

## MARIE MOORE CHANNELL

---

### I. **PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE**

#### A. Educational Background

University of Alabama, B.S., Psychology, 2006  
 University of Alabama, M.A., Developmental Psychology, 2009  
 University of Alabama, Ph.D., Developmental Psychology, 2012

#### B. List of Academic Positions since Final Degree

2012 – 2015 Postdoctoral Scholar/Fellow, MIND Institute, University of California, Davis  
 2015 – 2021 Assistant Professor, Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign  
 2021 – present Associate Professor, Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign

#### C. Other Professional Employment

2005 – 2007 Research Assistant, University of Alabama  
 2006 – 2011 Graduate Teaching Assistant, University of Alabama  
 2006 – 2012 Graduate Research Assistant, University of Alabama  
 2010 – 2012 Academic Tutor, Center for Athletic Student Services, University of Alabama

#### D. Honors, Recognitions, and Outstanding Achievements

2006 Phi Beta Kappa Honor Society  
 2008 – 2009 Graduate Council Research Fellowship, University of Alabama  
 2010 David Zeaman Student Award, Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities  
 2011 – 2014 Selected Trainee, Interdisciplinary Training Conference on Developmental Disabilities, National Institute of Child Health and Human Development  
 2013 – 2014 Ruth L. Kirschstein National Research Service Award (T32) Fellowship Trainee, National Institute of Mental Health  
 2014 Theodore Tjossem Postdoctoral Award, Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities  
 2016 Selected Trainee, Lessons for Success, American Speech-Language-Hearing Association  
 2017 Selected Trainee, Grant Review and Reviewer Training, American Speech-Language-Hearing Association  
 2020 Fellowship recipient, Purdue University Susan Bulkeley Center for Leadership Excellence Conference for Assistant Professors

#### E. Invited Lectures and Invited Conference Presentations since Last Promotion

None

#### F. Offices Held in Professional Societies

2015 – present Executive Committee Member, Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities  
 2019 Theme Committee Member, 52<sup>nd</sup> Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities  
 2020 – present Nominations and Elections Committee Member, American Association on Intellectual and Developmental Disabilities

G. Editorships of Journals or Other Learned Publications

2019 – present Editorial Board Member, *American Journal on Intellectual and Developmental Disabilities*

H. Grants Received since Last Promotion at UIUC*External*

**Channell**, M. M. (Principal Investigator). *Parent and child predictors of mental state language development in Down syndrome*. National Institute of Child Health and Human Development, National Institutes of Health, R03 HD083596. 01/01/2016 – 12/31/2019. \$158,599 (total costs).

Sherman, S. (Principal Investigator), **Channell**, M. M. (Site Principal Investigator). *Down syndrome cognition project*. LuMind Research Down Syndrome Foundation. 10/01/2016 – 12/31/2018. \$34,166 (total costs awarded to University of Illinois).

**Channell**, M. M. (Principal Investigator), Rosser, T. R. (Site Principal Investigator, Emory University), Kalb, L. (Site Principal Investigator, Kennedy Krieger Institute, Johns Hopkins University). *Evaluating ASD symptomatology in children with Down syndrome*. National Institute of Child Health and Human Development, National Institutes of Health, R21 HD106125. 09/09/2021 – 08/31/2023. \$440,823 (total costs).

*Internal*

**Channell**, M. M. (Principal Investigator). *Developmental trajectories of mental state language use*. Campus Research Board, University of Illinois at Urbana-Champaign. 03/05/2019 – 09/30/2020. \$11,500.

I. Review Panels

2021 Ad hoc Reviewer, NIH Study Section, Child Psychopathology and Developmental Disabilities

II. **PUBLICATIONS AND CREATIVE WORKS**

- # Denotes any publication derived from the candidate's thesis.
- \* Denotes publication that has undergone stringent editorial review by peers.
- + Denotes publication that was invited and carries special prestige and recognition.
- ^ Denotes student authored.

A. Doctoral thesis title

Moore, M. S. (2012). Evidence of emotion knowledge in Down syndrome. The University of Alabama.

B. Books Authored or Co-Authored (in print or accepted)

None

C. Books Edited or Co-Edited (in print or accepted)

None

D. Chapters in Books (in print or accepted)

1. McDuffie, A., Thurman, A. J., **Channell**, M. M., & Abbeduto, L. (2016). Learning words in a social world: Impairments associated with autism spectrum disorder and fragile X syndrome. In L. Naigles (Ed.), *Innovative investigations of language in autism spectrum disorder* (pp. 71-87). American Psychological Association.

