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Davies School of Communication Sciences and Disorders
Texas Christian University
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EDUCATION

- 2013 Doctor of Philosophy, Hearing and Speech Sciences
Vanderbilt University School of Medicine
Dissertation: Early Maternal Word-Learning Cues to Children with and without Cochlear Implants; Advisor: C. Melanie Schuele
Trainee, US Department of Education Leadership Training Grant, Preparing Teachers/Scholars in Language and Literacy (PI: Schuele), 2010-2013
- 2008 Master of Science, Speech-Language Pathology
Vanderbilt University School of Medicine
Trainee, Early Identification and Management of Infants and Children with Hearing Loss Traineeship (PI: Tharpe), 2006-2008
- 2006 Bachelor of Arts: Spanish, Economics
Vanderbilt University
Graduated with Honors in the College of Arts and Sciences

EMPLOYMENT

- 2025 – present *Professor, Davies School of Communication Sciences and Disorders, Texas Christian University, Fort Worth, TX*
- 2019 – 2025 *Associate Professor, Davies School of Communication Sciences and Disorders, Texas Christian University, Fort Worth, TX*
- 2020 – 2024 *Associate Dean for Research, Harris College of Nursing and Health Sciences, Texas Christian University, Fort Worth, TX*
- 2020 – 2024 *PhD Program Director, Harris College of Nursing and Health Sciences, Texas Christian University, Fort Worth, TX*
- 2019 – 2020 *Assistant Director of Research, Davies School of Communication Sciences and Disorders, Texas Christian University, Fort Worth, TX*
- 2014 – 2019 *Assistant Professor, Davies School of Communication Sciences and Disorders, Texas Christian University, Fort Worth, TX*
- 2011 – 2013 *PRN Speech-Language Pathologist, Vanderbilt National Center*

for Childhood Deafness and Family Communication, Vanderbilt Bill Wilkerson Center, Vanderbilt University Medical Center, Nashville, TN

2008 – 2010 *Speech-Language Pathologist*, Vanderbilt National Center for Childhood Deafness and Family Communication, Vanderbilt Bill Wilkerson Center, Vanderbilt University Medical Center, Nashville, TN

LICENSURE AND CERTIFICATION

Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association, 2009-present
 State Licensure in Speech/Language Pathology, Texas, 2013-present
 State Licensure in Speech/Language Pathology, Tennessee, 2008-2013

PUBLICATIONS

*indicates student author

*indicates award

- Rivera Perez, J., Lund, E., Abdelaziz, M., *Regalado-Lee, A. (In Press). Monolingual clinicians using computer-assisted bilingual vocabulary instruction to promote Spanish and English in Dual Language Learners. *Language, Speech and Hearing Services in Schools*.
- Trevino, C., & Lund, E. (In Press). Comparing Two Vocabulary Interventions for Children who use AAC. *Language, Speech and Hearing Services in Schools*.
- Trevino, C., & Lund, E. (2025). Taxonomic knowledge in children with intellectual and/or developmental disabilities who use augmentative and alternative communication. *Journal of Communication Disorders*, 118, 106579. <https://doi.org/10.1016/j.jcomdis.2025.106579>
- Lund, E., Johnson, B., & Werfel, K. L. (2025). Derivational morphology performance of children who are deaf and hard of hearing who use cochlear implants or hearing aids. *American Journal of Speech Language Pathology*, 34, 3251-3262.
https://pubs.asha.org/doi/full/10.1044/2025_AJSLP-25-00115
- Cowan, T., Lund, E., & Werfel, K. L. (2025). The effect of language sample elicitation context on complex syntax use and productivity in preschool-age children who are deaf and hard of hearing. *Journal of Speech, Language and Hearing Research*, 68, 4865-4877.
https://doi.org/10.1044/2025_JSLHR-25-00240.
- Werfel, K. L., Mattingly, J., & Lund, E. (2025). Yoga as a fatigue intervention for children who are deaf and hard of hearing. *Perspectives of the ASHA Special Interest Groups*, 10, 1180-1189. https://doi.org/10.1044/2025_PERSP-25-000
- King, A., Lund, E., & Werfel, K. L. (2025). Balance performance in children who are deaf and hard of hearing. *Audiology and Neurotology*, <https://doi.org/10.1159/000545482>.
- Grey, B., Brooks, M., Lund, E. & Werfel, K. L. (2025). The insufficiency of norm-referenced writing assessment for identifying writing weaknesses in children who are deaf and hard of hearing. *Language, Speech and Hearing Services in Schools*, 1-15.
https://doi.org/10.1044/2025_LSHSS-25-0000
- Trevino, C., *Harper, L., Werfel, K. L., & Lund, E. (2025). Concept vocabulary in children who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 30, 396-404.
<https://doi.org/10.1093/jdsade/enaf013>
- Lund, E. & Werfel, K. L. (2025). Influence of child-level factors and lexical characteristics on vocabulary knowledge of children with cochlear implants and hearing aids. *Developmental Science*, 28, e70007
- Evans, L., Lund, E., Werfel, K. L. (2025). Is Knowing Words Enough?

