

## FACULTY VITA

Name: Richard R. Kretschmer, Jr., Ed.D., Professor  
Division of Teacher Education

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### Earned Degrees

1962: Northwestern University - Education of the Hearing Impaired: B.Sc.  
1963: Northwestern University - Psychology of Deafness: M.Sc.  
1972: Columbia University - Teachers College - Special Education/Developmental Linguistics:  
Ed. D.

### Educational Experience

1962-1963: Chicago Public Schools - Teacher of Intermediate Hearing Impaired  
1963-1965: California School for the Deaf - Director of Pupil Personnel  
Services/Teacher of Elementary Age Hearing Impaired Children  
1965-1967: Lexington School for the Deaf (New York) - Research Assistant  
1967-1968: Gallaudet College: Clinical Professor of Education  
1969-1972: Cincinnati Speech and Hearing Center - Preschool Teacher for Hearing  
Impaired/Language Impaired Children  
1969-1971: Adjunct Assistant Professor, Department of Special Education University of  
Cincinnati  
1972-1973: Assistant Professor, Department of Special Education, University of  
Cincinnati  
1973-1979: Associate Professor, Department of Special Education, University of  
Cincinnati  
1979-to Present: Professor, Department of Teacher Education, University of Cincinnati  
1995-1998: Coordinator, Area of Special Education, Division of Teacher Education  
University of Cincinnati  
1998-2008: Director, Graduate Studies in Teacher Education, University of Cincinnati  
2009-: Emeritus and Adjunct Professor in Teacher Education, University of Cincinnati

### Teaching

#### Fall

18-SPED-714: Theories of Language Development I (3)  
On-line for John Tracy Clinic, Los Angeles, CA Language Development yearly since 1999  
(Part of distance education master=s program)

#### Winter

18-SPED-715: Theories of Language Development II (3)  
18-SPED-952: Professional Seminar in Teacher Education: Diversity of Learners and Schooling Processes

#### Spring

On-line for John Tracy Clinic, Los Angeles, CA, Language Intervention for Hearing Impaired students, since 1999.

## Publications

- Kretschmer, R.R., Kretschmer, L.W., Kawahara, K., & Truax, R.R. (2010). A Micro-Ethnographic Study of the Communication/Language Development in a Japanese Child with Profound Hearing Loss Before and After Cochlear Implantation. *Turkish Online Journal of Qualitative Research*, 2 (1), 1-17.
- Kretschmer, R.R., & Kretschmer, L.W. (2010). Intervention for Children with Auditory or Visual Sensory Impairments. In J. Damico, N. Muller, & M. Ball (eds.), *The Handbook of Language and Speech Disorders*. New York: Wiley-Blackwell.
- Harris, A., & Kretschmer, R. (In press.). The discourse patterns between professionals and parents of African American children in special education placement meetings. **Internal Journal of Qualitative Research in Special Education**.
- Kretschmer, R., & Kretschmer, L. (In press). Intervention for children with auditory and visual sensory impairments. In J. Damico, M.J. Ball, & N. Miller (Eds.), **The Handbook of Language and Speech Disorders**. Under contract with Blackwell.
- Chami-Sather, G., & Kretschmer, R.R. (2005). Lebanese/Arabic and American children=s discourse in group solving situation. **Language and Education**, 19, 10-32.
- Feng, S., Foo, S., Kretschmer, R.R., Prendeville, J., & Elgas, P. (2004). Language and peer culture: Mandarin speaking preschoolers in an English dominant setting.. **Language and Education**, 18, 17-35.
- Elgas, P.M., Prendeville, J., Moomaw, S., & Kretschmer, R.R. (2001). Early childhood classroom setup. **Child Care Information Exchange**, 1, 2-17.
- Kretschmer, L., & Kretschmer, R. (2000). Deafness and hearing loss. In T. Layton & E. Crais (Eds.), **Handbook of early language impairment. Vol. 1: Nature**. Albany, NY: Delmore Publishing.
- Kretschmer, R.R., & Kretschmer, L.W. (1999). Communication and language development. **Australian Journal of Education of the Deaf**, 5, 17-26.
- Tucker, P., & Kretschmer, R. (1999). Examining how adult beliefs shape the nature of speech communities they establish with a who has multiple disabilities. **Mental Retardation**, 37, 395-406.
- Seery, M.E., Kretschmer, R.R., & Elgas, P. (1998). I have something to show you: A qualitative study of the interactions of mothers and their young sons diagnosed with autism. **Infant-Toddler Intervention**, 8, 67-84.
- Kretschmer, R., & Kretschmer, L. (1998). What special challenges do learners with disabilities bring to the foreign language classroom. In M. Met (Ed.), **Critical issues in early second language learning: Building for our children's future** (pp. 65-81). Glenview, IL: Scott Foresman-Addison Wesley.
- Kretschmer, R. (1997). Language remediation: New trends in working with hearing impaired children. **Language, Speech, and Hearing Services in the Schools**, 28, 124-141.
- Andrade, C. Kretschmer, R., & Kretschmer, L. (1997). Two languages for all children: Expanding to low achievers and children with special needs. In M.H. Rosenbach (Ed.), **Is foreign language education for all learners?** Ames: Iowa State University.
- Brown, M.S., Bauer, A.M., & Kretschmer, R.R. (1995). Social participation and teacher's lessons. **Qualitative Studies in Education**, 8, 265-280.
- Kretschmer, R., & Kretschmer, L. (1995). Communication-based classrooms. **Volta Review**, 97 (5), 1-18.
- Kretschmer, R., & Kretschmer, L. (1994). Discourse and hearing impairment. In D. Ripich & N. Creaghead (Eds.), **Issues in Classroom Discourse (2nd ed.)**. San Diego: Singular.
- Messenheimer-Young, T., and Kretschmer, R. (1994). "Can I play? A hearing-impaired preschooler's requests to access social interaction. **Volta Review**, 96, 5-18.

Truax, R., & Kretschmer, R. (1993). Finding new voices in the process of meeting the needs of all children. **Language Arts, 70**, 592-601.

Andrade, C., Kretschmer, R., & Kretschmer, L. (1993). Two languages for all children: Expanding to low achievers and the handicapped. In J. Oller & P. Richard-Amato (Eds.), **Methods that Work II**. New York: Heinle and Heinle.

Kretschmer, R., & Kretschmer, L. (1992). Clusters of child achievements. In E. Cole (Ed.), **Listening and talking: A guide to promoting spoken language in young hearing-impaired children**. Washington, DC: Alexander Graham Bell Association.

Plapinger, D., & Kretschmer, R. (1991). The effect of context on the interactions between a hearing mother and her hearing-impaired child. **Volta Review, 93**, 75-88.

Kretschmer, R., & Kretschmer, L. (1991). Hearing Impairment. In L. Bullock (Ed.), **Issues in Special Education**. Boston, MA: Allyn and Bacon.

Kretschmer, R., & Kretschmer, L. (1990) Language Development. In R. Silverman and P. Kricos (eds.), Education of the hearing impaired: A historical perspective. **Volta Review, 92**, 62-79.

Kretschmer, R., & Kretschmer, L. (1989). Second Language Teaching and the Handicapped Child. In D. Nielsen (Ed.), **Two languages for all children**. New York: Addison.

Kretschmer, R., & Kretschmer, L. (1989). Communicative competence: The impact of the pragmatics revolution on education of the hearing impaired. **Topics in Language Disorders, 9** (4), 1-16.

Kretschmer, R., & Kretschmer, L. (1988). Application of ethnographic research to the study of social communication abilities of hearing impaired persons. In I.G. Taylor (Ed.), **The education of the deaf: Current perspectives. Vol. 1**. (pp. 297-305). London: Croom Helm.

Kretschmer, R., & Kretschmer, L. (Eds.) (1988). Language assessment: Perspectives for the Audiologist. **Journal of the Academy of Rehabilitation Audiology**, (Monograph Edition), **21** (1).

Kretschmer, R. (1987). Pragmatically speaking: Problems of hearing impaired children in the mainstream. **Hearsay: Journal of the Ohio Speech and Hearing Association, 3**, 63-64.

