

CURRICULUM VITA

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ROBERT D. STILLMAN

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EDUCATION:

B.S. in Psychology, 1964, Union College, Schenectady, New York

Ph.D. in Psychology (Physiological Psychology emphasis), 1968, Syracuse University

APPOINTMENTS:

1996 - Present Professor (tenured), Department of Speech, Language, and Hearing Sciences, University of Texas at Dallas.

1992 - Present Associate Dean for Graduate Studies, School of Behavioral and Brain Sciences, University of Texas at Dallas.

2020 - 2021 Program Head, Programs in Speech-Language Pathology (MS) and Speech, Language, and Hearing Sciences (BS)

1978 – 2019 Area Head, Programs in Communication Sciences and Disorders (B.S., M.S., and Ph.D.), University of Texas at Dallas.

1985 – 2015 Director, Callier Preverbal Communication Program.

1979 - 1996 Associate Professor (tenured), Program in Communication Disorders, University of Texas at Dallas.

1979 - 1984 Consultant on Communication Disorders, Callier Deaf-Blind Program, University of Texas at Dallas.

1977 - 1978 Assistant to the Dean, School of Human Development, University of Texas at Dallas.

1973 - 1979 Assistant Professor, Program in Communication Disorders, University of Texas at Dallas.

1972 -1979 Adjunct Clinical Assistant Professor, Department of Otolaryngology, University of Texas Southwestern Medical School.

1972 - 1978 Research Consultant, South Central Regional Center for Services to Deaf-Blind Children, Callier Center for Communication Disorders.

1972 - 1976 Director of Research, Division of Otolaryngology, University of Texas Southwestern Medical School.

1972 - 1975 Research Scientist, Callier Center for Communication Disorders.

1969 - 1972 NINCDS Postdoctoral Fellow in Auditory Neurophysiology, Callier Hearing and Speech Center.

ARTICLES IN REFEREED JOURNALS:

Rowland, C., Stillman, R., and Mar, H. (2010). Current assessment practices for young children who are deaf-blind. **AER Journal: Research and Practice in Visual Impairment and Blindness**, 2, 63-70.

Chen, D., Rowland, C., Stillman, R., Mar, H. (2009). Authentic practices for assessing the communication skills of young children with sensory impairments and multiple disabilities. **Early Childhood Services: An Interdisciplinary Journal of Effectiveness**, 3, 323-338.

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

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

Stillman, R., Williams, C., & Linam, A. (1997). Communications directed to students with severe and profound disabilities. **Focus on Autism and Other Developmental Disabilities**, 12, 130-141.

Ballachanda, B.B., Moushegian, G., and Stillman, R.D. (1992). Adaptation of the ABR: Effect of Click intensity, polarity, and position. **Journal of the American Academy of Audiology**, 3, 275-282.

Weintraub, A., Lougeay-Mottinger, J., and Stillman, R. (1991). Facilitating Communication Development in a Language-Disordered Child. **Child Language Teaching and Therapy**, 7, 260-272.

Stillman, R.D., and Battle, C.W. (1984). Developing prelanguage communication in the severely handicapped: An interpretation of the van Dijk method. **Seminars in Speech and Language**, 5, 159-170.

Moushegian, G., Rupert, A.L., and Stillman, R.D. (1978). Evaluation of frequency-following potentials in man: masking and clinical studies. **Electroencephalography and Clinical Neurophysiology**, 45, 711-718.

Stillman, R.D., Crow, G., and Moushegian, G. (1978). Components of the frequency-following potential in man. **Electroencephalography and Clinical Neurophysiology**, 44, 438-446.

Stillman, R.D., and Moushegian, G., and Rupert, A.L. (1976). Early tone-evoked responses in normal and hearing-impaired subjects. **O.R.L. Digest**, 16.

Stillman, R.D., Moushegian, G., and Rupert, A.L. (1976) Early tone-evoked responses in normal and hearing-impaired subjects. **Audiology**, 15, 10-22.

Gerken, G.M., Moushegian, G., Stillman, R.D., and Rupert, A.L. (1975). Human frequency-following responses to monaural and binaural stimuli. **Electroencephalography and Clinical Neurophysiology**, 38, 379-386.

Moushegian, G., Rupert, A.L. and Stillman, R.D. (1973). Scalp-recorded early responses in man to frequencies in the speech range. **Electroencephalography and Clinical Neurophysiology**, 35, 665-667.

Stillman, R.D. (1972). Responses of high-frequency inferior colliculus neurons to interaural intensity differences. **Experimental Neurology**, 36, 118-126.

Stillman, R.D. (1971). Pattern responses of low-frequency inferior colliculus neurons. **Experimental Neurology**, 33, 432-440.

Stillman, R.D. (1971). Characteristic delay neurons in the inferior colliculus of the

kangaroo rat. **Experimental Neurology**, **32**, 404-412.

Moushegian, G., Rupert, A.L., Stillman, R.D., and Weiss, I.P. (1971). Inhibition in the auditory nerve? **Journal of the Acoustical Society of America**, **50**, 1558-1560.

Kutscher, D.L., Stillman, R.D., and Weiss, I.P. (1968). Food restriction polydipsia in hamsters. **Psychonomic Science**, **11**, 243-244.

Kutscher, D.L., Stillman, R.D. and Weiss, I.P. (1968). Food deprivation polydipsia in gerbils (*Meriones unguiculatus*). **Physiology and Behavior**, **3**, 667-671.

ASSESSMENT INSTRUMENTS:

Stillman, R., Neilon, M., & McGlothlin, J. (2007). Callier Early Childhood Autism Spectrum Profile (CIDS)-R

Stillman, R. Neilon, M., McGlothlin, J., & Dauphinee, H. (2001). Callier Early Childhood Autism Spectrum Profile.