- Assessing Vocabulary in Children who are Deaf and Hard of Hearing. *Language, Speech, and Hearing Services in Schools*, 56, 252-266.
https://doi.org/10.1044/2024_LSHSS-24-00046
- Werfel, K. L., Okosi, E., Grey, B., Swindale, B., & Lund, E. (2024). Understanding barriers to timely enrollment of early intervention services for children who are deaf and hard of hearing. *Journal of Early Hearing Detection and Intervention*, 9, 7-16.
<https://doi.org/10.26077/43e9-9f6e>
- Werfel, K. L., & Lund, E. (2024). Effects of integrating physical activity into virtual vocabulary instruction for children who are deaf and hard of hearing. *Topics in Language Disorders*, 44, 99-110. <https://doi.org/10.1097/TLD.0000000000000338>
- *Benes, C., & Lund, E. (2024). Knowledge and perspectives of Developmental Language Disorders: A survey of professionals working in law enforcement. *American Journal of Speech Language Pathology*, 33, 969-989. https://doi.org/10.1044/2023_AJSLP-22-00374
- *Trevino, C., & Lund, E. (2024). Determining an effective language sample elicitation strategy for early language learners who speak using AAC. *American Journal of Speech Language Pathology*, 33, 203-219. https://doi.org/10.1044/2023_AJSLP-23-00148
- *Mattingly, J., Werfel, K. L., & Lund, E. (2023). Parent reported ADHD-linked behaviors, fatigue, and language in children who are deaf and hard of hearing. *Perspectives of the ASHA Special Interest Groups*, 8, 1409-1421. https://doi.org/10.1044/2023_PERSP-23-00086
- *Vachio, M., Lund, E., & Werfel, K. L. (2023). Mental state verb and complex syntax use in children who are deaf and hard of hearing. *Language, Speech and Hearing Services in Schools*, 54, 1282-1294. https://doi.org/10.1044/2023_LSHSS-23-00001
- *Rush, O., Werfel, K. L., & Lund, E. (2023). Lexical-semantic organization as measured by repeated word association in children who are deaf and hard of hearing who use spoken language. *Journal of Speech, Language, and Hearing Research*, 66, 3925-3939.
https://doi.org/10.1044/2023_JSLHR-23-00096
- Reynolds, G., Werfel, K. L., *Vachio, M., & Lund, E. (2023). Early experiences of parents of children who are deaf or hard of hearing: Navigating through identification, intervention and beyond. *Journal of Early Hearing Detection and Intervention*.
<https://pmc.ncbi.nlm.nih.gov/articles/PMC11349329/>
- Werfel, K. L., & Lund, E. (2022). Literacy in children with hearing loss: Understanding acquisition to improve intervention. *The Volta Review*, 12, 58-65.
- Rivera Perez, J., *Regalado, A., & Lund, E. (2022). Effects of a computer training to teach Spanish book-sharing strategies to mothers of emergent bilinguals at-risk of Developmental Language Disorders: A single-case design study. *American Journal of Speech-Language Pathology*, 31, 1771-1786. https://doi.org/10.1044/2022_AJSLP-21-00157
- *Roberson, M., & Lund, E. (2022). School-based speech language pathologists' attitudes and knowledge about trauma-informed care. *Language, Speech and Hearing Services in Schools*, 53, 1117-1128. https://doi.org/10.1044/2022_LSHSS-21-00172
- Grey, B., Deutchki, E., Lund, E. A., & Werfel, K. L. (2022). Impact of meeting Early Hearing Detection and Intervention benchmarks on spoken language. *Journal of Early Intervention*, 44, 235-251. <https://doi.org/10.1177/10538151211025210>
- Lund, E. (2022). Phonological priming as a lens for phonological organization in children with cochlear implants. *Ear & Hearing*, 43, 1355-1365.
<https://doi.org/10.1097/AUD.0000000000001191>
- Brimo, D. M., Schuele, C. M., & Lund, E. (2022). Pilot study of online training modules to improve speech-language pathology students' explicit syntax knowledge. *Reading and Writing*, 35, 2155-2175. <https://doi.org/10.1007/s11145-022-10287-1>
- Lund, E. & Werfel, K. L. (2022). The effects of virtual assessment on capturing skill growth in children with hearing loss. *Language Speech and Hearing Services in Schools*, 53, 391-403.
https://doi.org/10.1044/2021_LSHSS-21-00074