2. McDuffie, A., Thurman, A. J., **Channell**, M. M., & Abbeduto, L. (2017). Language disorders in children with intellectual disability of genetic origin. In R. Schwartz (Ed.), *Handbook of child language disorders* (2<sup>nd</sup> ed., pp. 52-81). Taylor & Francis.
  3. **Channell**, M. M. (2020). Risk of ASD in individuals with Down syndrome. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. Springer. [http://dx.doi.org/10.1007/978-1-4614-6435-8\\_102444-1](http://dx.doi.org/10.1007/978-1-4614-6435-8_102444-1)
  4. **Channell**, M. M., & Loveall, S. J. (2021). Assessment and intervention of cognitive and social functioning in adolescents, young adults, and older individuals with Down syndrome. In K. Wilkinson & L. H. Finestack (Eds.), *Multi-modal AAC for individuals with Down syndrome* (pp. 185-210). Brookes.
- E. Monographs (in print or accepted)  
None
- F. Articles in Journals (in print or accepted)
1. \*Conners, F. A., Rosenquist, C. J., Arnett, L. T., **Moore**, M. S., & Hume, L. E. (2008). Improving memory span in children with Down syndrome. *Journal of Intellectual Disability Research*, 52, 244-255. <http://dx.doi.org/10.1111/j.1365-2788.2007.01015.x>
  2. \*Conners, F. A., Loveall, S. J., **Moore**, M. S., Hume, L. E., & Maddox, C. D. (2011). An individual differences analysis of the self-teaching hypothesis. *Journal of Experimental Child Psychology*, 108, 402-410. <http://dx.doi.org/10.1016/j.jecp.2010.09.009>
  3. \*Conners, F. A., **Moore**, M. S., Loveall, S. J., & Merrill, E. C. (2011). Memory profiles of Down, Williams, and fragile X syndromes: Implications for reading development. *Journal of Developmental and Behavioral Pediatrics*, 32, 405-417. <http://dx.doi.org/10.1097/DBP.0b013e3182168f95>
  4. \*Kana, R. K., Libero, L. E., & **Moore**, M. S. (2011). Disrupted cortical connectivity theory as an explanatory model for autism spectrum disorders. *Physics of Life Reviews*, 8, 410-437. <http://dx.doi.org/10.1016/j.plrev.2011.10.001>
  5. \***Channell**, M. M., Loveall, S. J., & Conners, F. A. (2013). Strengths and weaknesses in reading skills of youth with intellectual disabilities. *Research in Developmental Disabilities*, 34, 776-787. <http://dx.doi.org/10.1016/j.ridd.2012.10.010>
  6. \***Channell**, M. M., & Barth, J. M. (2013). Individual differences in preschoolers' emotion content memory: The role of emotion knowledge. *Journal of Experimental Child Psychology*, 115, 552-561. <http://dx.doi.org/10.1016/j.jecp.2013.01.012>
  7. \*Loveall, S. J., **Channell**, M. M., Phillips, B. A., & Conners, F. A. (2013). Phonological recoding, rapid automatized naming, and orthographic knowledge. *Journal of Experimental Child Psychology*, 116, 738-746. <http://dx.doi.org/10.1016/j.jecp.2013.05.009>
  8. \*Phillips, B. A., Loveall, S. J., **Channell**, M. M., & Conners, F. A. (2014). Matching variables in Down syndrome research: Leiter-R versus PPVT-4. *Research in Developmental Disabilities*, 35, 429-438. <http://dx.doi.org/10.1016/j.ridd.2013.11.016>
  9. \***Channell**, M. M., Thurman, A. J., Kover, S. T., & Abbeduto, L. (2014). Patterns of change in nonverbal cognition in adolescents with Down syndrome. *Research in Developmental Disabilities*, 35, 2933-2941. <http://dx.doi.org/10.1016/j.ridd.2014.07.014>
  10. \*#**Channell**, M. M., Conners, F. A., & Barth, J. M. (2014). Emotion knowledge in children and adolescents with Down syndrome: A new methodological approach. *American Journal on Intellectual and Developmental Disabilities*, 119, 405-421. <http://dx.doi.org/10.1352/1944-7558-119.5.405>
  11. \*Thurman, A. J., McDuffie, A., Kover, S. T., Hagerman, R. J., **Channell**, M. M., Mastergeorge, A., & Abbeduto, L. (2015). Use of emotional cues for lexical learning: A comparison of autism spectrum disorder and fragile X syndrome. *Journal of Autism and Developmental Disorders*, 45, 1042-1061. <http://dx.doi.org/10.1007/s10803-014-2260-1>
  12. \***Channell**, M. M., Phillips, B. A., Loveall, S. J., Conners, F. A., Bussanich, P. M., & Klinger, L. G. (2015). Patterns of autism spectrum symptomatology in individuals with Down