Kretschmer, R., & Kretschmer, L. (1987). Communication/language assessment of the hearing-impaired child. In F. Bess (Ed.), **Hearing impairment in children**. Parkton, MD: York Press.

Kretschmer, R., & Kretschmer, L. (1986). Application of ethnographic research to the study of social communication abilities in hearing impaired persons. **Taralye Bullentin, 4**, 1-12.

Kretschmer, R., & Kretschmer, L. (1986). Language in perspective. In D.Luterman (ed.), **Perspectives in Deafness**. San Diego, College Hill Press.

Kretschmer, R. (Ed.) (1985). Writing to learn: Learning to write. **Volta Review** (Monograph edition), **86** (5).  
Matey, C., & Kretschmer, R. (1985). Communication patterns among mothers and their hearing impaired children. **Volta Review, 86**, 121-128

Kretschmer, R., & Kretschmer, L. (1984). Habilitation of language of deaf children. In W. Perkins (ed.), **Current therapy of communication disorders**. New York: Thieme-Stratton.

Bondurant, J., Romeo, D., & Kretschmer, R. (1983). Communication interactions between mothers and their language impaired children. **Language, Speech, and Hearing Services in the Schools, 14**, 23-29.

Kretschmer, R., & Kretschmer, L. (1982). The role of communication in the socialization of certain handicapped children. In K. Borman (Ed.), **The social life of children in a changing society**. Hillsdale, NJ: Lawrence Erlbaum Associates.

Dacy, D., & Kretschmer, R. (1982). A study of the clarification strategies of mentally retarded children. **Journal**

of **Childhood Communication Disorders**, **5**, 23-34.

Ganschow, L., Wheeler, D., & Kretschmer, R. (1982). Contextual effects on reading of individual words by reading disabled adolescents with specific learning disabilities. **Learning Disability Quarterly**, **5**, 145-151.

Kretschmer, R., & Kretschmer, L. (1981). Language/Communication Assessment for Continuing Education. **Audiology: A Journal for Continuing Education**, **6** (5).

Kretschmer, R. (1980). Reaction to 7 and 8. In A. Mulholland (Ed.), **Oral education: Today & tomorrow**. Washington, DC: Alexander Graham Bell Association.

Kretschmer, R., & Kretschmer, L. (1980). Pragmatics: Development in normal hearing and hearing impaired children. In: J. Subtelny (ed.), **Speech assessment and speech improvement for the hearing impaired**. Washington: Alexander Graham Bell Association.

Kretschmer, R., & Kretschmer, L. (1979). Development of communication competence in hearing impaired children. **Volta Review**, **82**, 139-150.

Kretschmer, R., & Kretschmer, L. (1978). **Language acquisition and intervention with the hearing impaired**. Baltimore: University Park Press.

Streng, A., Kretschmer, R., & Kretschmer, L., (1978). **Language, learning, and deafness**. New York: Grune and Stratton.

Kretschmer, R. (1976). Language acquisition. In R. Frisina (Ed.). A bicentennial monograph on hearing impairment: Trends in the USA. **Volta Review** (Monograph issue), **78** (4), 60-67.

Kretschmer, R. (1976). The written language of hearing impaired children. **Language Theory**, **1**, 13-21.  
Kretschmer, R. (1974). Auditory training procedures with hearing-impaired preschool children. In K. Donnelly (Ed.), **Interpreting hearing aid technology**. Springfield, IL: Charles C. Thomas.

Kretschmer, R. (1974). Application of linguistic theory to infant intervention programs. In Carolyn Heriza (Ed.), **The comprehensive management of infants at risk for CNS deficits**. Chapel Hill, NC: University of North Carolina Press.

Kretschmer, R. (1972). **A study to assess the play activities and gesture output of hearing handicapped pre-school youngsters**. Final Report, Project No. 45-2109, Office of Education, Bureau of Education of the Handicapped.

Kretschmer, R. (1972). Preschool services for hearing and language impaired children. **Cincinnati Journal of Medicine**, **53**, 144-147.

Kretschmer, R. (1972). Learning to talk when you can't hear. **Ohio Health**, **24**, 6-9.

Daruvala, F.B., Kretschmer, R., & Drexler, A. (1970). **An additional year's experience with supportive personnel**. Final Project Report, State of Ohio, Department of Health, Division of Maternal and Child Health.

### **Presentations**

Kretschmer, R.R. From Diagnosis to Learning. Warren County Speech/Language Pathologists, Lebanon, OH, 2009.

Kretschmer, R.R., & Kretschmer, L.W. Language development in families with hearing impaired children. Children's Hospital of Cincinnati, Cincinnati, Ohio, 2009.

Kretschmer, R.R., & Kretschmer, L.W. Current research in language acquisition. Hamilton County Special Education Services, Cincinnati, Ohio, 2008.

Kretschmer, L.W., & Kretschmer, R.R. Language and Literacy: One and Inseparable. Language and Reading

Leadership Conference, California State University at Monterey Bay, Monterey, CA, 2005.

Kretschmer, R.R. Situated syntax: Implications for assessment and programming for children with language disorders. State Convention of the Illinois State Speech, Hearing, and Language Association, Chicago, IL, 2003.

Foo, S.F., & Kretschmer, R.R. Communication patterns among Mandarin-speaking children in an English-only environment. International Association of Curriculum and Instruction. Madrid, Spain, 2001.

Kretschmer, R.R. Situated syntax: How selected syntactic forms function within discourse patterns. Clarke School for the Deaf Mainstreaming Conference, Springfield, MA, 2001.

Foo, S.F., Kretschmer, R.R., & Feng, S. Play and language: The play characteristics of Mandarin speaking children in an English speaking school environment. American Education Research Association, Seattle, WA, 2000.

Tucker, P., & Kretschmer, R.R. (1999). Examining how adult beliefs shape the nature of the speech communities they establish with a child who has multiple disabilities. American Association on Mental Retardation, New Orleans, 1999.

Kretschmer, R. Discourse: The key to including hearing impaired children in the regular classroom. Tucker-Maxon Oral School for the Hearing Impaired, Portland, OR, 1998.

Kretschmer, R. Discourse and Language: The implications for including hearing impaired children in the mainstream. University of Arkansas, Children's Hospital, Little Rock, AR, June, 1997.

Kretschmer, R. Use of ethnographic approaches in the assessment of multiply-handicapped children. Alexander Graham Bell Association, Vanderbilt University, Nashville, TN, 1997.

Earl, P., & Kretschmer, R. New methods of research: Looking at the communication of hearing impaired persons through new lenses. International Conference of the Alexander Bell Association, Salt Lake City, UT, 1996.

Kretschmer, R. Discourse processing: The role of maternal interactions in the development of communicative language in children with hearing loss. Department of Psychology, University of Miami, Miami, FL, 1995.

Kretschmer, R. Classroom discourse: What we know about classrooms and the child with special needs. Summit County Board of Education, Cuyhoga Falls, OH., 1994.

Sneed, N.A., & Kretschmer, R.R. Interpersonal discourse: A prelingually deafened child and her hearing peer. International Conference of the Alexander Graham Bell Association, Rochester, NY, 1994

Kretschmer, R.R., & Uzuner, Y. Bedtime story reading: A mother and her hearing-impaired son. International Conference of the Alexander Graham Bell Association, Rochester, NY, 1994.

Kretschmer, R. Issues of including children with hearing loss in regular education classrooms. 18th Annual Kephart Symposium on Issues in Special Education, University of Northern Colorado, Vail, CO, 1994.

Scurto, V., Prelock, P., Kretschmer, L.W., & Kretschmer, R.R. Social interactions in an integrated preschool setting. Annual Convention of the American Speech, Language, and Hearing Association, New Orleans, LA, November, 1994.

Kretschmer, R. Classroom discourse: What we know about classrooms and the child with special needs. Miami Valley Special Education Center, Dayton, OH, 1993.

Kretschmer, R. Diagnosing the child with special education. Warren County Office of Education, Mason, OH, 1993.

Kretschmer, R. Discourse in regular classrooms: What we know about regular classrooms. North-central Ohio Special Education Regional Resource Center, Marion, OH, 1993.