Stillman, R.D. and Williams, C. (1990). Assessing teacher efforts to regain attention. Teacher training and video coding manual.

Stillman, R.D. and Williams, C. (1990). Assessing the effects of teacher communications. Teacher training video coding manual.

Stillman, R.D. and Williams, C. (1990). Assessing forms and intentions of teacher communications. Teacher training video coding manual.

Stillman, R. and Battle, C. (1985). Callier-Azusa Scale, H-Edition (revised). University of Texas at Dallas.

Stillman, R. and Battle, C. (1983). Callier-Azusa Scale, H-Edition. University of Texas at Dallas.

Stillman, R.D. (Ed.) (1978). The Callier-Azusa Scale (G). The University of Texas at Dallas. (Also translated into Chinese, French, Spanish, and Portuguese).

Stillman, R.D. (Ed.). (1977). The Callier-Azusa Scale (F). The University of Texas at Dallas.

Stillman, R.D. (Ed.) (1975). The Callier-Azusa Scale. Callier Center for Communication Disorders, Dallas.

Stillman, R.D. (Ed.) (1974). The Callier-Azusa Scale. Callier Center for Communication Disorders, Dallas.

CHAPTERS IN EDITED VOLUMES:

Stillman, R., Snow, R., & 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.

Prickett, G.L., Perrault, S., Stillman, R. D., Linam, A., and Williams, C. (1995). Deaf-blindness and communication. In: K.M. Huebner, J.G. Prickett, T.R. Welch, and E. Joffee (Eds.). *Hand in Hand* (pp. 61-90). New York: AFB Press.

Crimmens, D., Gothelf, C.R., Rowland, C., Stillman, R. D., Linam, A., and Williams, C. (1995). Basic concepts of communication. In: K.M. Huebner, J.G. Prickett, T.R. Welch, and E. Joffee (Eds.). *Hand in Hand* (pp. 159-184). New York: AFB Press.

Stillman, R.D. (1994). Communication. In: J. Reiman (Ed.), *Proceedings of the*

National Symposium on Children and Youth with Deaf-Blindness (pp. 129-139). Monmouth, OR: TRACES.

Stillman, R.D. and Siegel-Causey, E. (1989). Introduction to Nonsymbolic Communication. In: E. Siegel-Causey and D. Guess (Eds.), *Enhancing Nonsymbolic Communication Interactions Among Learners with Severe Disabilities* (pp. 1-13). Baltimore, MD: Brooks Publishing Co.

Stillman, R.D. and Battle, C.W. (1986). Developmental assessment of communicative abilities in the deaf-blind. In: D. Ellis (Ed.), *Sensory Impairments in Mentally Handicapped People* (pp.319-335). London: Croom Helm Ltd.

Stillman, R.D. (1980). Auditory brain mechanisms. In Sloan, C. and Levinson, P. *Auditory Processing and Language*. (pp. 1-18). New York: Grune and Stratton.

Stillman, R.D. (1980). Auditory evoked potentials. In Sloan, C. and Levinson, P. *Auditory Processing and Language*. (pp. 19-34). New York: Grune and Stratton.

Stillman, R.D. (1976). Assessment of deaf-blind children: the Callier-Azusa Scale. In: *Very Special Children, A Resource Series on the Severely and Multiply Handicapped*. The Council for Exceptional Children. Reston, VA.

Stillman, R.D. (1974). Measuring progress in deaf-blind children. Report of the Proceedings of the 46th Meeting of the Convention of American Instructors of the Deaf (pp. 587-593). Washington D.C.: U.S. Government Printing Office.

Moushegian, G., Stillman, R.D., and Rupert, A.L. (1971). Characteristic delays in the superior olive and inferior colliculus. In M. Sachs (ed.), *Physiology of the Auditory System*, (pp.245-254). Baltimore: National Educational Consultants.

OTHER WRITINGS:

Duncan, M., Barnett, D., Brasfield, L., DuBose, G., Erickson, A.S., Hahn, C., Harris, R., and Stillman, R. (2020). Interfering Behaviors. 14 slides

Erickson, A.S., Hahn, C., Duncan, M., Harris, R., Barnett, D., Brasfield, L., DuBose, G., and Stillman, R. Approaching Changes in Routines. 12 Slides

Erickson, A.S., Hahn, H., Harris, R., Duncan, M., DuBose, G., Brasfield, L., Barnett, D., and Stillman, R. Teachable Moments to Facilitate Receptive Language Growth. 20 Slides.

Erickson, A.S., Hahn, H., Harris, R., Duncan, M., DuBose, G., Brasfield, L., Barnett, D., and Stillman, R. (2020). Teachable Moments to Facilitate Expressive Language Growth. 24 Slides.

DuBose, G., Brasfield, L., Barnett, D., Erickson, A.S., Hahn, C., Harris, R., Duncan, M., Stillman, R. (2020). Attention: Helping Your Child Maintain Attention While Having Fun at Home. 13 Slides.

Erickson, A.S., Hahn, H., Harris, R., Duncan, M., DuBose, G., Brasfield, L., Barnett, D., and Stillman, R. (2020). Visual Supports. 18 Slides.

Chen, D., Mar, H., Rowland, C. & Stillman, R. (2009) *Assessing Communication and Learning in Young Children who are Deafblind or Have Multiple Disabilities*. Oregon Health and Sciences Center. Portland, OR.

Stillman, R., Williams, C., and Linam, A. (1993). Enhancing the effectiveness of communicative interactions. Final Report to the U.S. Department of Education, Office of Special Education and Rehabilitation Services.