- syndrome without comorbid autism spectrum disorder. *Journal of Neurodevelopmental Disorders*, 7, 1866-1955. <http://dx.doi.org/10.1186/1866-1955-7-5>
13. \***Channell**, M. M., McDuffie, A. S., Bullard, L. M., & Abbeduto, L. (2015). Narrative language competence in children and adolescents with Down syndrome. *Frontiers in Behavioral Neuroscience*, 9, 283. <http://dx.doi.org/10.3389/fnbeh.2015.00283>
  14. \*Kana, R. K., Patriquin, M. A., Black, B. S., **Channell**, M. M., & Wicker, B. (2016). Altered medial frontal and superior temporal response to implicit processing of emotions in autism. *Autism Research*, 9, 55-66. <http://dx.doi.org/10.1002/aur.1496>
  15. \*Loveall, S. J., **Channell**, M. M., Phillips, B. A., Abbeduto, L., & Conners, F. A. (2016). Receptive vocabulary analysis in Down syndrome. *Research in Developmental Disabilities*, 55, 161-172. <http://dx.doi.org/10.1016/j.ridd.2016.03.018>
  16. \*<sup>^</sup>Ashby, S. A., **Channell**, M. M., & Abbeduto, L. (2017). Inferential language use by youth with Down syndrome during narration. *Research in Developmental Disabilities*, 71, 98-108. <http://dx.doi.org/10.1016/j.ridd.2017.10.002>
  17. \***Channell**, M. M., Loveall, S. J., Conners, F. A., Harvey, D. J., & Abbeduto, L. (2018). Narrative language sampling in typical development: Implications for clinical trials. *American Journal of Speech-Language Pathology*, 27, 123-135. [http://dx.doi.org/10.1044/2017\\_AJSLP-17-0046](http://dx.doi.org/10.1044/2017_AJSLP-17-0046)
  18. \*Rosser, T. C., Edgin, J. O., Capone, G. T., Hamilton, D., Allen, E. G., Dooley, K. J., Anand, P., Strang, J. F., Armour, A. C., Frank-Crawford, M. A., **Channell**, M. M., Pierpont, E. I., Feingold, E., Maslen, C. L., Reeves, R. H., & Sherman, S. L. (2018). Associations between medical history, cognition, and behavior in youth with Down syndrome: A report from the Down Syndrome Cognition Project. *American Journal on Intellectual and Developmental Disabilities*, 123, 514-528. <http://dx.doi.org/10.1352/1944-7558-123.6.514>
  19. \*<sup>+</sup>**Channell**, M. M., & Loveall, S. J. (2018). Post-high school transition for individuals with Down syndrome. *International Review of Research in Developmental Disabilities*, 54, 105-135. <http://dx.doi.org/10.1016/bs.irrdd.2018.07.003>
  20. \*Loveall, S. J., **Channell**, M. M., Conners, F. A., & Abbeduto, L. (2019). Verb production by individuals with Down syndrome during narration. *Research in Developmental Disabilities*, 85, 82-91. <http://dx.doi.org/10.1016/j.ridd.2018.11.007>
  21. \***Channell**, M. M., Hahn, L. J., Rosser, T. C., Hamilton, D., Frank-Crawford, M. A., Capone, G. T., Sherman, S. L., & the Down Syndrome Cognition Project (2019). Characteristics associated with autism spectrum disorder risk in individuals with Down syndrome. *Journal of Autism and Developmental Disorders*, 49, 3543-3556. <http://dx.doi.org/10.1007/s10803-019-04074-1>
  22. \***Channell**, M. M. (2020). Cross-sectional trajectories of mental state language development in children with Down syndrome. *American Journal of Speech-Language Pathology*, 29, 760-775. [http://dx.doi.org/10.1044/2020\\_AJSLP-19-00035](http://dx.doi.org/10.1044/2020_AJSLP-19-00035)
  23. \***Channell**, M. M. (2020). The Social Responsiveness Scale (SRS-2) in school-age children with Down syndrome at low risk for autism spectrum disorder. *Autism & Developmental Language Impairments*, 5, 1-12. <http://dx.doi.org/10.1177/2396941520962406>
  24. \*<sup>+</sup><sup>^</sup>**Channell**, M. M., & Bosley, R. (2021). Mental state language use in children with Down syndrome and the role of caregivers. *Seminars in Speech and Language*, 42, 318-329. <https://doi.org/10.1055/s-0041-1730990>
  25. \***Channell**, M. M., Mattie, L. J., Hamilton, D. R., Capone, G. T., Mahone, E. M., Sherman, S. L., Rosser, T. C., Reeves, R. H., Kalb, L. G., & the Down Syndrome Cognition Project. (2021). Capturing cognitive and behavioral variability among individuals with Down syndrome: A latent profile analysis. *Journal of Neurodevelopmental Disorders*, 13:16. <https://doi.org/10.1186/s11689-021-09365-2>
  26. \*Loveall, S. J., **Channell**, M. M., Burke, M. M., & Rodgers, D. B. (2022). Post-high school transition outcomes for young adults with Down syndrome. *American Journal on Intellectual and Developmental Disabilities*, 127(2), 135-138. <https://doi.org/10.1352/1944-7558-127.2.135>
  27. \*<sup>^</sup>**Channell**, M. M., Sandstrom, L. E., & Harvey, D. (Advanced online publication). Mental state language development in children with Down syndrome versus typical development.