Kretschmer, R. Teacher as investigator. Boys Town National Research Hospital, Omaha, NB, 1993.

Kretschmer, R. Normal communication development and communication disorders in the classroom. Special Education Regional Resource Center, Cincinnati, OH, 1993.

Kretschmer, R. Communication, language, and learning disabilities in the classroom. Speech-Language Collaboration Project, Ohio State University, the Central Regional Resource Center, and the Worthington Public Schools, Worthington, OH, 1993.

Kretschmer, R. Dialogue in the classroom: How to make interaction more conversational and still "teach". Eighth Annual Conference on Issues in Language and Deafness. Omaha, NB, 1993.

Kretschmer, R. Classroom discourse: What we know about classrooms. Warren County Office of Education, Mason, OH, 1992.

Kretschmer, R. Pre-Symbolic communication: Implications for the older, non-communicating person. Butler County Board of Mental Retardation and Developmental Disabilities. Hamilton, OH, 1992.

Kretschmer, R. Pre-Symbolic communication: The importance of context in developing communication abilities in the older, non-communicating person. Hamilton County Board of Mental Retardation and Developmental Disabilities. Cincinnati, OH, 1992.

Kretschmer, R. Normal and disordered language development in preschoolers. Hamilton County Office of Education. Cincinnati, OH, 1992.

Kretschmer, R. Discourse basis of language: How pragmatics interacts with the semantic/syntactic system of English. Illinois Speech and Hearing Association, Chicago, IL, 1991.

Kretschmer, R. English language acquisition in children with hearing impairment: The importance of communication relevance. American Speech and Hearing Association National Telephone Conference, Washington, DC, 1991.

Kretschmer, R. School based communication: Implications for the communicatively impaired child. NSSLA Conference, Cincinnati, OH, 1991.

Kretschmer, R. Pathways to literacy. Alexander Graham Bell Association Annual Chapter Meeting for Teachers of the Hearing Impaired, University of Southern California, Los Angeles, 1991.

Kretschmer, R. Semantic/Discourse bases of language: How pragmatics and meaning interacts with the syntactic system of English. Joliet Public Schools, District 86, Joliet, IL, 1991.

Kretschmer, R. Developing English conversational skills in hearing impaired children. Minnesota Teachers of the Hearing Impaired/Minnesota Speech and Hearing Association, Minneapolis, MN, 1990.

Kretschmer, R. The interface between pragmatics, semantics, and syntax: Implications for diagnosing and remediating language disorders in children. Illinois Speech and Hearing Association, Chicago, IL, 1990.

Kretschmer, R. Developing literacy skills in hearing impaired children: Implications from developmental literature. Nebraska Association of Teachers of the Hearing Impaired, Omaha, NB, 1990.

Kretschmer, R. Pragmatics: Implications for developing conversational skills in the older hearing impaired/language delayed child. Oregon Speech and Hearing Association, Beaverton, OR, 1990.

Kretschmer, R. Teacher as ethnographer: The role of self-generated research in as part of teaching the hearing impaired. National Technological Institute for the Deaf, Rochester, NY, 1990.

Kretschmer, R. Language development: Issues for classroom teachers, Norwood Public Schools, Cincinnati, OH, 1990.

Kretschmer, R. Ethnographic methods, Division of Early Childhood National Meeting, Council for Exceptional Children, Albuquerque, NM, 1990.

Kretschmer, R. Literacy development: Applications to the hearing impaired. Flagler College, Galluadet Southeast Regional Center, Orlando, FL, 1989.

Kretschmer, R. Discourse Processing: The importance of context in assessment and remediation. Ohio School Psychologist Association, Cincinnati, OH, 1989.

Kretschmer, R. Language Development. The Children's Journal: A national radio series for parents. Cincinnati, OH, 1988.

Kretschmer, R. Mainstream education for the hearing impaired: Communication and auditory/visual perspectives. Colorado Teachers of the Hearing Impaired, Denver, CO, 1988.

Kretschmer, R. Applications of current theory on language development to curricular planning for the hearing impaired. Presentation at the symposium entitled Language and Hearing Impaired Children: A Symposium for Educators. Sponsored by the American School for the Deaf and Clarke School for the Deaf, Hartford, CT, 1988.

Kretschmer, R. A communication-based approach to teaching reading and writing. Cuyhoga Special Education Service Center, Mayfield, OH, 1988.

Kretschmer, R. Reading: The link between language and knowledge. Northern Kentucky Speech and Hearing Association, Edgewood, KY, 1988.

Kretschmer, R. Language acquisition in the hearing impaired: Interface between discourse, meaning, and form. Course offered at Lianong Normal School for prospective university personnel from all provinces in the People's Republic of China. Sponsored jointly between the Carter Foundation and the People's Republic of China. Yinkou, PRC, 1988.

Kretschmer, R. & Kretschmer, L.W. Mainstream education for the hearing impaired: Communication and auditory/visual perspectives. Minnesota Department of Education, St. Paul, MN, 1987.

Kretschmer, R. Communication competence: Implications for assessment. Clarke School for the Deaf, Northampton, MA, 1987.

Kretschmer, R. What is an English conversation? Implications for language instruction. CREC Hearing Impaired Programs, Wethersfield, CT, 1987.

Kretschmer, R. Mainstream education for the hearing impaired: Communication and auditory/visual perspectives. Connecticut Chapter of the AG Bell Association, Wethersfield, CT, 1987.

Kretschmer, R. Language development: Implications for the head start child. Cincinnati Head Start Program, Cincinnati, OH, 1987.

Kretschmer, R. Conversation: Bases of language development in the hearing impaired. Kean College of New Jersey, Newark, NJ, 1987.

Young, M. & Kretschmer, R. Script theory: Capturing the content of developmentally disabled children's conversations. Poster session, American Speech, Language, and Hearing Association National Meeting, New Orleans, LA, 1987.

Kretschmer, R. Language assessment procedures: The importance of context. SERRC for the Speech Pathology and Audiology Section of the Division of Special Education, Cincinnati Public Schools, Cincinnati, OH, 1986

Kretschmer, R. Preschool programming for the hearing impaired: Issues of language development and communication competence. John Tracy Clinic for the Hearing Impaired, Los Angeles, CA., 1986

Kretschmer, R. Pragmatics: Focus for language teaching and assessment with hearing impaired children. Short course presentation at the California Association of Teachers for the Hearing Impaired, Oakland, CA., 1986

Kretschmer, R. Language development in the hearing impaired: Past mistakes and future aspirations. Department of Special Education, California State University - Northridge, Northridge, CA., 1986

Kretschmer, R. Language development: Implications for assessment. Short course presentation at the Annual Convention of the National Association of School Psychologists, Hollywood, Fla., 1986

Kretschmer, R., & Kretschmer, L.W. Communication/Language Assessment of the hearing impaired child. Invited presentation at a national symposium entitled THE THIRD INTERNATIONAL SYMPOSIUM ON CHILDHOOD DEAFNESS. Vanderbilt University, Nashville, TN., 1986

Kretschmer, R. Discourse: Language instruction as a communicative act. Faculty of Medicine, Department of Otolaryngology, Melbourne University, Melbourne, Australia, 1986.

Kretschmer, R. Literacy: Strategies for improving reading and writing abilities of illiterate hearing impaired pre-adolescents. Keynote presentation at the New Zealand National Association for Teachers of the Hearing Impaired. Auckland, NZ, 1986.

Kretschmer, R. Language Development and the Hearing Impaired. Keynote presentation at the Oklahoma Council for the Hearing Impaired, Stillwell, OK, 1986.

Kretschmer, R. Helping the mainstreamed handicapped child develop essential communication competencies. Short Course Presentation, Ohio Council of Exceptional Children, 1986.

Kretschmer, R. Discourse Theory: Applications to the language of hearing handicapped persons. Department of English Instruction, National Institute for the Deaf, Rochester, NY, 1986.

Kretschmer, R. Language Development. The Children's Journal: A national radio series for parents. Cincinnati, OH, 1986.

Kretschmer, R. New innovations in language therapy. Butler County Programs for Mental Retardation, Mason, OH, 1985.