- Lund, E., *Brock, N., & Werfel, K. L. (2022). Location effects on language and literacy for children who are deaf and hard of hearing. *Journal of Deaf Studies and Deaf Education*, 27, 48-61. <https://doi.org/10.1093/deafed/enab030>
- Krimm, H., & Lund, E. (2021). Efficacy of online learning modules for teaching dialogic reading strategies and phonemic awareness. *Language, Speech and Hearing Services in Schools*, 52, 1020-1030. https://doi.org/10.1044/2021_LSHSS-21-00011
- Werfel, K. L., Grey, B., Johnson, M., *Brooks, M., *Cooper, E., *Reynolds, G., *Deutchki, E., *Vachio, M., & Lund, E. (2021). Transitioning speech-language assessment to a virtual environment: Lessons learned from the ELLA study. *Language, Speech and Hearing Services in Schools*, 52, 769-775. https://doi.org/10.1044/2021_LSHSS-20-00149
- Rivera-Perez, J. F., *Hart, R., & Lund, E. (2021). Vocabulary-learning cues used on children's bilingual programming. *Journal of Children and Media*, 15(3), 301-319. <https://doi.org/10.1080/17482798.2020.1802315>
- Werfel, K. L., *Reynolds, G., *Hudgins, S., *Castaldo, M., & Lund, E. (2021). The production of complex syntax in spontaneous language by four-year-old children with hearing loss. *American Journal of Speech Language Pathology*, 30, 609-621. https://doi.org/10.1044/2020_AJSLP-20-00178
- ⁺Lund, E., *Miller, C., Douglas, W. M., & Werfel, K. L. (2020). Teaching vocabulary to improve print knowledge in preschool children with hearing loss. *Perspectives of the ASHA Special Interest Groups*, 5, 1366-1379. https://doi.org/10.1044/2020_PERSP-20-00023
- Lund, E., Young, A., & Yarbrough, R. A. (2020). The effects of co-treatment on concept development in children with Down syndrome. *Communication Disorders Quarterly*, 41, 176-187. <https://doi.org/10.1177/1525740119827264>
- Lund, E. (2020). The relation between vocabulary knowledge and phonological awareness in children with cochlear implants. *Journal of Speech, Language and Hearing Research*, 63, 2386-2402. https://doi.org/10.1044/2020_JSLHR-19-00259
- Lund, E. (2019). Comparing word characteristic effects on the vocabulary of children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, 24, 424-434. <https://doi.org/10.1093/deafed/enz015>
- Lund, E. (2018). Pairing new words with unfamiliar objects: Comparing children with and without cochlear implants. *Journal of Speech, Language and Hearing Research*, 61, 2325 - 2336. https://doi.org/10.1044/2018_JSLHR-L-17-0467
- Lund, E. (2018). The effects of parent training on vocabulary knowledge of young children with hearing loss. *American Journal of Speech-Language Pathology*, 27, 765-777. https://doi.org/10.1044/2018_AJSLP-16-023
- Bharadwaj, S., & Lund, E. (2018). Comprehension monitoring strategy intervention in children with hearing loss: A single case design study. *Deafness and Education International*, 20, 3-22. <https://doi.org/10.1080/14643154.2018.1440911>
- Brimo, D., Lund, E., & Sapp, A. (2018). Syntax and reading comprehension: a meta-analysis of different spoken-syntax assessments. *International Journal of Language & Communication Disorders*, 53, 431-445. <https://doi.org/10.1111/1460-6984.12362>
- Lund, E., Brimo, D., Rhea, D., & Rivchun, A. (2017). The effect of multiple recesses on listening effort: A preliminary study. *Journal of Educational, Pediatric and (Re)Habilitative Audiology*, 23, 1-7. <https://doi.org/10.3390/ijerph17238919>
- Lund, E. (2017). Literacy difficulties in the face of multiple factors: Using a team approach. *SIG 1: Perspectives of the ASHA Special Interest Groups*, 2(1), 124-132. <https://doi.org/10.1044/persp2.SIG1.124>
- Lund, E., & Schuele, C. M. (2017). Word-learning performance of children with and without cochlear implants given synchronous and asynchronous cues. *Clinical Linguistics & Phonetics*, 31, 777-790. <https://doi.org/10.1080/02699206.2017.1320587>