*American Journal on Intellectual and Developmental Disabilities.*

[https://www.aaid.org/docs/default-source/prepressarticles/mental-state-language-development-in-children-with-down-syndrome-versus-typical-development.pdf?sfvrsn=9c993e21\\_2](https://www.aaid.org/docs/default-source/prepressarticles/mental-state-language-development-in-children-with-down-syndrome-versus-typical-development.pdf?sfvrsn=9c993e21_2)

G. Creative Works (Exhibitions, Commissions, Competitions, Performances, Designs, Art or Architecture Executed)

Not applicable

H. Patents

Not applicable

I. Bulletins, Reports, or Conference Proceedings (in print or accepted)

None

J. Abstracts (in print or accepted)

Not applicable

K. Book Reviews (in print or accepted)

Not applicable

L. Refereed Conference Papers and Presentations

1. **Moore, M. S., & Barth, J. M.** (2007, March). *Preschoolers' emotion knowledge and memory for emotional content*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.
2. **Moore, M. S., Benson, M. J., Conners, F. A., & Merrill, E. C.** (2008, March). *Matching designs in cognitive research in intellectual and developmental disabilities*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California.
3. Conners, F. A., **Moore, M. S., Loveall, S. J., Hume, L. E., & Maddox, C. D.** (2009, June). *Strengths and weaknesses in reading skills of children with intellectual disability*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, Massachusetts.
4. **Moore, M. S., Loveall, S. J., Conners, F. A., Hume, L. E., & Maddox, C. D.** (2010, March). *Possible causes of the phonological decoding difficulty in adolescents with intellectual disability*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, Maryland.
5. Loveall, S. J., **Moore, M. S., & Conners, F. A.** (2010, July). *An individual difference analysis of the self-teaching hypothesis*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
6. **Moore, M. S., Loveall, S. J., & Conners, F. A.** (2011, March). *Word identification in adolescents with intellectual disabilities*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
7. **Moore, M. S., Loveall, S. J., Conners, F. A., & Phillips, B. A.** (2011, July). *Individual differences in RAN and orthographic knowledge: Word-specific vs. general*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, St. Pete Beach, Florida.
8. Loveall, S. J., Conners, F. A., & **Moore, M. S.** (2012, March). *Orthographic processing in youth with intellectual disability*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, Maryland.
9. **Moore, M. S., Wicker, B., & Kana, R. K.** (2012, May). *Altered ventral and medial prefrontal*

- cortex response to implicit emotion processing in adults with autism*. Poster presented at the annual International Meeting for Autism Research, Toronto, Ontario.
10. **Channell**, M. M., Loveall, S. J., Phillips, B. A., Conners, F. A., Bussanich, P. M., & Klinger, L. G. (2013, March). *Autism symptomatology in youth with Down syndrome who do not meet criteria for autism*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
  11. Loveall, S. J., Phillips, B. A., **Channell**, M. M., Abbeduto, L., & Conners, F. A. (2013, March). *Receptive vocabulary pattern analysis in Down syndrome*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
  12. Phillips, B. A., **Channell**, M. M., Loveall, S. J., & Conners, F. A. (2013, March). *Matching variables in Down syndrome research: Leiter versus PPVT*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
  13. **Channell**, M. M., Conners, F. A., & Barth, J. M. (2013, April). *Evidence of emotion knowledge in children and adolescents with Down syndrome*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
  14. **Channell**, M. M., Thurman, A. J., Kover, S. T., & Abbeduto, L. (2013, April). *Patterns of change in nonverbal cognitive abilities in youth with Down syndrome*. Poster presented at the Workshop on Cognition in Down Syndrome, Washington, D.C.
  15. **Channell**, M. M., Chela, M. K., & Abbeduto, L. (2014, March). *The use of mental state language by children and adolescents with Down syndrome*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Chicago, Illinois.
  16. Copeland, B. S., Patriquin, M. A., Wicker, B., **Channell**, M. M., & Kana, R. K. (2014, April). *Atypical medial prefrontal cortex response to implicit emotion processing in autism spectrum disorders*. Poster presented at the annual International Meeting for Autism Research, Atlanta, Georgia.
  17. Bullard, L., Parsons, K., **Channell**, M. M., McDuffie, A., & Abbeduto, L. (2014, July). *Narrative language competence 1: Story completeness in males with fragile X syndrome*. Paper presented at the 14<sup>th</sup> International Fragile X Conference, Orange County, California.
  18. Chela, M., Bullard, L., Castignetti, N., **Channell**, M. M., McDuffie, A., & Abbeduto, L. (2014, July). *Narrative language competence 2: Story organization in males with fragile X syndrome*. Paper presented at the 14<sup>th</sup> International Fragile X Conference, Orange County, California.
  19. Feigles, R. T., Wong, C., **Channell**, M. M., McDuffie, A., & Abbeduto, L. (2014, July). *Narrative language competence 3: The use of narrative evaluations by males with fragile X syndrome*. Paper presented at the 14<sup>th</sup> International Fragile X Conference, Orange County, California.
  20. Thurman, A. J., **Channell**, M. M., McDuffie, A., Brown, T., & Abbeduto, L. (2014, July). *A longitudinal examination of expressive language in males and females with fragile X syndrome*. Paper presented at the 14<sup>th</sup> International Fragile X Conference, Orange County, California.
  21. **Channell**, M. M., McDuffie, A., Chela, M. K., Bullard, L. M., & Abbeduto, L. (2015, March). *Narrative language competence in youth with Down syndrome or fragile X syndrome*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
  22. **Channell**, M. M., McDuffie, A., Bullard, L. M., Chela, M. K., Feigles, R. T., & Abbeduto, L. (2015, April). *Narrative structure in adolescents with Down syndrome or fragile X syndrome*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, Louisiana.
  23. Abbeduto, L., McDuffie, A., Thurman, A. J., & **Channell**, M. M. (2015, June). *Measuring language change in individuals with Down syndrome: Expressive language sampling*. Invited presentation at the International Conference of the Trisomy 21 Research Society: Changing Paradigms in Down Syndrome, Paris, France.