- Williams, C. and Stillman, R. (1992). Four Dialogues. Teacher training module.
- Stillman, R., Williams, C., and Aylmer, J. (1990). Procedures for evaluating and enhancing information exchange between service providers and persons with deaf-blindness. Final Report to the U.S. Department of Education, Office of Special Education and Rehabilitation Services.
- Stillman, R. and Battle, C. (1988). Characteristics of teacher communicative expressions directed to students having multiple disabilities. Council for Exceptional Children, ERIC document: ED 294 376.
- Stillman, R. and Battle, C. (1988). Assessing elements of teacher-student communicative interactions. Council for Exceptional Children, ERIC document: ED 294 375.
- Stillman, R. (1987). Procedures for the assessment of communicative exchanges between deaf-blind persons and others. Final report to the U.S. Department of Education, Office of Special Education and Rehabilitation Services.
- Battle, C. and Stillman, R. (1986). Procedures for assessing teacher responsiveness to the communicative expressions of preverbal deaf-blind students. Teacher training video coding manual.
- Battle, C. and Stillman, R. (1986). Procedures for identifying the communicative forms used by deaf-blind students. Teacher training video coding manual.
- Stillman, R.D. (1978). Electrophysiological measures of auditory brain function. Proceedings of Conference on Clinical Applications of Current Research in Auditory Processing, (pp. 1-25). Children's Hospital of Los Angeles.
- Stillman, R.D. (1975). Assumptions underlying assessment of the deaf-blind child. In: *The Deaf-Blind Child: Determining a Direction* (pp. 90-95). Seattle: University of Washington Press.
- Stillman, R.D. (1975). The psychologist and the deaf-blind child. In: *The Psychologist, the Audiologist, and the Speech Pathologist and the Deaf-Blind Child*. Sacramento: California State Department of Education.
- Day, P. and Stillman, R.D. (1974-75). Inter-observer reliability of the Callier-Azusa Scale. In: *The Final Report of the South-Central Regional Center for Services to Deaf-Blind Children*.
- Stillman, R.D. (1974). Evaluation: The Callier-Azusa Scale. In: K. Best (Ed.), *Intercom '74*. Boston: Boston College Press.
- Stillman, R.D. (1973). Measuring progress in deaf-blind children: use of the "Azusa-Scale." Callier Hearing and Speech Center, Dallas, Texas.
- Stillman, R.D. (1973). Development of the Callier-Azusa Scale. In: M.A. Rielly (Ed.), *Proceedings of the New Staff Orientation Workshop* (pp. 69-73). Callier Center for Communication Disorders, Dallas.
- Stillman, R.D. (Ed.) (1973). The Callier-Azusa Scale. In: M.A. Reilly (Ed.), *Proceedings of the New Staff Orientation Workshop* (pp. 74-117). Callier Center for Communication Disorders, Dallas.
- Stillman, R.D. (1972). Preliminary report: Measuring Progress in deaf-blind children. Callier Hearing and Speech Center, Dallas, Texas.

INVITED AND REFEREED PRESENTATIONS:

Hahn, C., Barnett, D., Brasfield, L, DuBose, G. , Erickson, A.S., Duncan, M, Harris, and R, Stillman, R. The Acquisition of Words through Song in Preverbal Children with ASD/Suspected ASD. American Speech-Language-Hearing Association. (Accepted, but not presented due to meeting cancellation)

Dittman, W., Iacobucci, R., Guzick, A., Hampton, K., and Stillman, R. (2019). The Acquisition of Words through Song in Children Who Are Minimally Verbal. American Speech-Language-Hearing Association. Orlando, FL (Accepted for presentation.)

DeArce, L, Keltner, E., Grosenbacher, H., & Stillman, R. (2018). Assessing Comprehension Level in Preverbal Children with ASD. Texas Speech-Language-Hearing Association. Ft. Worth, TX

DeArce, L, Keltner, E., Grosenbacher, H., & Stillman, R. (2018). Assessing Comprehension Level in Preverbal Children with ASD. American Speech-Language-Hearing Association. Boston, MA

Farish, L., and Stillman, R. (2017). Patterns of treatment in Autism Spectrum Disorders: a meta-analysis. American Speech-Language-Hearing Association. Los Angeles, CA

Burgett, E., Woldu, S., Hervey, J., & Stillman, R. (2017). Generalization of action word learning in preverbal children with Autism Spectrum Disorder (ASD). American Speech-Language-Hearing Association. Los Angeles, CA

McLendon, A., Gay, K., and Stillman, R. (2016). Generalized Routine Word Learning in Preverbal Children with Autism Spectrum Disorder (ASD). American Speech-Language-Hearing Association. Philadelphia, PA.

Deeble, A., McClure, A., Olha, C., & Stillman, R. (2015). Distance and Joint Attention: Exploring the Relationship in Young Children with Autism Spectrum Disorder. American Speech-Language-Hearing Association. Denver, CO.

Boggs, A., Kaminski, P. & Stillman, R. (2014) Symbolic play and its relationship to communication in autism spectrum disorders. American Speech-Language-Hearing Association. Orlando, FL

Berglund, A., Mathis, L., & Stillman, R. (2014). From Routine to Novel Context: Generalization of Words by Toddlers with Autism Spectrum Disorder. American Speech-Language-Hearing Association. Orlando, FL

Fratantoni, J., Cross, J., & Stillman, R. (2012). Affective State and Early Communication Acquisition in ASD. American Speech-Language-Hearing Association. Atlanta, GA.

Thompson, M., Neely, H., Kainz, M., & Stillman, R. (2011). Attention and communication in preverbal children with and without ASD. American Speech-Language-Hearing Association. San Diego, CA.

