

Christina N. Meyers, Ph.D., CCC-SLP
Speech, Language, and Hearing Sciences
University of Colorado at Boulder
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EDUCATION

Ph.D., Speech, Language, and Hearing Sciences, Cognitive Science Minor, May 2015
University of Arizona, Tucson, Arizona
Specializations: Child Language Disorders, Language Learning & Intervention, Early Bilingualism
Dissertation: Investigation of Treatment Dose Schedule and Enhanced Conversational Recast

M.S., Speech, Language, and Hearing Sciences, Audiology Minor, May 2011
University of Arizona, Tucson, Arizona

B.S., Psychology, Spanish Minor, August 2007
University of Arizona, Tucson, Arizona

PROFESSIONAL EXPERIENCE

Assistant Professor August 2015 — Present
Speech, Language, and Hearing Sciences
University of Colorado at Boulder

Speech-Language Pathologist Clinical Supervisor June–July 2014—2015
Summer Language Treatment Program
University of Arizona

Speech-Language Pathologist-Clinical Fellow August 2011—June 2012
Vista Unified School District
Vista, CA

PROFESSIONAL AFFILIATIONS

American Speech-Language-Hearing Association (ASHA)
Certificate of Clinical Competence (CCC-SLP) August 2012—present
Member, ASHA Special Interest Division: Language, Learning & Education

Institute of Cognitive Science, University of Colorado, Fellow

Colorado Clinical and Translational Sciences Institute, University of Colorado, Member

Colorado Speech-Language-Hearing Association (CSHA)

EXTRAMURAL RESEARCH GRANTS

Colunga, E. & Meyers, C. (October 18, 2021; Role: Multiple PI). *Enhancing Word Learning in Late Talkers using an App-augmented intervention*. National Institute of Deafness and Communication Disorders, National Institutes of Health (NIDCD, NIH) R21 Grant. Not Awarded (\$275,000)

Meyers-Denman, C. (2019). *Investigation of Dose Density in Toddler Vocabulary Intervention*. American Speech-Language-Hearing Foundation New Investigators Grant. Not Awarded (\$10,000).

Yoshinago-Itano, C. & Meyers-Denman, C. (March 5, 2018; Role: Co-PI). *Parent Interventions to enhance developmental monitoring and support early language acquisition for young children*. Disability Research and Dissemination Center of the CDC Developmental Monitoring and Outcomes Grant. Not Awarded (\$333,000)

Meyers, C. (2011). *Design and Validation of a Parent Report Measure of Language Input to Infants Exposed to English and Spanish*. American Speech-Language-Hearing Foundation Student Research Grant in Early Childhood Language Development. **Awarded: \$2,000.**

INTRAMURAL RESEARCH SUPPORT

Meyers, C. & Colunga, E. (2023). *Empowering Parents to Support Their Child's Communication Development*. CU Boulder Outreach Award. CU Boulder Office for Public and Community-Engaged Scholarship. Not Awarded (\$24,000).

Meyers, C. (2020) *Understanding Barriers and Promise of Technology-delivered Coaching to Caregivers of Children with Language Delays and Disorders*. CU Boulder UROP Faculty Team Grant **Awarded: \$3,000.**

Meyers, C. & Colunga, E. (2020). *Improving intervention outcomes for toddlers with language delay using an app that delivers an evidence-based vocabulary treatment*. University of Colorado Research & Innovation Seed Grant Program. Not Awarded (\$50,000).

Meyers, C. (2016). *Investigation of the role of combined gestural and linguistic input to toddlers with delayed language development*. University of Colorado Center to Advance Research and Teaching in the Social Sciences (CARTSS). **Awarded: \$2,000.**

PEER-REVIEWED PUBLICATIONS

Brennan, C., Hannah, A. C., Romick, J., Lewon, J.W., & **Meyers, C.** (2022). Differences and Similarities in the Perception of Voice Gender for Individuals Who are or are not Members of the LGBT+ Community. *Journal of Voice*.