Kretschmer, R. The communicative competence of hearing impaired: What's the problem? Colloquium Presentation, Department of Communicative Disorders, Northern Illinois University, DeKalb, IL, 1985.

Kretschmer, R. Communication Competence: Learning language through conversation even though you are hearing impaired. Short Course presentation, Pennsylvania Speech and Hearing Association, Harrisburg, PA, 1985.

Kretschmer, R. Education of the hearing impaired: Ethnography as a research tool. Keynote presentation, 6th Annual Meeting of the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA, 1985.

Kretschmer, R. Pragmatics and communicative competence: Teaching the school-age child to talk effectively. School District U-46, Elgin, IL, 1985.

Kretschmer, R. Informal Language Assessment: Ethnography in Action. Keynote presentation, International Congress for the Deaf, Manchester, UK, 1985.

Kretschmer, R. Pragmatic considerations and the language development of the hearing impaired, P.S. 47 School for the Hearing Impaired, New York, New York, 1985

Kretschmer, R. Language in perspective. (with Laura Kretschmer) Language development in deaf and hard-of-hearing children. Invited presentation at a seminar entitled PERSPECTIVES IN DEAFNESS. Emerson College, Boston, MA., 1985

Kretschmer, R. Language developmental approaches: Conversational or linguistic? Western Pennsylvania School for the Deaf, Pittsburgh, PA, 1984.

Kretschmer, R. Language development and the language-impaired populations. West Central Ohio Special Education Center, Wapakoneta, OH, 1984.

Kretschmer, R. Schema theory: The organization of knowledge. Tucker-Maxon School for the Deaf, Portland, OR, 1984.

Kretschmer, R. Language development and the severely mentally retarded child: Alternative communication



systems. Southwestern Regional Resource Center, Cincinnati, OH, 1984.

Kretschmer, R. Language development and the language-impaired population. Miami Valley Regional Center for Handicapped Children, Dayton, OH, 1984.

Kretschmer, R. The importance of conversation in language development: Applications to the hearing impaired. St. Mary School for the Deaf, Buffalo, NY, 1984.

Kretschmer, R. The basis of language: Conversation or sentence? Kentucky Chapter of the Council for Exceptional Children, Covington, KY, 1984.

Kretschmer, R. Helping the hearing/language impaired child: Interpersonal, classroom, and reading/writing needs. South Metropolitan Association Educational Center, Harvey, IL, 1984.

Kretschmer, R. Language development in the Hearing Impaired: Deficit, different, or delayed? Department of Speech and Hearing, Tennessee State University, Nashville, TN, 1984.

Kretschmer, R. Short course: Mainstreaming and the hearing impaired child, Alexander Graham Bell Association, Portland, OR, 1984.

Kretschmer, R. How to have a conversation, even though you're hearing impaired? Kansas Speech and Hearing Association, Hutchinson, KS, 1984.

Kretschmer, R. Discourse theory and education of the hearing impaired. Western Pennsylvania School for the Deaf, Pittsburgh, PA, 1984.

Kretschmer, R. Pragmatics, semantics, and syntax: Applications to language developmental programs for the hearing impaired. Rochester School for the Deaf, Rochester, NY, 1984.

Kretschmer, R. Diagnosis of language problems in hearing impaired children, Department of Special Education, University of Pittsburgh, Pittsburgh, PA, 1983.

Kretschmer, R. Language of hearing impaired children: Emphasis on developmental reading and writing. Grant Wood Area Education Agency, Cedar Rapids, IA, 1983.

Kretschmer, R. Language development in hearing impaired children: Is English an appropriate goal? Department of Speech and Hearing, Texas Tech University, Lubbock, TX, 1983.

Kretschmer, R. Pragmatic developmental research: Is it important? Illinois Speech and Hearing Association, Chicago, IL, 1983.

Kretschmer, R. Language developmental programs for the hearing impaired: Conversational or linguistic? Pennsylvania School for the Deaf, Scranton, PA, 1983.

Kretschmer, R. The role of language in auditory processing. Auditory Learning Conference, University of Cincinnati, Cincinnati, OH, 1983.

Kretschmer, R. Conversationally based language therapy for language impaired children: The hows and whys of implementation. Huntington Public Schools, Huntington, WV, 1983.

Kretschmer, R. The basis of language development: The conversation or the sentence? Department of Speech and Hearing, University of Akron, Akron, OH, September, 1983.

Kretschmer, R. Current trends in language development research. Southwestern Ohio Speech and Hearing Association, Cincinnati, OH, 1983.

Kretschmer, R. Conversational language developmental approaches: A myth or a reality in the classroom. Department of Speech and Hearing, Ball State University, Muncie, IN, 1983.

Kretschmer, R. Language development and the language-impaired populations. Northern Ohio Special

Education Regional Resource Center, Oberlin, OH, 1983.

Kretschmer, R. Language developmental programs for the hearing impaired: Conversation is the base. American Educators of the Hearing Impaired Regional Meeting, Los Angeles, CA, 1982.

Kretschmer, R. Development of Communication competence in the low functioning handicapped child. Shelby Hills Residential Program for the Mentally Retarded, Sidney, OH, 1982.

Kretschmer, R. Language development for the hearing impaired: Can conversations develop language competence? South Carolina Division of Education for the Handicapped, Columbia, SC, 1982.

Kretschmer, R. Language assessment techniques. Northeastern Ohio Special Education Regional Center, Avalon, OH, 1982.

Kretschmer, R. Short Course: Written language development in hearing and hearing impaired children: Narrative prose development. Alexander Graham Bell Association for the Hearing Impaired, Toronto, P.O., 1982.

Kretschmer, R. Instructional programs and language development in the hearing impaired child. Alexander Graham Bell School Instructional Research Center, Columbus, OH, 1982.

Kretschmer, R. Language developmental programs for language handicapped children. Department of Communication Disorders, University of Vermont, Burlington, VT, 1982.

Kretschmer, R. Language developmental programs for the hearing impaired. North Carolina School for the Deaf, Morganton, NC, 1982.

Kretschmer, R. Language developmental programs for the hearing impaired: Conversation is the base for language development. Fairfax County Programs for the Hearing Impaired, McLean, VA, 1982.

Kretschmer, R. Language development and the hearing impaired child, Kentucky Chapter of the Council for Exceptional Children, Danville, KY, 1982.

Kretschmer, R. Conversationally based language programs for handicapped children, Ohio Chapter of the Council for Exceptional Children, Dayton, OH, 1982.

Kretschmer, R. Pragmatics: Implications for diagnosis and programming for language disordered children. Westlake City Schools, Cleveland, OH, 1981.

Kretschmer, R. Expanding communication competence through reading and writing. First Laurentian Regional Conference, International Reading Association, Toronto, ON, 1981.

Kretschmer, R. Communication/language assessment, or an exercise in normalcy or deviancy. University of Vermont, Burlington, VT, 1981.

Kretschmer, R. Language and reading: New directions in research. Lincoln Way Special Education Regional Resource Center, Louisville, OH, 1981.

Kretschmer, R. Language teaching strategies for the hearing impaired. Mideastern Ohio Special Education Regional Center, Akron, OH, 1981.

Kretschmer, R. Application of discourse theory to hearing impaired and other language delayed children. Three Rivers Conference on Communicative Disorders, University of Pittsburgh, Pittsburgh, PA, 1981.

Kretschmer, R. New trends in linguistics: Implications for the language disabled. Ecole d'orthophonie et d'audiologie, Universite de Montreal, Montreal, QU, 1981.

Kretschmer, R. Communicative competence: The context for the development of language. Ohio Association for the Education of Young Children, Cincinnati, OH, 1981.

Kretschmer, R. Language Intervention with hearing-impaired school-aged persons. Wisconsin Speech and

Hearing Association, Madison, WI, 1981.

Kretschmer, R. Current trends in language assessment. Department of Speech and Hearing, Kent State University, Kent, OH, 1981.

Kretschmer, R. Diagnosis of Language Problems in Handicapped Children, Department of Speech and Hearing Disorders, University of Illinois - Champagne, IL., 1981.