- Lund, E., & Douglas, W. M. (2016). Teaching vocabulary to preschool children with hearing loss. *Exceptional Children*, 83, 26-41. <https://doi.org/10.1177/0014402916651848>
- Lund, E., & Dinsmoor, J. (2016). Taxonomic knowledge of children with and without cochlear implants. *Language, Speech, and Hearing Services in Schools*, 47, 236-245. https://doi.org/10.1044/2016_LSHSS-15-0032
- Lund, E. (2016). Vocabulary knowledge of children with cochlear implants: A meta-analysis. *Journal of Deaf Studies and Deaf Education*, 21, 107-121. <https://doi.org/10.1093/deafed/env060>
- Lund, E., Douglas, W. M., & Schuele, C. M. (2015). Semantic richness and word learning in children with hearing loss who are developing listening and spoken language: A single case design study. *Deafness and Education International*, 17, 163-175. <https://doi.org/10.1179/1557069X15Y.0000000004>
- Lund, E., & Schuele, C. M. (2015). Synchrony of maternal auditory and visual cues about unknown words to children with and without cochlear implants. *Ear and Hearing*, 36, 229-38. <https://doi.org/10.1097/AUD.0000000000000104>
- Lund, E., Werfel, K., & Schuele, C. M. (2014). Phonological awareness and vocabulary performance of monolingual and bilingual preschool children with hearing loss. *Child Language Teaching and Therapy*, 31, 85-100. <https://doi.org/10.1177/0265659014531261>
- Werfel, K., Lund, E., & Schuele, C. M. (2014). Print knowledge of preschool children with hearing loss. *Communication Disorders Quarterly*, 36, 107-111. <https://doi.org/10.1177/1525740114539002>
- Lund, E., & Schuele, C. M. (2014). Effects of a Word-Learning Training on Children With Cochlear Implants. *Journal of Deaf Studies and Deaf Education*, 19, 68-84. <https://doi.org/10.1093/deafed/ent036>

BOOK CHAPTERS

- Lund, E. & Teagle, H. F. (2020). Outcomes for children. In (Eds. Haynes, Wannas, Rivas & Gifford) *Cochlear Implants*. JP Medical: Philadelphia, PA.
- Lund, E. (2020). Triggering, configuration and engagement: Spoken word learning processes in young children with hearing loss. In (Eds. Marschark & Knoors) *The Oxford Handbook of Deaf Studies in Language and Cognition*. Oxford University Press: Oxford, United Kingdom.
- Lund, E. (2013; second edition 2020). The role of the speech-language pathologist in the assessment of pediatric cochlear implant candidacy. In R. Gifford (Ed.), *Cochlear implant patient assessment: from candidacy to postoperative performance and outcomes*. San Diego, CA: Plural Publishing.
- Lund, E. (2013; second edition 2020). The role of the speech-language pathologist and teacher of the deaf in the post-operative assessment of children. In R. Gifford (Ed.), *Cochlear implant patient assessment: from candidacy to postoperative performance and outcomes*. San Diego, CA: Plural Publishing.

INVITED/ NON-REFEREED PUBLICATIONS

- Lund, E. (2017). Lacks focus and effort: Addressing the attention of mainstreamed children with hearing loss. Invited blog post for the Central Institute for the Deaf (<https://cid.edu/professionals/>).
- Lund, E. (April, 2015). Assessing spoken language in deaf children. E-Bulletin for Raising and Educating Deaf Children (raisingandeducatingdeafchildren.org) administered by the Center for Education Research Partnerships.