24. **Channell, M. M.,** Loveall, S. J., Conners, F. A., & Abbeduto, L. (2015, November). *Normative data on measures derived from expressive language sampling in the context of narration*. Poster presented at the annual American Speech-Language-Hearing Association Convention, Denver, Colorado.
25. Ashby, S. A., & **Channell, M. M.** (2017, February). *Assessment of inference generation in the context of narrative discourse*. Poster presented at the annual Illinois Speech-Language-Hearing Association Convention, Rosemont, Illinois.
26. Ashby, S. A., **Channell, M. M.,** & Abbeduto, L. (2017, March). *Inference generation in narrative retells by youth with Down syndrome*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
27. **Channell, M. M.,** Loveall, S. J., Conners, F. A., & Abbeduto, L. (2017, March). *Verb production in Down syndrome, intellectual disability, and typical development*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
28. Loveall, S. J., **Channell, M. M.,** Conners, F. A., & Abbeduto, L. (2017, March). *Density and diversity of verb use by individuals with Down syndrome during narrative storytelling*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
29. **Channell, M. M.,** Loveall, S. J., Conners, F. A., & Abbeduto, L. (2017, June). *Analysis of word production by individuals with Down syndrome during narration*. Poster presented at the annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
30. Kirk, K., Cone, B., Hammer, C., McNeil, M., & **Channell, M. M.** (2017, November). *Thinking about a Ph.D.? Information session for prospective doctoral students*. Oral session (seminar) presented at the annual American Speech-Language-Hearing Association Convention, Los Angeles, California.
31. Boni, C., Hahn, L. J., & **Channell, M. M.** (2018, March). *Measuring social competence in school-age children with Down syndrome*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California.
32. **Channell, M. M.,** Hahn, L. J., Rosser, T. C., Frank-Crawford, M. A., Capone, G. T., Sherman, S. L., & the Down Syndrome Cognition Project (2018, March). *Characteristics associated with autism spectrum disorder in individuals with Down syndrome*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California.
33. **Channell, M. M.,** & Conners, F. A. (2018, July). *Emotion knowledge in youth with Down syndrome: From understanding to talking about others' emotions*. Paper presented at the biennial World Down Syndrome Congress, Glasgow, Scotland.
34. Howe, A. R., & **Channell, M. M.** (2018, October). *Characterizing autism spectrum disorder symptomatology in children with Down syndrome without comorbid autism*. Poster presented at the first annual Purdue Autism Research Conference, West Lafayette, Indiana.
35. **Channell, M. M.** (2019, April). *Trajectories of mental state language use in school-age children with Down syndrome*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
36. **Channell, M. M.,** Hahn, L. J., & Boni, C. (2019, April). *Executive functioning and autism spectrum disorder behaviors in school-age children with Down syndrome*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
37. Howe, A. R., & **Channell, M. M.** (2019, April). *The Social Responsiveness Scale, 2nd edition in school-age children with Down syndrome*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.

38. Loveall, S. J., **Channell**, M. M., & Burke, M. (2019, April). *Post-high school transitioning outcomes for young adults with Down syndrome*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, Texas.
39. **Channell**, M. M., & Howe, A. R. (2019, June). *Characterizing maternal language during shared storybook reading with children who have Down syndrome*. Poster presented at the annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
40. Kirk, K., Hammer, C., **Channell**, M. M., & Brown, C. (2019, November). *Thinking about a Ph.D.? Information session for prospective doctoral students*. Oral session (seminar) presented at the annual American Speech-Language-Hearing Association Convention, Orlando, Florida.
41. **Channell**, M. M., Howe, A. R., & Sandstrom, L. E. (2020, April). *Maternal mental state language use during shared storybook reading with children who have Down syndrome*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California. (Conference canceled)
42. Mattie, L. J., Loveall, S. J., & **Channell**, M. M. (2021, March). *Adaptive functioning vs. cognitive scores in young children with Down syndrome*. Poster presented at the annual Down Syndrome Research Forum, University of Manchester, United Kingdom.
43. **Channell**, M. M. (2021, April). *Maternal mental state language use during shared storybook reading with children who have Down syndrome*. Paper presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, St. Louis, Missouri.
44. **Channell**, M. M., Loveall, S. J., & Burke, M. M. (2021, June). *Post-high school employment outcomes for young adults with Down syndrome*. Poster presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities, Jacksonville, Florida.
45. Loveall, S. J., **Channell**, M. M., Burke, M. M., & Rodgers, D. B. (2022, March). *Post high school outcomes for young adults with Down syndrome in the United States*. Paper co-presented at the annual Down Syndrome Research Forum. University of Manchester, United Kingdom.
46. Libert, K., & **Channell**, M. M. (2022, June). *Current practices to promote disability awareness and inclusion in general education classrooms*. Poster to be presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities, Jacksonville, Florida.