Kretschmer, R. Language development and hearing impairment: Educational implications. Leonore Rhine College, Hickory, NC., 1981.

Kretschmer, R. Language development and hearing impairment: Applications of Normal Language data to an educational process. Canadian Association of Educators of the Hearing Impaired. Vancouver, BC, 1981.

Kretschmer, R. Language development and mild/moderate hearing impairment. Conference on exploring relationships between conductive hearing loss and auditory processing/language learning disorders. University of Cincinnati Medical School, Cincinnati, OH, 1981.

Kretschmer, R. Informal language assessment techniques. Northwest Ohio Special Education Regional Center, Toledo, OH, 1981.

Kretschmer, R. Language developmental programs for the handicapped child. Virginia State Department of Education, Richmond, VA., 1981.

Kretschmer, R. Language development and hearing impairment: Delay, deficit, or difference? North Carolina Chapter of Council of Educational Children, Winston-Salem, NC, 1981.

Kretschmer, R. Scaffolding: Importance to early language development for the handicapped child. The Resident Home for the Mentally Retarded of Hamilton County, Cincinnati, OH, 1981.

Kretschmer, R. Language developmental programs for the handicapped child. Virginia State Department of Education, Roanoke, VA, 1981.

Kretschmer, R. Language: Pragmatics, semantics, and syntax: Implications for the hearing impaired. Portland Area Teachers of the Hearing Impaired, Portland, OR, 1980.

Kretschmer, R. Language development and its effects on conceptualization. Family Service Association, Dayton, OH, 1980.

Kretschmer, R. Language development: Importance to growth. Cincinnati Council of Parent Co-operative Pre-schools, Cincinnati, OH, 1980.

Kretschmer, R. Communication/language assessment and intervention with the handicapped child. Short course for the Ohio Speech and Hearing Association, Dayton, OH, 1980.

Kretschmer, R. Pragmatics: Implications for diagnosis and remediation of language/communication disorders. National Student Speech and Hearing Association, Purdue University, Lafayette, IN, 1980.

Kretschmer, R. Studying the acquisition of communicative competence: Some theoretical and methodological considerations. American Educational Research Association, Boston, MA, 1980.

Kretschmer, R. Early language development: Signs of communicative competence. Midwest Regional Center for Services to Deaf-Blind Children, Milwaukee, WI, 1980.

Kretschmer, R. Language development in the hearing impaired: Assessment and educational planning needs. Georgia Educators of the Hearing Impaired, Atlanta, GA, May, 1980.

Kretschmer, R. Language development in the learning disabled: Assessment and educational planning needs. A telephone lecture for the Porter County Special Education Cooperative, Valparaiso, IN, May, 1980.

Kretschmer, R. Language/communication assessment for the hearing impaired. (with L. Kretschmer). Short course presentation at the Alexander Graham Bell Association International Convention, Houston, TX, 1980.

Kretschmer, R. Language development: New directions and alternative communication methods. Ohio Department of Mental Health and Mental Retardation, Portsmouth, OH, 1980.

Kretschmer, R. Pragmatics: Development in normal hearing and hearing impaired children. National Association of Teachers of the Hearing Impaired in Ireland, Dublin, Ireland, 1980.

Kretschmer, R. Language developmental programs for the hearing impaired child. Richmond Public Schools, Richmond, VA, 1980.

Kretschmer, R. Native and second language acquisition. Ohio Association for Bilingual Multicultural Education, Cincinnati, OH, 1980.

Kretschmer, R. Pragmatics: Implications for diagnostic and remediation of language and communication disorders. Greater Lafayette Area Speech and Hearing Meeting, Lafayette, IN, 1980.

Kretschmer, R. Language sampling techniques, analysis, and implications for therapy. Miami Valley Regional Center for Handicapped Children, Dayton, OH, 1980.

Kretschmer, R. Language: The interface between pragmatics, semantics, and syntax. Implications for language diagnosis and programming. North-central Ohio Special Education Regional Resource Center, Galion, OH, 1980.

Kretschmer, R. Early language development in hearing impaired children. International Symposium on Education of the Hearing Impaired, Amsterdam, Neth., 1980.

Kretschmer, R. Communication/language assessment of the hearing impaired. Lexington Hearing and Speech Center, Lexington, KY, 1980.

Kretschmer, R. Application of discourse theory to the communication problems of language delayed children, Organization of Parents and Teachers of Autistic Children, Cincinnati, OH, 1979.

Kretschmer, R. Developing the communication/language abilities of hearing impaired children and youth. Tenth Annual International UAP-USC Conference on Piagetian Theory and the Helping Professions. University of Southern California, Los Angeles, CA, 1979.

Kretschmer, R. Language instructional programs for handicapped children, Hopewell Special Education Resource Center, Hillsboro, OH, 1978.

Kretschmer, R. Application of discourse theory to the educational problems of hearing impaired children in a mainstreamed setting. Tucker-Maxon School for the Deaf, Portland, OR, 1978.

Kretschmer, R. & Truax, R. Language development and socialization in the hearing delayed child. Conference on the socialization of children in a changing society. University of Cincinnati, Cincinnati, OH, 1979.

Kretschmer, R. Speech and language assessment and rehabilitation, International Symposium on the Hearing Impaired Child, Department of Pediatric Otolaryngology, University of Cincinnati Medical School, Cincinnati, OH, May, 1978.

Kretschmer, R. Language development: Applications of linguistic theory to education of the hearing impaired. Atlanta Area School for the Deaf, Atlanta, GA, May, 1979.

Kretschmer, R. Application of discourse theory to the syntactic problems of language delayed children, Kent State University, Department of Speech and Hearing, Kent, OH, 1978.

Kretschmer, R. & Kretschmer, L.W. Pragmatics and the hearing impaired child, National Technical Institute for the Deaf, Department of Speech and Hearing, Rochester, NY, 1978.

Kretschmer, R. Conversing with a hearing impaired person. Ohio Deafness and Rehabilitation Association and

National Association of Social Workers, Cincinnati, OH, 1979.

Kretschmer, R. Language sampling procedures: Assessing the language of hearing impaired children. Fairfax County Public Schools, Alexandria, VA, 1979.

Kretschmer, R. Language development and instructional procedures with severely/profoundly mentally retarded individuals, Central Instructional Resource Center, Cleveland, OH, 1978.

Kretschmer, R. Language problems in handicapped children, Children's Hospital Research Foundation, Department of Pediatrics, Cincinnati, OH, 1978.

Kretschmer, R. The relationship between reading and language, Kettering Council of the International Reading Association, Kettering, OH, 1978.

Kretschmer, R. Language development, Cincinnati Association for the Education of Young Children, Cincinnati, OH, 1978.

Kretschmer, R. Language samples and their role in IEP planning for hearing handicapped children, Jefferson County Public Schools, Louisville, KY, 1978.

Kretschmer, R. A suggested model for language to the deaf courses in teacher preparation programs, Teacher Education Programs for the Hearing Impaired National Meeting, Tampa, FL, 1978.

Kretschmer, R. Language instructional procedures for hearing impaired children, Horace Mann Unit of the Jackson/Mann School, Boston, MA, 1978.

Kretschmer, R. & Kretschmer, L.W. Speech and language development in children, Southwestern Ohio Speech and Hearing Association, Cincinnati, 1978.

Kretschmer, R. Development of a normal hearing child's language from birth to age five: Language stimulation suggestions for parents at home, Hearing Impaired Parent and Professional Organization, Dayton, OH, 1978.

Prendeville, J., Person, C. & Kretschmer, R. The growth of case relationships in normally speaking, language delayed, and trainable mentally retarded children at the two-word stage. American Speech and Hearing Association, San Francisco, CA, 1978.

Kretschmer, R. Story development in hearing impaired children: Issues of format and content. Departments of Human Communication and Psychology, McGill University, Montreal, QU, 1978.

Kretschmer, R. Language instructional programming for the hearing impaired, Montreal Oral School for the Deaf, Montreal, QU, 1978.

Kretschmer, R. The language sample: What to look for in the school aged child's language, Northern Kentucky Easter Seal Center, Covington, KY, 1977.