UNDER REVIEW

- Evans, L., Johnson, M., Grey, B., Lund, E., & Werfel, K. L. (Under review). The relation of early numeracy skills and early language in preschoolers who are deaf and hard of hearing.

- Werfel, K. L., Hanish, A., Okosi, E., & Lund, E. (Under review following revise and resubmit). The relation of sleep quality, sleep disturbance, and sleep-related impairment to fatigue and academic outcomes in children who are deaf and hard of hearing.
- McDaniel, J., Johnston Minchin, K., Lund, E., & Schuele, C. M. (Under review). Catching up and catching on: Language and literacy of deaf and hard of hearing preschool children who are learning to listen and speak.
- Evans, L., Lund, E., & Werfel, K. L. (Under review). Brainstem encoding stability and phonological processing in children with typical hearing and hearing aids.
- Lund, E., Hoopes, N. B., Amis, E., Chow, J., McDaniel, J. (Under review). Comparing and characterizing trauma-informed behavior management decisions of SLPs with trauma informed perspectives.
- Hoopes, N. B., & Lund, E. (Under review). The impact of an introductory dose of Neurosequential Model™ concepts on speech-language pathologist trauma-informed practices during therapy: A crossover design.

PEER-REVIEWED CONFERENCE PRESENTATIONS

* Denotes student author

Bold indicates senior authorship

- Lund, E., Strassfeld, N., Rodriguez, S., & Mason, C. (October, 2025). Advancing special education equity: Navigating foster care, juvenile justice, and immigration systems. Invited panel for the Society for Research on Educational Effectiveness in Chicago, IL.
- Grey, B., Lund, E., Werfel, K. L., (Accepted for 2025, November). Use of literary elements by third grade children who are deaf and hard of hearing. Poster presentation at Annual convention of the American Speech-Language-Hearing Association, Washington, D. C.
- Ibarra, D., & Lund, E. (2025, June). Mind the gap: Understanding how a speech-language pathologist's grammar knowledge affects assessment. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI. *Student recipient of NIH Student Travel Award.*
- Hoopes, N., & Lund, E. (2025, June). The impact of an introductory dos of Neurosequential Model concepts on speech-language pathologist trauma-informed perspectives and practices during language therapy. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Regalado-Lee, A., Ibarra, D., Werfel, K. L., & Lund, E. (2025, June). Examining morphosyntax performance in children with cochlear implants, hearing aids, and typical hearing. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI. *Student recipient of NIH Student Travel Award.*
- Garcia, K., Regalado-Lee, A., Rivera-Pérez, J-F., & Lund, E. (2025, June). Promoting English and Spanish with computer-assisted bilingual vocabulary instruction. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI. *Student recipient of NIH Student Travel Award.*
- Trevino, C., & Lund, E. (2025, June). Evaluating taxonomic knowledge of children with intellectual and/or developmental disabilities who use Augmentative or Alternative Communication. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Mattingly, J., Werfel, K., & Lund, E. (2025, June). Interrelationships of language, executive function, and physical activity in children who are deaf and hard of hearing. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Mattingly, J., & Lund, E. (2025, March). The effects of physical activity on the language and executive functioning of children with Down syndrome. Presentation at the Down Syndrome Research Forum, online.