Larson, A., Romano, M., **Meyers, C.**, Eugenio, J. (2021). Supporting Caregiver Coaching in Telepractice Through Web-based Professional Development. *Perspectives of the ASHA Special Interest Groups*, 1-19. https://doi.org/10.1044/2021_PERSP-21-00089

Brennan, C., Weintraub, H., Tennant, S., & **Meyers, C.** (2021). Speech, Language and Communication Deficits in Pediatric Autoimmune Encephalitis. *American Journal of Speech-Language Pathology*, 1-18. https://doi.org/10.1044/2021_AJSLP-20-00395

Kapa, L., **Meyers-Denman, C.**, Plante, E. & Doubleday, K. (2020). Predictors of Treatment Response for Preschool Children with Developmental Language Disorder. *American Journal of Speech-Language Pathology*, 29(4), 2082-2096. https://doi.org/10.1044/2020_AJSLP-19-00198

Meyers-Denman, C., & Plante, E. (2016). Dose Schedule and Enhanced Conversational Recast for Children with Specific Language Impairment. *Language, Speech, and Hearing Services in Schools*, 47, 334—346 https://doi.org/10.1044/2016_LSHSS-15-0064

Alt, M., **Meyers, C.**, Oglivie, T., Nicholas, K., & Arizmendi, G. (2014). Cross-situational statistically-based word learning intervention for late-talking toddlers. *Journal of Communication Disorders*, 52, 207 – 220. DOI: 10.1016/j.jcomdis.2014.07.002

Plante, E., Oglivie, T., Vance, R., Aguilar, J.M., **Meyers, C.**, Lieser, A.M., & Burton, R. (2014). Variability in the language input to children enhances learning in a treatment context. *American Journal of Speech-Language Pathology*. 23, 530 – 545. DOI: 10.1044/2014_AJSLP-13-0038.

Alt, M., **Meyers, C.**, & Figueroa, C. (2013). Factors that influence fast mapping in children exposed to Spanish and English. *Journal of Speech, Language, and Hearing Research*, 54, 1237—1248.

Alt, M., **Meyers, C.**, Alt, P.M. (2013). Using ratings to gain insight into conceptual development. *Journal of Speech, Language, and Hearing Research*. 56, 1650—1661.

Alt, M., **Meyers, C.**, & Ancharski, A. (2012). Using principles of learning to inform language therapy design for children with specific language impairment. *International Journal of Language and Communication Disorders*, 47, 487 – 498.

PEER REVIEWED PRESENTATIONS

Brennan, C., Kleiber, H., Lemke, A., Walentas Lewon, J., Meyers, C., Pollard, R., ...& Kan, P.F. (April 4, 2024). University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes and Feedback. CAPSCSD Annual Conference.

*Biblin, C., Nicholas, K. & **Meyers, C.**, & Bunce, J. (September 21, 2022). Noun Today, Verb Tomorrow: Differences in Noun Production by Late-Talking and Typically Developing 30-Month-Olds Predict Denominal Verb Production. Presentation at the all-virtual *International Developmental Language Disorder Research Conference*.

*Biblin, C., Nicholas, K. & **Meyers, C.** (July 2022). Differences in noun production by late-talking and typically developing 30-month-olds predict denominal verb production. Poster presentation at *International Congress of Infant Studies (ICIS)*, Ottawa, Canada.

*Jones, M., *Sparks, N., **Meyers-Denman, C.** & Kan, P.F. (November 2021). The Silent Period of Bilingual Children: A Systematic Review. Poster presentation at the *Annual Convention of the American Speech-Language-Hearing Association*, Washington, D.C.

*Begun, A. & **Meyers-Denman, C.** (November 2021). Caregivers' Concerns about Early Intervention Services Delivered through Telepractice. Poster presentation at the *Annual Convention of the American Speech-Language-Hearing Association*, Washington, D.C.

Brennan, C., Tennant, S., *Weintraub, H., **Meyers-Denman, C.** (November 2021) Speech, Language, and Communication Deficits and Intervention in a Single Case of Pediatric Autoimmune Encephalitis. Poster presentation at the *Annual Convention of the American Speech-Language-Hearing Association*, Washington, D.C.

*McKibbon, R. & **Meyers, C.** (October 2021). *Social Validity of Caregiver Coaching via Telepractice*. Poster presentation at the *Colorado Speech-Language-Hearing Association Convention*, Denver, CO.

Nicholas, K. & **Meyers, C.** (June 2021). Contribution of Recognitory Gestures and Receptive Vocabulary to Expressive Action Word Vocabulary in 18-Month-Olds. Poster presentation at the *Symposium on Research in Child Language Disorders*, Madison, WI.