#### M. Other

##### *Invited Research Seminar Presentations – Campus*

1. **Channell**, M. M. (2016, May). *Social communication in individuals with Down syndrome during the school-age years and beyond*. Invited lecture to the Department of Special Education, University of Illinois at Urbana-Champaign.
2. **Channell**, M. M. (2018, April). *Characterizing social cognition and communication in youth with Down syndrome*. Invited guest speaker at the Department of Human Development and Family Studies Seminar Series, University of Illinois at Urbana-Champaign.

##### *Invited Research Seminar Presentations – Other Institutions*

1. **Channell**, M. M. (2016, December). *The Down syndrome phenotype: From cognition to communication*. Invited speaker at Purdue University Department of Psychology Seminar Series, West Lafayette, Indiana.

### III. RESIDENT INSTRUCTION

#### A. Summary of Instruction

1. Descriptive Data



Term	Offering Dept	Course	Section	Indiv Instr /Class	IUs	Stu- dents	Class Contact Hours	# of Instr- uctors
FA15	1-679	SHS 120	LCD E	C	198	66	3	1
SP16	1-679	SHS 380	LCD DA	C	207	69	3	1
SP16	1-679	SHS 593	IND CMM	I	2.3	1	2	1
SU16	1-679	SHS 593	IND MMC	I	2	1	1	1
FA16	1-679	SHS 533	LCD A	C	58	29	2	1
FA16	1-679	SHS 120	LCD E	C	222	74	3	1
FA16	1-679	SHS 593	IND MMC	I	4	2	2	1
SP17	1-679	SHS 380	LCD DA	C	246	82	3	1
SP17	1-679	SHS 291	IND MMC	I	3	2	1	1
SP17	1-679	SHS 593	IND MMC	I	2.3	1	2	1
FA17	1-679	SHS 533	LCD A	C	92	23	4	1
FA17	1-679	SHS 390	IND MMC	I	2	1	2	1
FA17	1-679	SHS 291	IND MMC	I	3	2	1	1
SP18	1-679	SHS 380	LCD CCD	C	258	86	3	1
FA18	1-679	SHS 291	IND MMC	I	4	2	1	1
SP19	1-679	SHS 380	LCD CCD	C	192	64	3	1
SP19	1-679	SHS 533	LCD A	C	70	21	3	1
SP19	1-679	SHS 291	IND MMC	I	8	4	1	1
FA19	1-679	SHS 320	LCD T	C	351	117	3	1
FA19	1-679	SHS 291	IND MMC	I	4	3	1	1
SP20	1-679	SHS 380	LCD CCD	C	243	81	3	2
SP20	1-679	SHS 533	LCD A	C	120	30	3	1
SP20	1-679	SHS 291	IND MMC	I	5	4	1	1
SP20	1-679	SHS 593	IND MMC	I	1.7	1	2	1
FA20	1-679	SHS 320	ONL T	C	360	120	3	1
FA20	1-679	SHS 390	IND MMC	I	2	1	2	1
FA20	1-679	SHS 594	IND MMC	I	1	1	1	1
FA20	1-679	SHS 291	IND MMC	I	1	1	1	1
SP21	1-679	SHS 380	ONL CCD	C	109.5	36.5	1	2
SP21	1-679	SHS 533	ONL A	C	48	24	1	2
SP21	1-679	SHS 533	LAB B1	C	0	0	0	2
SP21	1-679	SHS 533	LAB B2	C	0	0	0	2
SP21	1-679	SHS 390	IND MMC	I	2	1	2	1
SP21	1-679	SHS 594	IND MMC	I	2	1	1	1
SP21	1-679	SHS 291	IND MMC	I	2	2	1	1
SU21	1-679	SHS 594	IND MCC	I	1	1	0	1
FA21	1-679	SHS 320	LCD T	C	387	129	3	1
FA21	1-679	SHS 395	IND MMC	I	2	1	0	1
FA21	1-679	SHS 593	IND MMC	I	6	3	1	1
FA21	1-679	SHS 594	IND MMC	I	3	1	1	1
FA21	1-679	SHS 291	IND MMC	I	2	2	1	1
SP22	1-679	SHS 380	LCD CCD	C	166.4	55.6	2	2
SP22	1-679	SHS 533	LCD A	C	60.8	32	1	1
SP22	1-679	SHS 395	IND MMC	I	4	2	0	1
SP22	1-679	SHS 594	IND MMC	I	2	1	1	1
SP22	1-679	SHS 291	IND MMC	I	3	3	1	1
SP22	1-679	SHS 593	IND MMC	I	1	1	2	1

printed 3/22/2022

Note. SHS 120 = Children, Communication, and Language Ability; SHS 380 = Communicative Competence and Disorders; SHS 593 = Independent Study; SHS 533 = Advanced Language Diagnostics; SHS 291 = Research Lab Experience in SHS; SHS 390 = Individual Study; SHS 320 = Development of Spoken Language. SHS 594 = PhD Early Research Project. SHS 593 = Special Problems

## 2. Supervision of Graduate Student Research

### Master's Thesis Committee Member

- McFarlane-Blake, Z. (2017). *Grammatical input differences remain six months following Toy Talk instruction*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
- Schwimmer, H. (2018). *A collaborative approach for treating conversational narratives: An aphasia treatment case study*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
- Preza, T. (2020). *The role of interactive, linguistic, and conceptual parent input on the development of children's simple sentences*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

*PhD Student Advising Committee, Chair*

Bosley, B. (2020 – present). Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Barkhimer, A. (2021 – present). Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

*PhD Student Advising Committee Member*

Boni, C. (2017 – 2018). Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Imming, L. (2019 – 2020). Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Fanta Alarcon, D. (2021 – present). Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

*PhD Early Research Project Committee, Chair*

Bosley, B. (in progress). *Interactional and conceptual analysis of maternal input to school-age children with Down syndrome during a wordless storybook interaction*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign, expected completion 2022.

