Paper presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- Roberts, J., Jackson, S., Wallace, I., Hennon, E., & Kasambira, D. (2004, November). *Language and School Success of African American Children.* Paper presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- Hennon, E. A., Dear, E., Anderson, K. & Roberts, J. (2004, June). *Expressive syntax of young males with fragile X syndrome.* Paper presented at the International Fragile X Conference, Washington, DC.
- Hennon, E. A., Roberts, J. E., Childress, D., & Edwards, A. (2004, June). *Autistic characteristic profiles for young males with fragile X syndrome.* Paper presented at the International Fragile X Conference, Washington, DC.
- Roberts, J. E., Hennon, E. A., & Barnes, E. (2004, June). *Speech, Language, Hearing, and Oral Motor Skills of Preschool and Elementary Age Males with Fragile X Syndrome.* Paper presented at the International Fragile X Conference, Washington, DC.
- Hennon, E. A., Roberts, J. E., Anderson, K., Childress, D., Edwards, A., & Neff, K. (2003, November). *Autistic symptom profiles for young males with fragile X syndrome.* Paper presented at the American Speech-Language-Hearing Association, Chicago, IL.

Roberts, J. E., Hennon, E. A., Zajac, D., Malkin, C., & Mirrett, P. (2003, November). *Language profiles of young males with fragile X syndrome*. Paper presented at the American Speech-Language-Hearing Association, Chicago, IL.

Roberts, J. E., Jackson, S., Hennon, E. A., Lamoreaux, M., & Jurgens, J. (2003, November). *African American children's language and school success*. Paper presented at the American Speech-Language-Hearing Association, Chicago, IL.

Maguire, M. J., Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., Slutzky, C. B., & Sootsman, J. (2001, November). *Mapping words to actions and events: How do 18-month-olds learn a verb?* Paper presented at the Boston University Conference on Language Development, Boston, MA.

Speares, J., Sootsman, J., Piper, K., Golinkoff, R.M., Hollich, G., Chung, H., Hennon, E. A. (2001, April). *The stuff of object labels: Will any sound from the mouth suffice?* Paper presented at the Eastern Psychological Association, Washington, D.C.

Arnold, K., Golinkoff, R. M., Hirsh-Pasek, K., Hollich, G., Driscoll, K., Rocroi, C., & Hennon, E. A. (1999, November). *The whole is greater than the sum of the parts: Investigating the object scope principle of lexical acquisition*. Paper presented at the Boston University Conference on Language Development, Boston, MA.

Poster Presentations:

With Healy, R., & Petty, J. (2010, April). *Do role-play games influence anxiety and anger?* Poster presented at the Mid-America Undergraduate Psychology Research Conference, Evansville, IN.

With Bever, T., Fleming, M., & Schmedes, J. (2008, April). *Stressed out!?!* Poster presented at the Butler Undergraduate Research Conference, Indianapolis, IN.

Price, J., Roberts, J. E., Anderson, K., Hennon, E. A., & Vandergrift, N. (2006, June). *Expressive Syntax in Conversation of Boys with Fragile X Syndrome and Boys with Down Syndrome*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.

With Kappos, A., (2006, April). *Eyewitness memory: A comparison of written and verbal misinformation on recall of an observed event*. Poster presented at the National Conference on Undergraduate Research, Asheville, NC.

With Emmons, J., Tenbarge, B., Tombaugh, S., Schimmel, R., & Sims, J. (2006, April). *Comparing alcohol consumption between students involved in social Greek organizations versus unaffiliated students*. Poster presented at the Butler Undergraduate Research Conference, Indianapolis, IN.

- Roberts, J., Hennon, E. A., Anderson, K., Edwards, A., Malkin, C., Barnes, E., Jurgens, J., Moskowitz, L., & Cowan, S. (2005, April). *Fragile X syndrome and Down syndrome: Language profiles in children*. Poster presented at the Society for Research in Child Development, Atlanta, GA.
- Hennon, E., Dear, E., & Roberts, J. (2004, November). *Expressive syntax of males with fragile X syndrome*. Poster presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- Hennon, E. A., Jurgens, J., Roberts, J., Anderson, K., & Moskowitz, L. (2004, June). *Remembering stories: A comparison of young males with fragile X syndrome and typically-developing males*. Poster the International Fragile X Conference, Washington, DC.
- Hennon, E. A. (2003, June). *Pay Attention! Autistic children provide a critical test of the role of social intention in word learning*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Hennon, E. A., Roberts, J. E., Skinner, M., & Anderson, K. (2003, June). *Predictors of syntactic development in young males with fragile X syndrome*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Zeisel, S. A., Roberts, J. E., Burchinal, M., & Hennon, E. A. (2003, June). *Predicting African American children's language and academic achievement*. Poster presented at the Middle Childhood Conference, Washington, DC.
- Hennon, E. A. (2003, April). *Speaker Intention? Autistic children can learn words without it*. Poster presented at the Society for Research in Child Development, Tampa, FL.
- Hennon, E. A., & Roberts, J. E. (2003, April). *Language Skills of Young Males with fragile X syndrome*. Poster presented at the Society for Research in Child Development, Tampa, FL.
- Hennon, E. A., Slutzky, C. B., Sootsman, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2001, April). *Reconciling competing theories of word learning: Developmental changes from 10 to 24 months*. Poster presented at the Society for Research in Child Development, Minneapolis, MN.
- Maguire, M. J., Hennon, E. A., Slutzky, C. B., Golinkoff, R. M., & Hirsh-Pasek, K. (2001, April). *Infants' development of lexical categories: Moving from perceptual to social cues*. Poster presented at the Society for Research in Child Development, Minneapolis, MN.
- Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., Rocroi, C., Arnold, K., Maguire, M., Baker, S., & Driscoll, K. (2000, July). *From proper nouns to categories: Infants learn how words work*. Poster presented at the International Conference on Infant Studies, London, England.

Hennon, E. A., Rocroi, C., Chung, H., Hollich, G., Arnold, K., & Driscoll, K. (1999, April). *Testing the principle of extendibility: Are new words learned as proper nouns or category labels?* Poster presented at the Society for Research in Child Development, Albuquerque, NM.

Hollich, G., Rocroi, C., Hirsh-Pasek, K., Golinkoff, R. M., & Hennon, E. (1999, April). *Introducing the split-screen PLP paradigm.* Poster presented at the Society for Research in Child Development, Albuquerque, NM.

Memberships/Affiliations:

Society for Research in Child Development, International Society for Infant Studies, Phi Beta Kappa, Phi Kappa Phi, Sigma Xi

Journal reviewer:

American Journal of Mental Retardation/American Journal on Intellectual and Developmental Disabilities, Child Development, Developmental Psychology, Journal of Speech, Language, and Hearing Research, Psi Chi Journal of Undergraduate Research, Psychological Assessment

University Service:

2011 to present	General Education Revision ad-hoc committee
2010 to present	Academic Programs working group, UE Strategic Plan sub-committee
2010 to present	General Education Revision ad-hoc committee subgroup for the objectives and outcomes relevant to scientific literacy
2008 to present	Curriculum committee
2008 to present	Faculty Professional Affairs committee
2006 to present	Honor Code committee
2006 to present	Judicial Board
2006 to present	Phi Beta Kappa planning group
2005 to present	Undergraduate Research Committee
2007 to 2010	Co- faculty advisor, CNS group
2005 to 2010	Faculty advisor, Zeta Tau Alpha
2008 to 2009	General Education Revision ad-hoc committee
2007 to 2008	Departmental Search committee
2006 to 2008	Martin Luther King committee