Meyers-Denman, C. (November 2020). Massed vs. Spaced Input-based Vocabulary Intervention for Late-talking Toddlers: Can we be more efficient? Proposal accepted at the *Annual Convention of the American Speech-Language-Hearing Association*, San Diego, CA (Convention canceled).

Larson, A., Romano, M., **Meyers-Denman, C.** & Olsen, S. (November 2020). 10132: Caregiver Coaching via Telepractice to Encourage Family Engagement and Positive Child Outcomes in Early Intervention. Proposal accepted at the *Annual Convention of the American Speech-Language-Hearing Association*, San Diego, CA (Convention canceled).

Tennant, S., Brennan, C., **Meyers-Denman, C.**, *Cloud, C., *Hoag, K., *Williams, M., Johnson, K. & *Petty, L. (November 2020). 12876: Colorado's AAC Outreach Project for Adolescents with Complex Communication Needs: Assessment, Intervention and Professional Development. Proposal accepted at the *Annual Convention of the American Speech-Language-Hearing Association*, San Diego, CA (Convention canceled).

Meyers-Denman, C. (May 2020). Comparison of High-density and low-density models in Focused Stimulation Vocabulary Intervention for Late Talkers. Poster presentation accepted at the *Symposium on Research in Child Language Disorders*. Madison, WI. (Conference canceled).

*Beckelhymer, L. & **Meyers-Denman, C.** (November 23, 2019). Preschool Educator Referral Behaviors: Implications for SLP & Educator Collaboration. Poster presentation at the *Annual Convention of the American Speech-Language-Hearing Association*, Orlando, FL.

Meyers-Denman, C. (November 22, 2019). Preschool Speech-Language Screening: Current Practices & Areas for Improvement. Poster presentation at the *Annual Convention of the American Speech-Language-Hearing Association*, Orlando, FL.

Meyers-Denman, C. & Burton, R. (October 5, 2019). Preschool Speech-Language Screening: Tools, Post-Fail Actions & Challenges. Presentation at the *Colorado Speech-Language-Hearing Association Conference*, Denver, CO.

*Beckelhymer, L. & **Meyers-Denman, C.** (June 7, 2019) Factors that influence preschool educator referrals for speech-language screening: an opportunity for collaboration. Poster presentation at the *Symposium on Research in Child Language Disorders*. Madison, WI.

Meyers-Denman, C. (August 5, 2017). Application of Learning Principles to Language Treatment for Children. Presentation at *Colorado-Speech-Language-Hearing Association Summer Conference*. Aurora, CO.

Meyers, C. (June 2016). Design and validation of a Parent report measure of Spanish and English language input to bilingual toddlers. Poster presentation at the *Symposium on Research in Child Language Disorders*. Madison, WI.

Plante, E., Alt, M. & **Meyers, C.** (November 12, 2015). Using Learning Theory to Improve Treatment. Presentation at the *Annual Convention of the American Speech-Language-Hearing Association*. Denver, CO.

Meyers, C. & Plante, E. (June 2015). Dose Schedule and Enhanced Conversational Recast for Children with Specific Language Impairment. Poster presentation at the *Symposium on Research in Child Language Disorders*. Madison, WI.

Meyers, C., Plante, E., Nicholas, K., Dailey, N., Aguilar, J., Oglivie, T., & Vance, R. (June 2014). Attention Orienting or Consolidation? Optimizing the use of an auditory stimulation phase for treatment of morpheme errors. Poster presentation at the *Symposium in Research in Child Language Disorders*. Madison, WI.

Alt, M., Oglivie, T., **Meyers, C.** & Arizmendi, G. (June 2013). Learning-Theory-Based Intervention for Late-Talking Toddlers. Presentation at the *Symposium on Research in Child Language Disorders*. Madison, WI.

Meyers, C., Martinez, C., & Alt, M. (June 2011). Response time in bilingual children: Evidence of more efficient word processing? Poster presentation at the *Symposium on Research in Child Language Disorders*. Madison, WI.

Alt, M., & **Meyers, C.** (June 2010). Developmental Differences in Prototype Ratings: Insight into Semantic Development? Poster presentation at the *Symposium on Research in Child Language Disorders*. Madison, WI.

***Denotes student co-author**

OTHER PRESENTATIONS

Meyers, C. (February 14, 2022). Clinical Intervention Research: Building the evidence base for our practice. Invited presentation to *Cognitive Lunch at the Institute of Cognitive Sciences, University of Colorado Boulder*.