- *Ibarra, D., *Hoopes, N., Werfel, K. L., & Lund, E. (2025, February). Protective factors among children who are deaf and hard of hearing. Poster at the Pacific Coast Research Conference, San Diego, CA.
- Lund, E., Abel, A., Schuele, C. M., & Chow, J. (2024, December). Project INTERSECT: A model for cross-institutional doctoral training to meet needs of school SLPs. Presentation at Annual convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Werfel, K. L., & Lund, E. (2024, December). Modifying interventions for children who are deaf and hard of hearing: Evidence-based principles. Presentation at Annual convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Evans, L., Lund, E., & Werfel, K. L. (2024, December). Is knowing words enough? Assessing vocabulary in children who are deaf and hard of hearing. Presentation at Annual convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Lund, E., & Werfel, K., L. (2024, July). How do measures of lexical-semantic knowledge in preschool influence early elementary decoding and spelling outcomes? Presentation at the Society for Scientific Studies of Reading Conference, Copenhagen, Denmark.
- Grey, B., Lund, E., & Werfel, K. L. (2024, July). Use of story writing elements by first grade children who are deaf and hard of hearing. Presentation at the Society for Scientific Studies of Reading Conference, Copenhagen, Denmark.
- Werfel, K. L., & Lund, E. (2024, July). Does the Simple View of Reading adequately explain reading comprehension in children who are deaf and hard of hearing? Presentation at the Society for Scientific Studies of Reading Conference, Copenhagen, Denmark.
- Evans, L., Cooper, E., Lund, E., & Werfel, K. L. (2024, July). Factors in the reading development of deaf and hard-of-hearing readers: Phonological memory and vocabulary development in children who are deaf or hard of hearing. Presentation at the Society for Scientific Studies of Reading Conference, Copenhagen, Denmark.
- Cooper, E., Lund, E., & Werfel, K. L. (2024, June). Child- and Parent-Reported Listening Fatigue in Children with Cochlear Implants and Children with Hearing Aids. Poster presented at the Hearing Across the Lifespan (HeAL) Conference, Lake Como, Italy.
- Cowan, T., Werfel, K. L., & Lund, E. (2024, June). Complex Syntax, Morphosyntax, and Productivity in Expository Discourse, Narrative Retell, and Conversational Language Sample Contexts in Preschool Age Children who are Deaf and Hard of Hearing. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Lund, E., & Werfel, K. L. (2024, February). Lexical effects on vocabulary of children who are deaf/ hard of hearing. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- *Carter, R., Werfel, K. L., & Lund, E. (2023, November). Word density effects on phonological awareness in children who are deaf and hard of hearing. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- *Mattingly, J., Yarbrough, R., & Lund, E. (2023, November). Effects of dance on word-learning in preschool children with Down syndrome. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- *Trevino, L., Rivera Perez, J., Werfel, K. L., & Lund, E. (2023, November). Word learning in children with hearing loss. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Grey, B., *Brooks, M., Lund, E., & Werfel, K. L. (2023, November). Reliability and validity of the TEWL-3 for children who are deaf and hard of hearing. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Boston, MA.
Meritorious poster submission.
- *Harper, L., Werfel, K. L., & Lund, E. (2023, November). Complex syntax in spoken- written language in children who are deaf and hard of hearing. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Boston, MA.

- *Trevino, C., & Lund, E. (2023, February). Determining a language sample elicitation strategy for children who use AAC. Poster presented at the Assistive Technology Industry Association Conference, Orlando, FL.
- *Harper, L., Werfel, K. L., & Lund, E. (2022, November). Concept vocabulary in children with hearing loss. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, New Orleans, LA. *Student recipient of meritorious poster submission.*
- *Junca, H., Werfel, K.L., & Lund, E. (2022, November). Does the Social Responsiveness Scale-2 over-identify social impairment in children with hearing loss? Poster presented at the Annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- *Mattingly, J., Werfel, K. L., & Lund, E. (2022, November). ADHD and Hearing Loss: Is it really inattention? Presentation at the Annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Brimo, D., Schuele, C. M., & Lund, E. (2022, November). Pilot study of online training modules to improve speech-language pathology students' explicit syntax knowledge. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- *Mattingly, J., *Trevino, C., & Lund, E. (2022, October). Dance and the executive functioning skills of children: A scoping review. Poster presented at the American Dance Therapy Association Conference, Montreal, CA.
- Werfel, K. L., & Lund, E. (2022, July). Linguistic Basis of Spelling Errors of Elementary School Students who are Deaf or Hard of Hearing. Society for the Scientific Study of Reading Annual Meeting in Queensland, Australia.
- *Trevino, C., Werfel, K. L., & Lund, E. (2022, June). The effect of neighborhood density on phoneme blending in children with hearing loss and children with typical hearing. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI. *Student recipient of NIH Student Travel Award.*
- *Mattingly, J., Werfel, K. L., & Lund, E. (2022, June). Parent and teacher report of ADHD in children with hearing loss: Is there a tendency towards over-reporting? Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI. *Student recipient of NIH Student Travel Award.*
- *Rush, O., & Lund, E. (2021 November). Lexical-semantic organization as measured by a repeated word association task in children with hearing loss. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Washington, DC.
- *Marshall, D., & Lund, E. (2021 April). Effectiveness of teletherapy for improving phonological awareness skills in preschool children with hearing loss. Poster presentation at the American Cochlear Implant Alliance Symposium for Cochlear Implants in Children, Dallas, TX. *Student recipient of ASHA Students Preparing for Academic Research Careers Award, Lund as primary mentor.*
- Werfel, K. L., Lund, E., *Reynolds, G., *Davis, C. J., *Osborne, M., & Johnson, M. (2021 April). Evaluating the effects of embedding physical activity in tele-intervention for children with hearing loss. Poster proposal accepted at the American Cochlear Implant Alliance Symposium for Cochlear Implants in Children, Dallas, TX.
- Werfel, K. L., & Lund, E. (2021 April). Test-retest reliability of language measures administered via tele-assessment for children with hearing loss. Presentation accepted at the American Cochlear Implant Alliance Symposium for Cochlear Implants in Children, Dallas, TX.
- *Sigmund, A., & Lund, E. (2020, November). Communication judgement in siblings of nonverbal children. Proposal accepted at the Annual convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention cancelled).