*PhD Early Research Project Committee Member*

Angulo, H. (2018). *Narratives about autism: An analysis of vlogs by individuals who self-identify as autistic*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Gálvez Barrera, M. (2020). *Exploring associations between children's play and caregivers' linguistic input in Hispanic caregiver-child dyads*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

*PhD Qualifying Exam Committee Member*

Gálvez Barrera, M. (2020). *Review of expansions' definitions and analysis of their impact on children's language development*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

*PhD Dissertation Committee Member*

Lee, C. (2019). *Sibling training for early future planning (STEP) project for adult siblings of individuals with intellectual and developmental disabilities: A pilot study*. Department of Special Education, University of Illinois at Urbana-Champaign.

Angulo, H. (2020). *"I was like 'Oh my God, Los Dos'": Code-switching with a bilingual adult on the autism spectrum*. Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Josol, C. (in progress). *Examination of empathy skills for adolescents with intellectual and developmental disabilities*. Department of Special Education, Michigan State University, expected completion 2022.

3. Supervision of Undergraduate Students

- Supervised Speech and Hearing Science student projects presented at the University of Illinois Undergraduate Research Symposium, listed below.

Boni, C. (2017). *Verb use by individuals with Down syndrome*.

Pietrowicz, M. (2018). *Identifying post-high school transition outcomes of individuals with Down syndrome: Preliminary analysis*.

Rush, A., & Allen, C. (2020). *Exploring stress levels in mothers of children with Down syndrome*.

Bruce, M. (2022). *Mental state language use in narrative storytelling across the preschool years*.

Libert, K., & Barrera, M. (2022). *Examining disability awareness and inclusion practices in mainstream educational settings*.

Hernandez, N. (2022). *Associations between maternal questions during shared storybook reading and child expressive language in school-age children with Down syndrome*.

Pechtl, S., & Riffle, R. (2022). *Comparing expressive language use in typically developing*

*children and children with Down syndrome using narrative storytelling.*

- Supervised undergraduate student thesis, listed below.  
Bruce, M. (in progress). *Mental state language use in narrative storytelling across the preschool years.*

#### 4. Other Contributions to Instructional Programs

- Supervised 108 James Scholars student honors projects associated with my undergraduate courses: *SHS 120 Children, Communication, and Language Ability; SHS 320 Development of Spoken Language; SHS 380 Communicative Competence and Disorders.*
- Involved undergraduate and graduate students in research and supervised 3 James Scholars student honors projects in the Intellectual Disabilities Communication Lab through *SHS 291 Research Lab Experience in SHS, SHS 390 Individual Study, and SHS 593 Independent Study.*
- Online course redesign instructional team member for online sections of *SHS 120 Children, Communication, and Language Ability*, a general education course that enrolls approximately 1400 students annually.
- Developed online section of *SHS 320 Development of Spoken Language* as part of the SHS Course Innovation initiative.
- Developed *SHS 380 Communicative Competence and Disorders*, a required course in the SHS curriculum.
- Served as academic advisor for 26 master's students in the SHS department.
- Mentored one graduate student recipient (2017) and one undergraduate student recipient (2021) of the Students Preparing for Academic and Research Careers (SPARC) Award from the American Speech-Language-Hearing Association.
- Mentored one undergraduate student for Students Pursuing Applications, Research, and Knowledge (SPARK) in the College of Applied Health Sciences (2019 – 2020).
- Served as a guest panel member for *SHS 191 Freshmen Seminar* and *SHS 383-ND Children with Neurodevelopmental Disorders Across Communication Contexts.*
- Provided guest lectures for *PSYCH 546 Assessment of ASD Seminar, SHS 592B Speech and Hearing Professional Seminar, and SPED 590 Seminar for Advanced Students.*

#### B. Evaluation of Instruction

##### 1. Student ICES Course Evaluation Results

*Student Evaluation: Results from the Instructor & Course Evaluation System (ICES):*  
1987 to Present (Rating Range 1-5):

Semester	Course No.	No. of Forms	Elective Mixed Required	Mean Item 1	Mean Item 2	Norm Group Item 1	Norm Group Item 2
FALL2015	120	55	E	4.6	4.5	AVG	AVG
SPNG2016	380	54	R	4.5	4.3	AVG	AVG
FALL2016	120	52	E	4.6	4.3	AVG	AVG
FALL2016	533	26	R	3.5	3.0	LO AVG	LOW
SPNG2017	380	67	R	4.6	4.4	HI AVG	AVG
FALL2017	533	23	R	4.4	4.1	AVG	AVG
SPNG2018	380	77	R	4.4	4.1	AVG	AVG
SPNG2019	380	51	R	4.6	4.5	HI AVG	HI AVG
SPNG2019	533	19	R	3.9	3.9	LO AVG	AVG
FALL2019	320	103	R	4.4	4.5	AVG	HI AVG
SPNG2020	380	47	R	4.7	4.7	HIGH*	HIGH*
SPNG2020	533	23	R	5.0	4.9	HIGH*	HIGH*
FALL2020	320	67	R	4.8	4.7	HIGH*	HIGH*