Larson, A., **Meyers, C.**, Romano, M., & Olsen, S. (October 6, 2021). Telepractice as an Opportunity to Improve Implementation of Caregiver Coaching in EI. Invited presentation to *Early ECHO: Early Intervention Provider learning community*.

Meyers-Denman, C. (April 4, 2019). Dosage Manipulation as an Active Ingredient for Toddler Word Learning. *SLHS Research Colloquium*, Boulder, CO.

Meyers-Denman, C., Burton, R. & *Beckelhymer, L. (January 11, 2019). Speech and Language Screening for Young Children: Who, Why & How. *Colorado Clinical and Translational Sciences Institute Pediatric Poster Session. Children's Hospital Colorado. Aurora, CO.*

Meyers, C. (April 6, 2015). Investigation of Treatment Dose Schedule for children with specific language impairment. *School of Mind, Brain and Behavior (MBB) Poster Session* at the University of Arizona. Tucson, AZ. **Selected as "Best Poster"**

Meyers, C. (December 5, 2014). Investigation of Treatment Dose Schedule for children with specific language impairment. Presentation for *Cognitive Science Colloquium, Graduate Student Showcase.* University of Arizona, Tucson, AZ.

Meyers, C. (May 7, 2014). Dissertation Prospectus: Exploring the Effects of Intervention Schedule for Children with Specific Language Impairment. Presentation for *SLHS Department Colloquium*, Tucson, AZ.

Plante, E., Oglivie, T., **Meyers, C.** & Dailey, N. (November 26, 2012). A Demonstration of the "Variability Principle" In a Treatment Context. *SLHS Department Colloquium.* University of Arizona. Tucson, AZ.

***Denotes student co-author**

UNIVERSITY TEACHING

Courses Taught at CU-Boulder

Fall 2015-2022 Communication Challenges in Children Birth to Six (SLHS 5602)

Fall 2016-2022 Autism Spectrum Disorder: Advanced Topics in Social Communication (SLHS 5555)

Spr. 2016-2023 Language Development (SLHS/PSYC/LING 4560)

RESEARCH MENTORSHIP

Doctoral Committee Member

2015-2018 Marcia Walsh

Dissertation: Theory of Mind Development in Deaf or Hard of Hearing Elementary Students

Mentored Submitted Grant (2017): American Speech-Language-Hearing Foundation Student Research Grant in Early Childhood Language: *Evaluating a Clinical Tool for Efficient Vocabulary Target Selection.* Not Awarded.

2019—2022 Shirley Huang

Dissertation: Emotion Development in Bilingual Children.

2020— Jennifer Weber

Comprehensive Exam: A meta-analysis of preschool vocabulary interventions.

2022— Chelsea Brown

Comprehensive Exam: Exploring the Role of Gesture in Language Acquisition.

Master's Thesis Committee Chair

2016—2017 Camille Stewart

Thesis: Bilingual Augmentative and Alternative Communication (AAC) Intervention—A case study

2016—2017 Emily Reed

Thesis: Exploratory Study of the Feasibility of Incorporating Gestures into Word Learning Treatment Research

2018—2019 Lisa Beckelhymer
Thesis: Preschool Educators' Referral Behaviors for Speech-Language Screening

2019—2020 Caitlin Cloud
*Thesis: Effectiveness of a Professional Development Model for AAC Intervention.**
*Not completed. Interrupted due to Covid-19 pandemic.

Master's Thesis Committee Member

2015—2016 Fan Yin Cheng
2016—2017 Hannah Mellman
2017—2018 Jen Kiskin
2018—2019 Annaelise Hannah
2018—2019 Haley Weintraub
2019—2020 Kayley Hoag
2021—2022 Vincent Salazar
2022—2023 Carley Biblin (California State University East Bay)

Undergraduate Honors Thesis Mentor

2018—2019 Emily Friedman *Summa cum laude*
Thesis: A Survey of Current Preschool Screening Practices of Speech-Language Pathologists
Undergraduate Research Opportunities Program (UROP) **Award Recipient.**

2020—2021 Riley McKibbon *Magna cum laude*
Thesis: Feasibility and Social Validity of Caregiver Coaching for Specialized Vocabulary Intervention via Telepractice.
Funding: Undergraduate Research Opportunities Program (UROP) **Award Recipient.**

2020—2021 Ava Begun *Magna cum laude*
Thesis: Caregiver Experiences with Early Intervention Telepractice: A Survey of Pandemic Experiences.