- *Roberson, M., & **Lund, E.** (2020, November). A survey of knowledge about trauma-informed care and speech-language pathologists. Proposal accepted at the Annual convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention cancelled).
- *Benes, C., & **Lund, E.** (2020, November). Developmental language disorders in women prisoners. Proposal accepted at the Annual convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention cancelled).
- *Vachio, M., **Lund, E.**, & Werfel, K. (2020, November). A comparison of narrative skills in school-aged children with and without hearing loss. Proposal accepted at the Annual convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention cancelled).
- *Reynolds, G., Werfel, K., & **Lund, E.** (2020, November). Early experiences of parents of children with hearing loss: Navigating identification through intervention and beyond. Proposal accepted at the Annual convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention cancelled).
- Lund, E.**, Tomblin, J.B., Werfel, K., Stowe, D., & Hanna, L. (2019, November). Reading readiness in children with hearing loss: Applying research to practice. Paper presented at the American Speech-Language-Hearing Association Convention, Orlando, FL.
- *Tomsic, N., Dinsmoor, J., & **Lund, E.** (2019, November). Children in hard places: How homelessness and foster care affect assessment and intervention. Paper presented at the American Speech-Language-Hearing Association Convention, Orlando, FL.
- *Ridings, L., & **Lund, E.** (2019, November). Engagement and word learning in children with and without hearing loss. Paper presented at the American Speech-Language-Hearing Association Convention, Orlando, FL.
- Lund, E.** (2019, June). Lexical knowledge and phonological awareness in children with cochlear implants. Paper presented at Symposium on Research in Child Language Disorders, Madison, WI.
- Lund, E.**, & Werfel, K. (2019, March). Re-visiting print knowledge assessments to identify vocabulary targets for later literacy achievement in children with hearing loss. Paper presented at Early Hearing Detection and Intervention annual meeting, Chicago, IL.
- Werfel, K., **Lund, E.**, & Douglas, W. M. (2019, March). Norm-referenced language measures don't always detect language weaknesses in children with hearing loss: What should we do? Paper presented at Early Hearing Detection and Intervention annual meeting, Chicago, IL.
- *Jameson, C., & **Lund, E.** (2019, February). The effects of television exposure on complex syntax of children with Down syndrome. Paper presented at Texas Speech-Language-Hearing Association Convention, Fort Worth, TX.
- *Benes, C., & **Lund, E.** (2018, November). Word learning in authentic contexts: Books versus television. Paper presented at the American Speech-Language-Hearing Association Convention, Boston, MA.
- *Zatopek, J., & **Lund, E.** (2018, November). Evaluating the bilingual advantage in children with hearing loss. Paper presented at the American Speech-Language-Hearing Association Convention, Boston, MA.
- Lund, E.** (2018, March). Researching implementation: Using preliminary data to identify barriers and facilitators. Paper presented at the Conference for Research Innovation in Early Intervention, San Diego, CA.
- *Dinsmoor, J., & **Lund, E.** (2017, November). Family counseling intervention for pre-service speech-language pathologists. Paper presented at the American Speech-Language-Hearing Association Convention, Los Angeles, CA.
- *Burnett, M., & **Lund, E.** (2017, November). Comparing complex syntax across popular children's television shows. Paper presented at the American Speech-Language-Hearing Association Convention, Los Angeles, CA.