Kretschmer, R. Language instructional procedures with the severely/profoundly hearing impaired youngster, Jefferson County Public Schools, Louisville, KY, 1977.

Kretschmer, R. Language and reading: Are they cousins or bedfellows?, Ohio Speech and Hearing Association, Dayton, OH, 1977.

Kretschmer, R. Language development and instructional procedures with severely/profoundly developmentally delayed children, Southeastern Education Regional Resource Center, Athens, OH, 1977.

MacMahon-Klosterman, K. & Kretschmer, R. Autistic-like children, comprehension of actor-action-patient relationships. American Speech and Hearing Association, Chicago, IL, 1977.

Morrison, A., & Kretschmer, R. Drawings of hearing impaired and normal adolescents: Comparative linguistic assessment. American Speech and Hearing Association, Chicago, IL, 1977.

Kretschmer, R., Kretschmer, L.W., & Truax, R. What can parents do to facilitate language growth in handicapped children, Dayton Area Citizens Committee for Special Education, Dayton, OH, 1977.

Kretschmer, R. Language developmental patterns in hearing impaired youngsters, Horace Mann Unit of the Jackson/Mann School, Boston, MA, 1977.

Kretschmer, R. New trends in linguistics, language development, and language instruction for handicapped children, Hamilton County Board of Education, Special Education, Princeton, OH, 1976.

Kretschmer, R. American Sign Language: A symbolic system vs. an elaborated gesture system. Conference on sign language systems, Ohio University, Athens, OH, 1976.

Kretschmer, R. Use of sentence pattern II constructions in the written language of hearing impaired youngsters, ages seven through twenty. Interdisciplinary Conference on Linguistics, Louisville, KY, 1976.

Kretschmer, R., Kretschmer, L.W., Truax, R. & Edwards, B. Results of a three year project to implement a transformationally-linguistic based language program in a public school program for the hearing impaired.. Alexander Graham Bell Association, Boston, MA, 1976.

Kretschmer, R. & Truax, R. Language instructional approaches with the hearing impaired child, Kentucky School for the Deaf, Danville, KY, 1976.

Kretschmer, R. Language instructional approaches with the severely and profoundly developmentally delayed child, Butler County Board of Mental Retardation, Hamilton, OH, 1976.

Kretschmer, R. New trends in language development research: Here comes pragmatics. Southwestern Ohio Speech and Hearing Association, Cincinnati, OH, 1976.

Kretschmer, R. American sign language: A symbolic system vs. an extension of an elaborated gestural system. Conference entitled Language: Is it unique to Man?, CONMED and the Department of Audiology and Speech Pathology, University of Cincinnati Medical School, Cincinnati, OH, 1976.

Kretschmer, R. Language and reading: Cousins or bedfellows? Ohio Association for Children with Learning Disabilities, Cincinnati, OH, 1976.

Kretschmer, R. A comparative study of the written language of hearing impaired and normally hearing children, ages seven through twenty. American Speech and Hearing National Convention, Houston, TX, 1976.

Kretschmer, R. Language instructional programs for severely/profoundly developmentally delayed individuals. Dyer and Breyer Schools for Retarded Children, Cincinnati, OH, November, 1976.

Kretschmer, R. The written language of hearing impaired children: Delayed or deviant? Central Institute for the Deaf, St. Louis, MO, 1975.

Kretschmer, R. The written language of the hearing impaired: Delayed, deviant, or different? Interdisciplinary conference on linguistics, Richmond, KY, 1975.

Kretschmer, R. The written language of the hearing impaired: Developmental aspects of form. Alice Streng Linguistic Symposium, University of Cincinnati, Cincinnati, OH, 1975.

Kretschmer, R. Seminar on Communication Skills Development, Ohio Department of Mental Health and Mental Retardation, Ohio Wesleyan University, Delaware, OH, 1975.

Kretschmer, R. The written language of the hearing impaired - Delayed, deviant, or different? American Speech and Hearing Association, Washington, DC, 1975.

McMahon-Klosterman, K. & Kretschmer, R. The ability of normally speaking and autistic-like children to comprehend actor-action-patient constructions. American Speech and Hearing Association, Washington, DC, 1975.

Kretschmer, R. Language teaching strategies with autistic-like children. Cincinnati Public School Programs for Autistic Children, Cincinnati, OH, 1975.

Kretschmer, R. Language and communication needs of adult deaf individuals, Annual Convention of the Ohio Conference of Professional and Rehabilitation Workers with Deaf Adults, Cleveland, OH, 1975.

Kretschmer, R. Language development: What constitutes atypical development?, Council for Exceptional Children, Kentucky Chapter, Fort Mitchell, KY, 1974.

Kretschmer, R. Language development and educational programming for hearing impaired children, Toledo Public School Programs for the Hearing Impaired, Toledo, OH, 1974.

Kretschmer, R. Application of linguistic theory to infant intervention programs. Conference on the comprehensive management of infants at risk for CNS deficits. School of Medicine, University of North Carolina, Chapel Hill, NC, 1974.

Kretschmer, R. Use of graphic portrayal as a diagnostic and teaching device with the severely language impaired. Alice Streng Linguistic Symposium, University of Cincinnati, Cincinnati, OH, 1974.

Kretschmer, R. Language development techniques for use by teachers of developmentally delayed children. Annual Conference of the Professional Association for Retardation, Dayton, OH, 1974.

Kretschmer, R. Language development: Implications for the classroom teacher, Newport Public Schools, Newport, KY, 1973.

Kretschmer, R. Children's language disorders, Southwestern Ohio Speech and Hearing Association, Cincinnati, OH, 1973.

Kretschmer, R. Language development: Direct experience makes the difference, Butler County Mental Retardation Center, Hamilton, OH, 1973.

Kretschmer, R. An experimental preschool program for hearing impaired children. International Council of Exceptional Children, Dallas, TX, 1973.

Kretschmer, R., Juenke, D., & Hess, L. Rationale for and organization of a developmental auditory linguistic program for preschool hearing impaired children. American Speech and Hearing Association, Detroit, MI, 1973.

Kretschmer, R. Developmental psycholinguistics, Council of Exceptional Children, Ohio Chapter, Cincinnati, OH, 1973.

Kretschmer, R. Language development and the handicapped child, Hopewell Special Education Resource Center, Hillsboro, OH, 1972.

Kretschmer, R. Transformational linguistic analysis of the written language of hearing impaired and normal hearing adolescents. International Convention of Exceptional Children, Washington, DC, 1972.

Kretschmer, R. Short Course III: Language therapy by public school clinicians: Basic needs of a preschool program for hearing impaired children. Ohio Speech and Hearing Association, Columbus, OH, 1972.

Kretschmer, R. Language development and the language disordered child, Mercy Hospital, Hamilton, OH, 1972.

Kretschmer, R. A study to assess the play activities and gesture output of hearing handicapped preschool children. American Speech and Hearing Association, San Francisco, CA, 1972.

Kretschmer, R. Linguistic theory: Applications to the hearing impaired. Kendall School, Gallaudet College, Washington, DC, 1971.

Kretschmer, R. Language and language development, Council of Exceptional Children, Kentucky Chapter, Covington, KY, 1971.

Kretschmer, R. Basic tenets related to an understanding of language development in children, Ohio Speech and Hearing Association, Dayton, OH, 1971.

Kretschmer, R. Application of linguistic theory to the assessment of language behavior in children, Council of

Exceptional Children, Ohio Chapter, Dayton, OH, 1969.

Kretschmer, R. Implementation of a proposed program for the preparation of audiologists and educators of the hearing impaired, Academy of Aural Rehabilitation, Denver, CO, 1968.

#### DIRECTED DISSERTATIONS AND THESIS:

Completed dates:

In progress: Harris, A. Parental participation in IEP meetings in three settings – urban, suburban and rural.