Kainz, M., Stillman, R., Neely, H., & Thompson, M. (2011). Developmental change in response to child-centered intervention in ASD. American Speech-Language-Hearing Association. San Diego, CA.

Neely, H., Thompson, M., Kainz, M., & Stillman, R. (2011). Attention, imitation, and communication progress in children with ASD. (2011). American Speech-Language-Hearing Association. San Diego, CA.

Jokel, A., Armstrong, E., Aldridge, M., Bower, T., Lougeay, J., & Stillman, R. (2011). Verbal ability in school-age children with early symptoms of autism. American Speech-

Language-Hearing Association. San Diego, CA.

Dallas, J., Ashbaugh, A., Stoltz, R., & Stillman, R. (2009). Developmental trends in preverbal children with ASD. American Speech-Language-Hearing Association. New Orleans, LA.

Chen, D., Mar, H., Rowland, C., & Stillman, R. (2009). Recommended practices for assessing communication and learning skills in young children who are deafblind. Deafblind International. Senigallia, Italy.

Jokel, A., Armstrong E.S., Aldridge, M., Lougeay, J.W., Bower, T.G.R., & Stillman, R. (2009). Verbal ability in School-age children with early symptoms of autism. Texas Speech-Language-Hearing Association. Austin TX.

Stillman, R., LaRue, E., & Estrov, E. (2007). Qualitative changes seen in young children with characteristics of ASD. American Speech-Language-Hearing Association. Boston, MA.

Stillman, R.D., Stoltz, J.C. & Lalani, S.S. (2005). Parent/professional perspectives on assessment of children who are deafblind. American Speech-Language-Hearing Association. San Diego, CA.

Neilon, M., Stillman, R., Bloom, S., & Carter, J. (2004). CIDS: Measures of change and stability of communication in ASD. American Speech-Language-Hearing Association. Philadelphia, PA.

Champlin, C., Cokely, J., Corwin, M., and Stillman, R. (2004). Is there a doctor in the house: Doctoral programs in Texas. Texas Speech-Language-Hearing Association. San Antonio, TX.

Stillman, R.D., Neilon, M., McGlothlin, J.H., Killeen, H.D., Henderson, K. (2002). Early childhood autism spectrum profile. American Speech-Language-Hearing Association. Atlanta, GA.

Stillman, R.D., Neilon, M., McGlothlin, J.H., & Dauphinee, H. (2001). Smart as a descriptor of children with developmental disabilities. American Speech-Language-Hearing Association. New Orleans, LA.

Neilon, M., McGlothlin, J.H., Dauphinee, H., & Stillman, R.D. (2001). Autism Spectrum Disorders: variations on a theme. American Speech-Language-Hearing Association. New Orleans, LA.

Rowland, C., Mar, H. & Stillman, R. (2000). Problem-solving skills in PDD. International Association for the Scientific Study of Intellectual Disabilities. Seattle, WA.

Martin, J.W., Neilon, M.A., Cargo, K.E., & Stillman, R.D. (1999). Affective effects of children with ASD on student clinicians. American Speech-Language-Hearing Association, San Francisco, CA.

Stillman, R.D., Becker, C.M., Bruenges, C.J., Cobb, H.T., Short, K.E., and Owen, A.J. (1998). Relating to the experiences of children with PDD. American Speech-Language-Hearing Association, San Antonio, TX. (Also presented in 1999 at the Texas Speech-Language Hearing Association, Dallas, TX).

Owen, A.J., Short, K.E., Cobb, H.T., Breunges, C.J., Becker, C.M., and Stillman, R.D. (1998). Joinable moments and attentional focus in children with ASD. American Speech-Language-Hearing Association, San Antonio, TX. (Also presented in 1999 at the Texas Speech-Language-Hearing Association).

Linam, A.C. & Stillman, R.D. (1998). Reciprocity in interactions with young children

with pervasive developmental disorders. American Speech-Language-Hearing Association, SanAntonio, TX.

Stillman, R., Cook, A., Owen, A., & Stanland, K. (1997). He's playing mind games with me and I'm losing.... to a two-year old. American Speech-Language-Hearing Association, Boston, MA.

Owen, A., Cook, A., Stanland, K., & Stillman, R.D. (1997). Differences in intervention strategies for communication and skill-based activities. American Speech-Language-Hearing Association., Boston, MA.

Stanland, K., Cook, A., Owen, A., & Stillman, R. D. (1997). Factors affecting student clinician confidence with children with PDD. American Speech-Language-Hearing Association, Boston, MA.

Yellin, M. W. & Stillman, R .D. (1997). Otoacoustic emissions in normal cycling females. American Academy of Audiology, Palm Beach, FL.

Warren, K., Snow, R., Kunkel, F., & Stillman, R. (1996). Students' experiences in home-based behavior modification programs. American Speech-Language-Hearing Association, Seattle, WA.

Snow, R., Kunkel, F., & Stillman, R. (1996). Student clinicians' efforts to regain attention of children with PDD. American Speech-Language-Hearing Association, Seattle, WA.

Snow, R., Warren, K., and Stillman, R. (1996). Students' experiences in home-based behavior modification programs. Texas Speech-Language-Hearing Association, Dallas, TX.

Baker, L., Snow, R., Warren, K., and Stillman, R. (1995). Does children's sociability affect the quality of therapy they receive? American Speech-Language-Hearing Association, Orlando, FL.

Linam, Angela C. and Stillman, Robert D. (1995). Reciprocity in interactions with young children. American Speech-Language-Hearing Association, Orlando, FL.