TEACHING PROFESSIONAL DEVELOPMENT

Arts & Sciences Support of Teaching through Technology (ASSETT)

Strategic Course Design for Flexible Teaching Modes July 13-17, 2020.
Course Design Workshop: *Flipped Classroom & Hybrid Course*, May 21, 2019.

Faculty Teaching Excellence Program (FTEP), University of Colorado at Boulder, 2016-present.

New Assistant Professors Program (NAPP)
Early Career Faculty Program for Social Sciences Faculty

Selection of FTEP Workshops Attended

3/18/19 Bringing Our Research into the Classroom
9/12/18 Doing it all: The first seven years
2/6/18 Undergraduate Research Opportunities and You
2/4/16 Student Mental Health & Wellbeing

FTEP Individualized Consultation Services for Teaching Evaluations

March 2018 Video and 35-item Survey
April 2018 Classroom Learning Interview Process (CLIP) Evaluation

Certificate in College Teaching, May 2015, *Office of Instruction & Assessment, University of Arizona.*

SCHOLARSHIPS AND AWARDS

2021	UROP Outstanding Mentor Award – Honorable Mention
2017	Faculty Success Grant awarded by Faculty Teaching Excellence Program
2016	Editor’s Award for Language Article of Highest Merit: <i>Language, Speech & Hearing Services in Schools</i>
2015	Mayor Paul National Travel Award
2015	School of Mind, Brain, and Behavior (MBB) “Best Poster” Presentation Award
2013 – 2015	Grunewald Foundation Fellowship
2008 – 2015	Graduate Tuition Scholarship
2014	ASHA Lessons for Success Travel Award
2013 – 2014	Galileo Circle Scholar, University of Arizona College of Science
2009 – 2013	NIH T32 Predoctoral Traineeship
2011	Pilot International Scholarship
2010 – 2011	SRCLD Student Travel Award

PROFESSIONAL DEVELOPMENT

Summer Research Training Institute: Single-Case Intervention Research Design and Analysis, Invited Workshop by the National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES) of the U.S. Department of Education. June 18-22, 2019. Madison, WI.

Certificate: Principal Investigator Academy, Alumni, Research and Innovation Office, *University of Colorado at Boulder*, 2017-2019.

Selection of RIO Workshops Attended

10/9/18	A Conversation with Vice Chancellor for Research & Innovation, Terri Fiez
9/14/18	Internal Funding Expo
9/13/18	Navigating Resources for Research, Scholarship and Creative Work at CU Boulder
5/16/18	Communicating About Your Work
3/22/18	Proposal Budgeting 101
9/14/17	Introduction to Research and Innovation Office
9/29/15	SPIN Workshop: Finding Funding

Faculty Success Program, Alumni, *National Center for Faculty Development and Diversity*, May-August, 2018.

Leadership Education for Advancement and Promotion, Invited Workshop Participant, *University of Colorado at Boulder*, May 12-13, 2016

Invited Grant Writing & Career Planning Workshop, *American Speech-Language-Hearing Association: Lessons for Success*, April 2014, Rockville, MA.

Certified Hanen Provider

Hanen Program for Parents: It Takes Two to Talk®. April 2018.

Hanen Program for Parents: Target Word®. August 2022.

LEADERSHIP AND SERVICE

University Service

2018—present **Arts & Sciences Council, SLHS Representative**

- Online Education Committee Member
- Curriculum Committee Member

2019—2022 **Undergraduate Research Opportunities Program (UROP), Grant Reviewer**

2023—2024 **AB Nexus Grant Reviewer**

SLHS Department Service

2017—present **MA-SLP Committee**

- Comprehensive Exam Committee
- MA-SLP and PhD Admissions Committee

2020—present **PhD Committee**

2017—2020 **Tenure-Track Search Committee**

2018, 2021, 2023 **Chair of PUEC for Reappointment Committee**

2016 **Inclusive Excellence Ad hoc Committee**

2015-2016 **Research, Academic Community & Diversity Committee**

Service to the Profession

Ad Hoc Peer Review for Academic Journals

2019—2020 *Language, Cognition and Neuroscience*

2018—present *American Journal of Speech-Language Pathology*

2015—present *Language, Speech, and Hearing Services in Schools*

2016 *First Language*