- 2008: Kuwhara, K. The language and literacy development of a profoundly deaf Japanese child implanted with a cochlear implant at the age of one year.
- 2006: Earl, P. The language and communication development of a profoundly deaf child exposed to cued speech in three languages – English, Spanish, and Dutch.
- 2004: Lawless, C. Negation understanding in children placed diagnosed as having severe behavior problems.
- 2003: Sather-Chami, G. Problem solving abilities in monolingual English, monolingual Arabic, and bilingual Arabic-English speaking children.
- 2002: Winterman, K. The inclusion of autistic-like children in responsive classrooms.
- 2001: Foo, S.F. These children are mine: A case study of an African-American family with deaf children. The interactions within the family and with early intervention professionals.
- 2000: Hackett, S. The effect of child gender on maternal scaffolding during joint book reading.  
Zahler, B. A study of classroom communication interactions of a five-year-old profoundly deaf male.
- 1999: Burns, S. The communication patterns between a child diagnosed as compulsive-obsessive and five familiar communication partners.  
Buschbacher, P. Learning to play without intelligible speech: The discourse patterns of a language impaired child in an inclusive classroom.  
Nayar, S. Santa in Fairy Tales: Let=s talk about it, from talking about it, to thinking about it, to writing about it.  
Sneed, N. The book reading styles of Urban Appalachian mothers with their preschool children.
- 1998: Baldwin, L. The use of scaffolding in three classrooms for the deaf espousing a bi-bi linguistic policy.
- 1997: Lynch, E. The discourse features of the interactions of a child with a severe language production problem in an included classroom.  
Seery, M.E. I have something to show you: A qualitative study of the interactions of mothers and their young sons diagnosed with autism.
- 1996: Baker Wernersbach, M. A study of the effects of otitis media with effusion on negative ear pressure the teacher-child interaction during book reading. o
- Miller, L. The appropriateness of the whole language classroom for students who have been identified having learning disabilities. a
- 1995: Hawkins, A. Communication behaviors and register shifting in an African-American male at risk for developmental problems.  
Roszmann-Millican, M. The interactional styles of at-risk parents and their preschool-age children.



- Tackett, D. Story recall/retelling: An opportunity for teacher renewal through inservice and direct practice.
- Tucker, P. An investigation of the patterns of communication displayed by a child with severe disabilities.
- 1994: Ellis, G. Parent-child interaction of one cocaine exposed infant in a foster-adopted family.
- Fisher, T. Parental perceptions of individualized transition planning for students in special education.
- Stone, P. A study of the development and characteristics of narrative ability in hearing-impaired children.
- 1993: Thieman-Stagge, A. Communication interactions between a young augmentative communication device user and her partners.
- Uzuner, Y. An investigation of a hearing mother's descriptive reading aloud efforts to her preschool age hearing impaired child before bedtime.
- Whelley, J. Weekend Report: A qualitative study of the scaffolding strategies used by a teacher of children with handicaps during a "sharing time" discourse event.
- 1992: Prendeville, J. A communication analysis of the interpersonal narratives of two preschool children.
- Stobbs, K. Peer group strategies used by language impaired, multihandicapped girls in a free-time classroom interaction.
- Whitesell, K. Reading between the lines: How one deaf teacher demonstrates the reading process.
- 1991: Messenheimer-Young, T. Can I pway? The accessing strategies of one hearing impaired child as he interacted with his mainstreamed normally hearing children.
- Rice, S. A profile of the strategies used by 5-year old hearing impaired and normally hearing girls to maintain a play activity.
- 1990: Paterson, M. The first fifteen days of hearing aid wearing: Microanalysis of interactions between a 15 month old hearing-impaired child and her French-Canadian father.
- 1989: Johnson, J.M. Child communication strategies in child-adult interaction as compared to child-child interaction.
- 1988: Buchino, M. Hearing children of deaf parents: Personal perspectives. (Co-chaired with R. Truax)
- Kilgore, B. Teacher expectations, planning, and interaction: A micro-ethnographic investigation of a teacher's behavior with two hearing impaired children and a hearing child in instructional interaction.
- 1987: Sanborn, P. A descriptive study of teacher-hearing impaired child interactions: Lesson-talk and conversation.
- 1985: Conway, D. An investigation of the early writing behaviors of young hearing-impaired children. (Co-chaired with R. Truax)
- Post, A. The use of a story schema by first graders under two conditions: Story generation and story recall and the relationship between story grammar scores and Metropolitan Readiness Test scores. (Co-chaired with C. Trent).
- Plapinger, D. Context: Its affect on the interactions between a normal hearing mother and her hearing-impaired child.
- Small, A. Negotiating conversation: Interactions of a hearing impaired child with her adult communication partners in language therapy.
- 1983: Murphy, F. The acceptance and/or rejection patterns of LD children and their NLD peers in a mainstream setting.

- Sites, H. Effects of maltreatment of children on development and learning achievement.
- 1982: Simon, J. The use of persuasive strategies and politeness forms in peer interactions by learning disabled, highly popular nondisabled, and less popular nondisabled children.
- Weaver, R. Effect of school experiences with severely handicapped children on the attitudes of faculty and children .
- 1981: Blennerhassett, L. A descriptive study of communicative styles of 13-month-old hearing-impaired child and her parents.
- Byrne-Jandacek, A. A study of communication style in a Down's Syndrome child with various communication partners.
- 1980: Cole, E. Vocalization development of a normally hearing infant of deaf parents.
- Johnson, H. A longitudinal, ethnographic investigation of the development of interactional strategies a normal hearing infant of deaf parents.
- 1978: Johnston, E. Development of the Communicative Abilities Test for Young Children.
- Matey, C. A comparison of mother speech to eighteen month and three year old Down's Syndrome children, deaf children, and normal children in structure and unstructured settings. (Co-chaired with M. Curtis)
- 1977: Bondurant, J. An analysis of mothers' speech provided to children with normal language as compared to mothers' speech provided to speech with delayed language.
- Catey, N. A comparison of autistic-like children and pre-reading normal children on acquisition of three reading readiness skills.
- Ganschow, L. Effects of context on recognition of words and identification of word meanings by reading disabled adolescents and younger normal readers.
- Williams, R. Play behavior of language handicapped and normal speaking preschool children.
- 1976: Hughes, B. Pressure levels in active touch in normal and learning disabled children.
- McMahon-Klosterman, K. The ability of autistic-like children and normal speaking children to comprehend the agent/action relationship and the action cue in Sentence Pattern I and Sentence Pattern II.
- 1975: Steininger, M. A study of the effects of the syntactic and semantic complexity of instructions on the performance of Piagetian seriation tasks by normal-language and delayed-language children.
- 1974: Godsave, B. A feature-matrix analysis of finger spelled letters used by native speakers of sign language.
- 1973: Corson, H. Comparing deaf children of oral deaf parents and deaf parents using manual communication with deaf children of hearing parents on academic, social, and communicative functioning.

#### Theses

- 2001: Fisher, C. The theoretical frame-work used by school-based speech and language pathologists to establish goals for IEP=s.
- 1985: Young, M. A comparison of the responses of trainable mentally retarded adolescents to general and specific questions. (This thesis was presented at the 1986 National Convention of the American Speech and Hearing Association.)
- 1982: Feely, R. The identification of the physical format of school textbooks by normal learning second, third, and fourth/fifth grade students and a group of learning disabled students.