Stillman, R. (1995). "I used to be good with children": Encounters between speech-language pathology students and children with PDD. Language and Social Interaction in Communication Sciences and Disorders Roundtable. Brown's Summit, NC.

Rowland, C.M., Schweigert, P., Stremel, K., Stillman, R., Mar, H., and Linam, A. (1994). Children with multiple disabilities: Impacting home, school, and adult settings. American Speech-Language-Hearing Association, New Orleans, LA.

Yellin, W., Fisher, T., Jackson, G.L., and Stillman, R.D. (1994). Experience with otoacoustic emissions in the nursery. American Speech-Language-Hearing Association, New Orleans, LA.

Stillman, R., Beasley, S., Snow, R., and Linam, A. (1994). Object labels with severely language-impaired children. American Speech-Language-Hearing Association, New Orleans, LA.

Beasley, S., Snow, R., and Stillman, R. (1994). The use of object labels with preverbal children. Texas Speech-Language-Hearing Association, Ft. Worth, TX.

Sellers, P., Smith, K.S., and Stillman, R. (1994). Student clinical attitudes, skills, and biases in intervention with preverbal children. Texas Speech-Language-Hearing Association, Ft. Worth, TX.

Alvares, R. and Stillman, R. (1993). Mothers' use of clarification requests in interactions with prelinguistic infants. Society for Research in Child Development, New Orleans, LA.

Alvares, R. and Stillman, R. (1993). Prelinguistic infants' responses to signals of misunderstanding. Society for Research in Child Development, New Orleans, LA.

Linam, Angela C. and Stillman, Robert D. (1993). Collaborative intervention techniques for children with multiple disabilities. American Speech-Language-Hearing Association, Anaheim, CA.

Williams, C. and Stillman, R. (1992). Joint attention strategies in communicative interactions with multihandicapped students. American Speech-Language-Hearing Association, San Antonio, TX.

Weintraub, A.L. and Stillman, R. (1992). Use of depictive gestures in communicating with preverbal children. American Speech-Language-Hearing Association, San Antonio, TX.

Carr, C., Stillman, R., and Lougeay-Mottinger, J. (1992). Activity selection by severely language-impaired children. American Speech-Language-Hearing Association, San Antonio, TX.

Stillman, R.D., Williams, C.K., and Majors, K. (1992). Factors influencing clinicians' impact in programs for multihandicapped students. American Speech-Language-Hearing Association, San Antonio, TX.

Stillman, R. (1992). Communication. National Symposium on Children and Youth who are Deaf-Blind, McLean, VA.

Harper, S., Jordan, C., and Stillman, R. (1992). The effectiveness of click evoked otoacoustic emissions in neonatal screening. Texas Speech-Language-Hearing Association, San Antonio, TX.

Majors, K., Stillman, R., and Williams, C. (1992). Teacher attitudes regarding communication with students having severe and profound disabilities. Texas Speech-Language-Hearing Association, San Antonio, TX.

Alvares, R., Weintraub, A., and Stillman, R. (1991). Clinical training and mutual engagement in communicative interactions with preverbal children. Texas Speech-Language-Hearing Association, Houston, TX.

Stillman, R., Williams, C., and Majors, K. (1991). Factors affecting communication between teachers and students with profound handicaps. The Association for Persons with Severe Handicaps, Washington, D.C.

Weintraub, A.L. and Stillman, R.D. (1991). Engagement during communicative interactions with two groups of preverbal children. American Speech-Language-Hearing Association, Atlanta, GA.

Lougeay-Mottinger, J., Stillman, R.D., and Lorenzo, V.M. (1991). Effect of context on communicative intent. American Speech-Language-Hearing Association, Atlanta, GA.

Stillman, R. and Williams, C. (1990). Severely handicapped children's responsiveness to verbal and nonverbal communication. American Speech-Language-Hearing Association, Seattle, WA.

Weintraub, A.L. and Stillman, R. (1990). Indicators of mutual engagement during communicative interactions with preverbal children. American Speech-Language-Hearing Association, Seattle, WA.

Stillman, R. and Williams, C. (1990). The effectiveness of verbal and nonverbal communicative forms in eliciting student responses. Association for Persons with Severe Handicaps, Chicago, IL.

Lougeay-Mottinger, J. and Stillman, R.D. (1989). Effect of context on a language-impaired population's performance. American Speech-Language-Hearing Association, Boston, MA.

Stillman, R. (1989). Characteristics of teacher communications directed to students having deaf-blindness. U.S. Dept. of Education, O.S.E.R.S., Project Directors' Meeting, Baltimore, MD.

Stillman, R., Williams, C., Weintraub, A., and Piske, G. (1989). Mutual engagement. Association for Persons with Severe Handicaps, San Francisco, CA.

Stillman, R. (1988). Communicating with persons having severe, multiple disabilities. Conference on Preverbal Communication, Sonoma, CA.

Stillman, R. (1988). The forms and intentions of teacher communications directed to students having severe, multiple disabilities. Conference on Intervention Issues with students having Multiple Disabilities, Portland Public Schools, Portland, OR.

Battle, C. and Stillman, R. (1988). Regaining attention. Association for Persons with Severe Handicaps, Washington, D.C.

Stillman, R. and Battle, C. (1987). Perspectives on communicative interactions and intervention approaches. Texas Deaf-Blind Association, Austin, TX.

Lougeay-Mottinger, J., Harris, M.R., and Stillman, R.D. (1987). Use of a videotape coding system to change clinician behavior. National Conference on Supervision, Jekyll Island, GA.

Stillman, R. and Battle, C. (1987). Assessing the communications of students having dual sensory impairments. Portland Public Schools, Portland, OR.