\*This section's evaluations were collected with ICES online

- Item 1 = Rate the instructor's overall teaching effectiveness
- Item 2 = Rate the overall quality of this course

*List of Teachers Ranked as Excellent by Their Students (based on ICES scores)*

- SHS 120 (Fall 2015) – General education elective
- SHS 380 (Spring 2017, Spring 2019, Spring 2020, Spring 2021) – Undergraduate required course
- SHS 320 (Fall 2019, Fall 2020, Fall 2021) – Undergraduate required course
- SHS 533 (Spring 2020, Spring 2021) – Graduate required course, M.A. program

#### IV. SERVICE (PUBLIC, PROFESSIONAL/DISCIPLINARY, AND UNIVERSITY)

##### A. Summary of Service

##### 1. Public Engagement

*Communication with children during stay-at-home times* (2020, May). Health Sciences & Research Initiatives COVID-19 Lightning Talk, Office of the Vice Chancellor for Institutional Advancement, University of Illinois at Urbana-Champaign.

*Supporting individuals with Down syndrome and their families through research* (2017, March). Overview of the research process presented at the monthly meeting of Dads Appreciating Down Syndrome (D.A.D.S.), Indianapolis, Indiana.

*Characterizing development in Down syndrome: From infancy through adolescence* (2017, April). Research presented to parents of children with Down syndrome at the inaugural 2017 Down Syndrome Indiana Research Conference, Indianapolis, Indiana.

(2017, May). Overview of current research activities presented to the Illinois Coalition on Down Syndrome group of parents, healthcare professionals, and advocacy group leaders, Easter Seals DuPage & Fox Valley, Villa Park, Illinois.

*Across the lifespan: An overview of NIH-funded research on Alzheimer's disease, communication issues, bio banking, and DS-Connect* (2017, July). Presented an overview of my NIH-funded research, recruitment challenges and strategies, and the role of families in research on Down syndrome. Presented in conjunction with the NIH to parents and family members of individuals with Down syndrome at the National Down Syndrome Congress Convention, Sacramento, California.

##### 2. Service to Disciplinary and Professional Societies or Associations

2017 – present	Co-Fundraising Ambassador, American Speech-Language-Hearing Foundation University Giving Program
2018	Reviewer, New Century Scholars Doctoral Scholarships, American Speech-Language-Hearing Foundation
2019	Reviewer, Students Preparing for Academic-Research Career (SPARC) award applications, American Speech-Language-Hearing Foundation

Ad hoc reviewer for the following journals:

*American Journal of Medical Genetics*  
*American Journal of Speech-Language Pathology*  
*Brain & Cognition*  
*Developmental Medicine & Child Neurology*  
*Frontiers in Psychology*  
*International Journal of Developmental Disabilities*  
*International Journal of Language & Communication Disorders*  
*Journal of Autism and Developmental Disabilities*  
*Journal of Child Language*  
*Journal of Communication Disorders*  
*Journal of Experimental Child Psychology*

*Journal of Intellectual Disability Research*  
*Journal of Psycholinguistic Research*  
*Journal of Speech-Language-Hearing Research*  
*Perspectives of the ASHA Special Interest Groups*  
*Research in Developmental Disabilities*  
*Translational Psychiatry*

### 3. University/Campus Service

#### *Department of Speech and Hearing Science*

2016 – 2019	Education Policy Committee
2017 – 2018	Speech-Language Science/Hearing Science Search Committee
2017 – 2018;	Program Policy Committee
2019 – 2020	
2018 – 2019	Awards Committee (Chair)
2019 – 2020	Clinical Assistant Professor of Speech-Language Pathology Search Committee
2019 – 2020;	Faculty Advisory Committee (elected)
2021 – present	
2020 – 2021	Awards Committee
2021 – 2022	
2020 – 2021	Admissions Committee
2021 – 2022	Admissions Committee (Co-Chair)

#### *College of Applied Health Sciences*

2016 – 2018	Awards Committee
2016 – 2018	Capricious Grading Committee
2019 – 2021	Executive Committee (elected)
2021	Disability Resources and Educational Services (DRES) Working Group

#### *Campus*

2017 – present	Faculty Advisor, Best Buddies, University of Illinois at Urbana-Champaign Chapter
2018	Reviewer, Campus Research Board grant applications
2019; 2020	Reviewer, Goldstick Student Fellowship applications
2020	Reviewer, Office of the Provost grant applications for the National Center for Faculty Development & Diversity's Faculty Success Program
2022	Member, Disability Resources and Educational Services (DRES) Working Group
2021 – present	Member, Diversity, Equity, and Inclusion Committee of the Faculty Senate