- Waltz, M. A comparison of the perspective-taking ability of 12-year-old learning disabled males and their on disabled peers in a functional persuasive task.
- 1981: Favish, S. A comparative analysis between the linguistic output of mothers and fathers of cerebral palsied children.
- 1981: Nielsen, K. More on asking children bizarre questions, or have you ever seen a swimming pool full of milk?
- 1978: Person, C. The semantic cases and relations reflected in the two-word utterances of normal and trainable mentally retarded children.
- Prendeville, J. The semantic cases and relations reflected in the two-word utterances of normal and language delayed children.
- 1977: Jones, K. Comprehension of the direct/indirect object relationship by learning disabled and academically achieving children in oral and written language.
- Wessel, S. A study of the reliability of maternal reports of vocal and gestural symbols at 13 months when compared with formal test results.
- 1976: Hubert, D. Use of the H.E.L.P. language screening test with trainable retarded children.
- Tye, J. A study of autistic language according to grammar, content, and contextual propriety analyses.
- Wasserman, M. Interpreting semantic structure in utterances of hearing impaired children given varying degrees of linguistic and paralinguistic information.
- 1974: Anderson, A. An application of a generative- transformational model of linguistic description to a first grade basal reader.
- Ganshow, L. A transformational linguistic analysis of syntactical structures in the written language of selected preschool, kindergarten, and first grade children: Fifteen case studies.
- Wilbur-Buschbacher, P. The child with myelomenigocele: Is there a difference in the comprehension "in, on, and under"? 6
- 1973: Leue, D. A comparison of articulation disordered and articulation proficient children on the Auditory Test for Language Comprehension and the Receptive Portion of the Northwestern Syntax Screening Test.
- Tattershall, S. A study of the accuracy of mothers' and speech therapists' judgments concerning the linguistic output of preschool children, being seen for initial speech and hearing evaluation.
- Welch, N. A preliminary investigation into the role of directed speech observations in classrooms for the deaf.
- 1972: McKelvey, C. A comparison of the language of learning disability children with the language of normal learning children.
- 1971: Bornstein, P. Infant response to friendly and angry intonational patterns.
- Gorrell, S. An investigation of the social interactions occurring among comparable groups of normal hearing and hearing impaired children using an interaction scale.
- Hess, L. A longitudinal transformational generative comparison of the emerging syntactic structures in a deaf child and a normally hearing child.
- Juenke, D. An application of a generative-transformational model of linguistic description of hearing impaired subjects in the generation and expansion stages of language development.
- Knauf, M. An experimental study designed to compare the difference in the linguistic development of Mongolian children in relation to their mother's age at the time of birth and the mother's educational background.

Yaged, F. A comparison on several dimensions of hearing impaired children in classes for the deaf to hearing impaired children who have been integrated into classes with normal hearing children.

1970: Morrison, A. An investigation of the utility of drawing as a means of expressing understanding of certain linguistic rules by hearing impaired and normal hearing adolescents.

Rowen, J. A comparison of the discrimination abilities of unilateral hearing impaired children and normal hearing children in various conditions of noise.

Wiehe, R. An experimental study of the academic achievement of unilateral hearing impaired school children.

9

### **UNIVERSITY/COLLEGE ACTIVITIES:**

Director, Graduate Studies in Teacher Education, 1998-2008

Member, Graduate Advisory Council, School of Criminal Justice, Education, and Human Services, 1998-2008.

Member, Committee to Revise Doctoral and Master Degree Policies, Graduate Office, University of Cincinnati, 2003-2005.

Coordinator, Area of Special Education, 1996-1998.

Member, Distinguished Student Awards Committee, 1996, 1997.

Member, Editorial Assistantship Committee, Division of Research and Advanced Studies, 1994-1996.

Member, Distinguished Dissertation Fellowship Award Committee, Division of Research and Advanced Studies, 1994, 1996.

Member, Cohen and Barbour Award Subcommittee, University Senate, 1991-1993.

Chair, Graduate Policies Review Sub-Committee, Graduate Education Council, 1992-1996.

Member, Vine Street Professional School Task Force, Cincinnati Initiative, 1992 to 1993

Member, Task Force to Establish Program Review Guidelines and Procedures, College of Education, 1991-1992.

Member, College of Education Task Force, Cincinnati Initiative (Holmes Efforts), 1987 to date.

Member, Area of Special Education Local Group, Cincinnati Initiative, 1987 to date.

Small Group Leader, University Retreat on Mentoring, 1987.

Small Group Leader, University Retreat on Teaching, 1991, 1992, 1993, 1994, 1995, 1996, 1997.

Member, University Institutional Review Board, 1982 to date. Chairperson, 1994-1996.

Member, Departmental Committee on Human Research, 1982 to date.

### **PROFESSIONAL ACTIVITIES:**

Panel Member, Committee to Upgrade the National Strategic Research Plan, National Institute on Deafness and Other-Communication Disorders, Department of Health and Human Services, Washington, DC., 1994.

Co-Chairperson: International Convention of the Alexander Graham Bell Association, 1990 (Bi-centennial Convention, Washington, DC)

Co-Chairperson: International Convention of the Alexander Graham Bell Association, 1980 (Houston, TX).

Associate Editor of the Volta Review, 1978-1980.

Editor of the Volta Review, 1980-1986.

Member of the Research Advisory Board, House Ear Institute, 1988-1990.

Consultant, Project on Determining Deaf Children's Understanding of Selected Linguistic Principles, Department of Special Education, Boston University, 1978-1980.

Consultant, Institute for Mathematical Studies in the Social Sciences, Stanford University, Palo Alto, CA, 1974-1977.

Consultant to the following schools/school districts:

Cincinnati Public Schools: 1974 to date

Colorado State Department of Special Education, Area of Hearing Impaired and Language Impaired: 1994 to 1997.

Lexington School for the Deaf: 1974-1980

Kendall Demonstration School, Galluadet College, Washington, DC, 1975-1977.

Dayton Public Schools: 1976-1982

Atlanta Area School for the Deaf, Atlanta, GA: 1976-1979.

Florida School for the Deaf, St. Augustine, FL, 1977-1980.

Virginia State Department of Education, Richmond, VA: 1978-1981.

Hopewell Special Education Resource Center, Hillsboro, OH: 1980-1982.

Toledo Public Schools Program for the Hearing Impaired, Toledo, OH, 1978-1980.

North Carolina School for the Hearing Impaired, Morganton, NC: 1980-1982.

Tucker-Maxon School for the Deaf, Portland, OR: 1980-1984.

Shelby Hills Residential Program for the Mentally Retarded, Shelby, OH, 1980-1983.

Pennsylvania School for the Deaf, Philadelphia, PA: 1981-1983.

Clarke School for the Deaf, Northampton, MA: 1987-1989.

Warren County Board of Education, Lebanon, OH, 1990- to date.

Galluadet College, Department of Education of the Deaf, Washington, DC: 1991.

Boy's Town Institute, Department of Communicative Disorders, Omaha, NB: 1991 to date.

Consultant to National Institutes on Hearing Impairment and Communication Disorders, Washington, DC, 1991, 1993.

Reader, Office of Education, 1974, 1975, 1976, 1982, 1983.

Reader, Social Sciences and Humanities Research Council of Canada, 1985, 1988.

Reader, National Institutes of Health, 1986.

Reader (External Reviewer for Dissertations),

McGill University, 1986, 1988, 1990, 1996, 2000.

University of Nottingham, 1991.

Bombay Technical Institute for Education, 1992.

University of Melbourne, 1994, 1996.

University of Reading, 1994.

University of Bombay, 1995, 2000.

University of Western Australia, 1996, 1999.

University of Manchester, 1996, 2001.

### **Current Consulting, Editor,**

Communication Disorders Journal,

The Volta Review

### **Previous Consulting Editor,**

Journal of Speech and Hearing Disorders

Journal of Speech and Hearing Research  
Perspectives in Education of the Hearing Impaired

**Honors:**

Co-Recipient with L.W. Kretschmer of the Richard and Laura Kretschmer National Leadership Award in Hearing Impairment, Ohio School Speech Pathology and Educational Audiology Consortium, 2009.

Recipient, Honors of the Association, Ohio Speech, Language, and Hearing Association, 2008.

Nominated for the Award for Excellence in Mentoring of Doctoral Students at the University of Cincinnati, 2005, 2006

Recipient, Award of Appreciation (First recipient). Ohio Speech-Language-Hearing Association, 2001.

Recipient of the 1997 Alumni Award from the Center for Opportunities and Outcomes for People with Disabilities, Teachers College, Columbia University.

Recipient of the 1996 for the Outstanding Article in the VOLTA REVIEW for the 1995-1996 academic year.

Recipient of the Jean R. Rothenberg Award for Excellence in Community Efforts for Communicatively Handicapped Children - 1991

Recipient of the College of Education's Distinguished Professor Award, 1990

Recipient of the University of Cincinnati Cohen Award for Excellence in Teaching - 1979

Recipient of the Honors from the Southwestern Ohio Speech and Hearing Association - 1978

Recipient of the Honors from the Association of Parents and Teachers of the Hearing Impaired - 1975