Stillman, R. and Battle, C. (1987). Assessing elements of teacher-student communicative interactions. Association for Persons with Severe Handicaps, Chicago, IL.

Stillman, R. and Battle, C. (1987). Characteristics of teacher communicative expressions directed to students having multiple disabilities. American Speech-Language-Hearing Association, New Orleans, LA.

Lougeay-Mottinger, J., Harris, M., and Stillman, R. (1987). Use of videotape analysis to change clinical behavior. American Speech-Language-Hearing Association, New Orleans, LA.

Stillman, R. (1987). Assessing children age 0-5 who have multiple disabilities. United Cerebral Palsy Associations of New York State, Ellenville, NY.

Bopanna, B.B., Stillman, R.D., and Moushegian, G. (1986). Effects of condensation and rarefaction clicks on auditory brainstem responses in a forward masking paradigm. Association for Research in Otolaryngology, St. Petersburg, FL.

Stillman, R., Battle, C., and Harnden, P. (1986). Assessment and intervention perspective on the communicative development of multi-handicapped children. Texas Speech-Language-Hearing Association, Austin, TX.

Stillman, R. and Battle, C. (1986). Communicative acts directed to persons who are deaf-blind or have severe handicaps. Association for Persons with Severe Handicaps, San Francisco, CA.

Battle, C.W. and Stillman, R.D. (1985). Application of the revised Callier-Azusa to assessment of multihandicapped children. Texas Speech-Language-Hearing Association, Corpus Christi, TX.

Stillman, R.D. and Battle, C.W. (1985). van Dijk approach to the development of

communication abilities in multihandicapped children. Texas Speech-Language-Hearing Association, Corpus Christi, TX.

Stillman, R.D., Alymer, J., and Battle, C.W. (1985). Communicative behavior of multihandicapped children functioning at low developmental levels. Texas Speech-Language-Hearing Association, Corpus Christi, TX.

Harnden, P., O'Connor, J., Battle, C.W., and Stillman, R.D. (1985). Communicative behavior of teachers/therapists in interactions with multihandicapped children. Texas Speech-Language-Hearing Association, Corpus Christi, TX.

Stillman, R., Alymer, J., and Vandivort, J. (1983). Functions of signaling behaviors in profoundly impaired deaf-blind children and adolescents. American Association on Mental Deficiency, Dallas, TX.

Stillman, R.D., Bove, M., Burton, J., and Day, P. (1979). Development and assessment of prelinguistic communication in deaf-blind and severely and profoundly impaired individuals. Council on Exceptional Children, Dallas, TX.

Stillman, R.D. and Battle, C. (1978). Use of the Callier-Azusa Scale in assessing the multihandicapped. American Association on Mental Deficiency, Denver, CO.

Gerken, G.M., Moushegian, G., Stillman, R.D., and Rupert, A.L. (1974). Short-latency auditory responses in man: stimulus-following to monaural and binaural sounds. Society for Neuroscience, St Louis, MO.

Stillman, R.D., Rupert, A.L., and Moushegian, G. (1974). Short-latency averaged evoked responses to tones in hearing-impaired and suspected hearing-impaired subjects. Acoustical Society of America, New York, NY.

Moushegian, G., Stillman, R.D., and Rupert, A.L. (1972). Medullary and midbrain neural correlates in binaural behavior. International Congress of Psychology, Budapest, Hungary.

Stillman, R.D. (1972). Responses of high-frequency inferior colliculus neurons to interaural intensity disparities. Acoustical Society of America, Miami Beach, FL.

Stillman, R.D. (1971). Rebound and reverberatory responses by low-frequency neurons in the inferior colliculus of the kangaroo rat. Acoustical Society of America, Houston, TX.

Stillman, R.D. (1970). Response of one type of neuron in the inferior colliculus of the kangaroo rat (*Dipodomys spectabilis*) to low-frequency binaural tones. Acoustical Society of America.

Stillman, R.D. and Moushegian, G. (1968). Binaural interaction in inferior colliculus of the gerbil (*M. unguiculatus*). Federation of American Societies for Experimental Biology, Atlantic City, NJ.

GRANTS:

Validation of Evidence-Based Assessment Strategies to Promote Achievement in Children who are Deaf-Blind. U.S. Department of Education (Co-Investigator/subcontract from the Oregon Health and Science University), 2004-2009. \$190,000.

Enhancing the effectiveness of communicative interactions. U.S. Department of Education (Project Director), 1989-1992. \$372,261.

Procedures for evaluating and enhancing information exchange between service providers persons who are deaf-blind. U.S. Department of Education (Project Director), 1986-

1989; \$396,371.
Procedures for the assessment of communicative exchanges between deaf-blind persons and others. U.S. Department of Education (Project Director), 1985-1987; \$153,500.
Frequency following potentials in humans. NINCDS Research Grant (Principal Investigator), 1979-1981; \$29,369.
Frequency following potentials in humans. University of Texas at Dallas Organized Research Grant (Principal Investigator), 1977-1978; \$1,000.
Brainstem evoked potential measures of auditory function in human infants and adults. University of Texas at Dallas Organized Research Grant (Principal Investigator), 1976-1977 \$1,000.
Neuroelectric Profile, Module I. Privately supported (Co-principal Investigator), 1974-1977.

GRANT CONSULTANTSHIPS:

Bringing It All Back Home: Family Driven Assessment and Intervention for Children Who Are Deaf-Blind. University of Oregon Health Sciences Center at Portland. 1998-2003.
Functional Problem-Solving Skills for Children with Pervasive Developmental Disorder (PDD). Office of Special Education and Rehabilitation Services. University of Oregon Health Sciences Center at Portland. 1996- 1999
Psychoeducational Assessment of Students who are Deaf-Blind: a Decision-Making Model for School-Based Practitioners. Office of Special Education and Rehabilitation Services. St. Lukes-Roosevelt Hospital, New York, NY. 1996-1999.
Hands-on problem solving skills for children with deaf-blindness. U.S. Department of Education, Office of Special Education and Rehabilitation Services. Washington State University, Vancouver, WA. 1993-1996.
Social Relationships of children and adolescents with deaf-blindness. U.S. Department of Education, Office of Special Education and Rehabilitation Services. St. Luke's-Roosevelt Hospital, New York, NY. 1993-1996.
Increasing proactive communication in children with dual sensory impairments through the transfer of stimulus control to naturally occurring stimuli. U.S. Department of Education, Office of Special Education and Rehabilitation Services. Oregon Research Institute, Portland, OR. 1989-1992.
Model demonstration project for the development of assessment programs and transition procedures for deaf-blind children and youth. U.S. Department of Education, Office of Special Education and Rehabilitation Services. University of Texas at Dallas. 1983-85.

Dissertations Chaired:

Behroze Vachha, Ph.D in Human Development and Communication Sciences, 2002.
Dissertation title: Language differences in children with myelomeningocele and shunted hydrocephalus.
Angela C. Linam, Ph.D. in Human Development and Communication Sciences, 1997.
Dissertation title: Reciprocity in interactions with children with Pervasive Developmental Disorders.
Michelle Aldridge, Ph.D. in Human Development and Communication Sciences, 1997.
Dissertation title: Ontology of the vowel space.

Wende Yellin, Ph.D. in Human Development and Communication Sciences, 1995, Dissertation title: Otoacoustic emissions in normal cycling females.

Robin Alvares. Ph.D. in Human Development and Communication Sciences, 1993. Dissertation title: Mothers' use of and preverbal infants' responses to signals of communicative failure.

Carolyn J. Semmler. Ph.D. in Communication Disorders, 1984. Dissertation title: Brainstem auditory evoked potentials in very low birth weight neonates with intracranial hemorrhage.

Noel K. Marshall. Ph.D. in Communication Disorders, 1981. Dissertation title: Circadian variations in the auditory brainstem response and its relationship to oral temperature.

Dissertations Co-Chaired:

Lori Betourne. Ph.D. in Human Development and Communication Sciences, 2003 (with Sandy Friel-Patti.) Dissertation title: Is specific reading disorder specific to reading?

Alyssa Needleman. Ph.D. in Human Development and Communication Sciences, 1995 (with Carl Crandell). Dissertation title: Linguistic factors in speech perception for listeners with normal hearing and sensorineural hearing loss.

H.S. Gopal. Ph.D. in Communication Disorders, 1987 (with Ann Syrdal). Dissertation title: Temporal aspects of tense and lax vowels in American English: Effects of speaking rate and postvocalic consonant voicing.

Masters Thesis Chaired:

Christy W. Battle. M.S. in Special Education, 1981. Thesis title: Teacher responsiveness to the communicative expressions of their severely handicapped students.

Undergraduate Honors Theses Chaired:

Leanne Joseph, B.S. in Speech-Language Pathology and Audiology, 2019. Neurological processes behind language learning and how we can use this information to optimize our language learning

Shehnaz Lalani. B.S. in Speech-Language Pathology and Audiology, 2004. Issues in assessment of children with Autism Spectrum Disorders

Jessica Donaway. B.S. in Speech-Language Pathology, 2004. The nature of friendship in Autism Spectrum Disorders.

Melissa Jenkins. B.S. in Speech-Language Pathology and Audiology, 2002. Peer Development in Autism Spectrum Disorders.

Rebecca Unruh. B.S. in Speech-Language Pathology and Audiology, 2000. Generalization in hearing-impaired children through collaborative vs. pullout intervention approaches.

Leslie Pickering. B.S. in Speech-Language Pathology, 1999. Honors paper title: A description of the reading and spelling gains made by dyslexic and ADHD children.

Sandra Fisher. B.S. in Speech-Language Pathology and Audiology, 1998. Honors paper title: Student clinician implementation of a child-centered therapy approach with children having autistic spectrum disorder.

Owen, Amanda. B.S. in Speech-Language Pathology and Audiology, 1997. Honors

paper title: Differences in intervention strategies for communication and skill-based activities.

Snow, Ramona. B.S. in Speech-Language Pathology and Audiology, 1994. Honors paper title: Characteristics of Adult Speech to Severely Language-Impaired Children.

Lynn Bauman. B.S. in Speech-Language Pathology and Audiology, 1990. Honors paper title: Maternal communicative forms in interactions with a preverbal child.

Dissertation Committee Member: (Listed by year degree completed. Degrees awarded in Communication Disorders or Human Development and Communication Sciences at UT-D unless otherwise noted. Does not included committees chaired or currently active committees.)

1978

Crow, Glenn.

1979

Bledsoe, Sanford. (Physiology, U.T. Southwestern Medical Center); Cone, B.

1980

Bell, Hannah; Day, Patricia.

1981

Helfer, Thomas; Writer, Jan. (Special Education, U.T.-Austin)

1982

Conrad, Susan; Conti, Gina.

1983

Ananthanarayan, A.K.; Gerling, Irvin.; Harris, Marsha.; Howell, Gaylin.

1984

Millay, Kathy; Shaddock, Lynn.

1985

Stager, Sheila; Steele, S.

1986

Arehole, Shalini; Bond, Sandra; Cannito, Michael; Hayashi, Marie; Yang, Edward.

1987

Fazen, Marianne; Gunnarson, Adele; Maxfield, Maxine; Parthasarathy, T.K., Shivapuja, Roni; Sumithra, Rachna.

1988

Bhat, V.; Boettcher, Flynt.; Bopanna, B.B.; Sturkie, Carol.

1989

Kamen, Ruth.; Reyes, Belinda.; Ryan, Jody.; Warner, Karen.; Weymeyer, Michael.

1992

Donnelly, Karen; Wallace, Beth.

1993

Everhart, Victoria; Ford, Jan.; Mandava, Pitch.; Parsons, Sharon; Wood, Marsha. (Clinical Psychology, Union University); Ziegler, Lynn.

1994

Shoup-Pecenka, Angela.

1995
Clark, Jackie.
1996
Hutchison, Margaret.
1998
MacAlpine, Michelle.
2000
Olness, Gloria.
2001
McKinnon, Lynn.
2006
Armstrong, Erika.
2007
Greenwald, Lisa
2008
Jokel, Ariela; Mehta, Judyka.
2009
Kunkel, Fereshteh; Levitt, June; Cook, Lori.
2010
Xuan, Lei
2011
Crone, Regina (University of North Texas, Dept Educational Psychology)
2013
Olea-Santos, Tricia
2015
Peredo, Tatiana
Boers, Erika (University of Groningen, The Netherlands)
2016
Fitzharris, Katherine
2019
Yuan, Haiying

Classroom Teaching (since 1979):

AUD 6305 Anatomy and Physiology of Audition (2007-2011) with J. Clark and K. Pawlowski
COMD 7354 Brain and Communication Development (2000-2003)
COMD 7385 Special Topic: Human Behavior and the Developing Brain (1995- 1999)
HCS 7385 Special Topic: Cognition and Communication in Preverbal Children (1994)
HCS 6303 Issues in Behavioral and Brain Sciences II (1994-2013)
HCS 6302 Issues in Behavioral and Brain Sciences I (1993-present)
SPAU 3344 Anatomy and Physiology of Speech and Hearing Mechanisms (1988-2004)
with B. Watson (1988-1989), with R. Kamen (1990-1999), with D. Altuna
(2000-2004)
HCS 6320 Disorders of Communication and Learning (1986-1988) with E. Gotts

COMD 7353 Behavioral Science (1985)
COMD 7365 Evoked Potentials (1983)
COMD 6314 Anatomy and Physiology of Audition (1979-1985, 1988-1991)
COMD 7343 Brain Function (1979-1985)

SERVICE:

Periodic Reviewer:

Folia Phoniatica
American Journal of Speech-Language Pathology
Developmental Neurorehabilitation
Early Childhood Services
Deaf-Blind Perspectives
U.S. Department of Education, Office of Special Education and Rehabilitation Services
Brookes Publishing
National Science Foundation
Experimental Neurology
Journal of the Acoustical Society of America
Journal of the American Association of Mental Retardation
Annual Meeting of the American Speech-Language-Hearing Association, proposal review

University Committees (since 1986):

Search Committees:

Professor of Practice (2021) (Chair)
Professor of Practice (2020) (Chair)
Dean, School of Behavioral and Brain Sciences (2018)
Senior Lecturer CSD (Chair) (2014)
Director of Audiology (Callier Center) (2009)
Search for Vice President for Enrollment Services
Two faculty Searches in Audiology (2006)
Callier Director Search, 2005
Faculty Search in Child Language, 2005
Two Faculty Searches in Child Language (Chair), 2003
Faculty position in Neuroscience (Chair), 1997-1998
Faculty position in Human Development and Communication Sciences, 1995
Margaret Fonde Jonsson Professor, 1995-1997
Two faculty searches in Communication Disorders, 1993
Nelle Johnston Professor, 1992-1994
Faculty position in Communication Disorders (Chair), 1992
Two faculty positions in Human Development, 1989
Dean of the School of Human Development, 1988
Two faculty positions in Human Development, 1988
Two faculty positions in Communication Disorders (Chair), 1987
Director of the Callier Center, 1986
Founders Professor, 1986-1987

University-Wide Committees:

Selection Committee for Best Dissertation Award (2020-Present)
Provost's Award for Excellence in Graduate Research Mentoring (2020-Present)
Programs, Curriculum, and Instruction Committee (SACSCOC)
University Scholarship Council (2019)
Committee on Committees (2008-2018)
Graduate Council (1992-present)
Program Review Committee 2005- 2011
SACS Graduate Educational Program Committee 2005-2008
SACS Academic Assessment Committee 2005-2008
Strategic Planning Committee, 1995
Committee on Student Life, 1994-1995
Scholarship Committee, 1993-1994, 1995-1999, 2001-2005, 2008-present (Chair: 1995-96, 1998-1999)
Committee on Educational Policy, 1992-93, 2008-2009
Ad Hoc Business Affairs Advisory Group, 1987-1988
Parking and Security, 1986-1988
Intellectual Property, 1986-1989

School and Departmental Committees (current)

Executive Committee
Academic Advisory Council
Ad Hoc Program Review Committee for Cognition and Neuroscience (Chair)

Meeting Chair:

Bruton Conference: "Detection of communication problems in infants and toddlers: Issues and approaches." UTD/Callier Center, 1989.

Advisory Boards:

Urban Speech and Language Initiative (DISD and UTD) 2014-present
Crystal Charity Joint Autism Project (UT-Dallas and UT Southwestern) 2009-2011.
University of Texas at Dallas, Pediatric Aural Habilitation Training Grant 1996-1999.
University Affiliated Center, University of Texas Health Sciences Center at Dallas. 1985-1990.