- *Rucker, J., & **Lund, E.** (2017, November). Priming of part-whole relationships using lexical semantic networks in children with cochlear implants. Paper presented at the American Speech-Language-Hearing Association Convention, Los Angeles, CA.
- Lund, E.** (2017, November). Beyond auditory access: How vocabulary knowledge affects phonological awareness development in children with cochlear implants. Paper presented at the American Speech-Language-Hearing Association Convention, Los Angeles, CA.
- Lund, E.,** Fickenscher, S., & *Maxwell, A. (2017, July). LSL: Evaluating the research. Presentation at the AG Bell Listening and Spoken Language Symposium, Washington, D. C.
- Lund, E.** (2017, June). Phonological priming with auditory versus auditory-visual stimuli in five- to seven- year old children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Lund, E.,** Young, A., & Yarbrough, R. L. (2017, February). SLP and PE: Is co-treatment more effective for preschoolers with Down syndrome? Paper presented at the Texas Speech-Language-Hearing Association Convention, Austin, TX.
- Lund, E.** (2016, November). The effects of parent responsiveness training on vocabulary knowledge of young children with hearing loss. Paper presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- Lund, E.** & Douglas, W. M. (2016, November). Teaching vocabulary to children with hearing loss: A comparison of approaches. Paper presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- *Miller, C., **Lund, E.,** Douglas, W. M., & McDaniel, J. (2016, November). Teaching concepts to children with hearing loss: A single-subject study. Paper presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- Lund, E.** (2016, August). Maternal directiveness and responsiveness to children with and without cochlear implants. Paper presented at the International Association of Logopaedics and Phoniatrics Conference, Dublin, Ireland.
- Lund, E.** (2015, November). Maternal directiveness and responsiveness to children with and without cochlear implants. Paper presented at the American Speech-Language-Hearing Association Convention, Denver, CO.
- *Maxwell, A., & **Lund, E.** (2015, November). Neighborhood density differences in lexical knowledge of children with and without cochlear implants. Paper presented at the American Speech-Language-Hearing Association Convention, Denver, CO.
- *McClary, C. & **Lund, E.** (2015, November). Assessing the lexical restructuring model in bilingual students. Paper presented at the American Speech-Language-Hearing Association Convention, Denver, CO.
- *Dinsmoor, J., & **Lund, E.** (2015, November). Lexical semantic organization of children with cochlear implants. Paper presented at the American Speech-Language-Hearing Association Convention, Denver, CO.
- Lund, E.,** Douglas, W. M., Ackal, L., *Mason, H., & Schuele, C. M. (2014, December). The effects of increased semantic information on rapid word learning in children with hearing loss. Paper presented at the Symposium on Cochlear Implants in Children sponsored by the American Cochlear Implant Alliance, Nashville, TN.
- Lund, E.,** Douglas, W. M., *Mason, H., & Schuele, C. M. (2014, December). Relation between instructions to teachers of the deaf and use of words during vocabulary lessons. Paper presented at the Symposium on Cochlear Implants in Children sponsored by the American Cochlear Implant Alliance, Nashville, TN.
- Lund, E.** (2014, December). Literacy and bilingual children with cochlear implants: Vocabulary and phonological awareness development. Panel member and presenter at Bilingual Workshop at the Symposium on Cochlear Implants in Children, sponsored by the American Cochlear Implant Alliance, Nashville, TN.

- Lund, E., & Douglas, W. M. (2014, November). Vocabulary knowledge and children with hearing loss: The value of structured intervention. Paper presented at American Speech Language Hearing Association Convention, Orlando, FL.
- Werfel, K. L., & Lund, E. (2014, November). Enhancing vocabulary knowledge, phonological awareness, and print knowledge in preschool children with hearing loss. Presentation at American Speech Language Hearing Association Convention, Orlando, FL.
- Lund, E. (2014, November). Child-led word learning opportunities in children with and without cochlear implants. Paper presented at American Speech Language Hearing Association Convention, Orlando, FL.
- *Ground, W., Lund, E., Werfel, K. L., & Schuele, C. M. (2014, November). Auditory closure performance of preschool children with and without hearing loss. Paper presented at American Speech Language Hearing Association Convention, Orlando, FL.
- Lund, E. & Schuele, C. M. (2014, June). *The role of auditory and visual synchronous cues in children with and without cochlear implants*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
- Lund, E. & Schuele, C. M. (2013, June). *Maternal word-learning cues to children with cochlear implants*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
- Werfel, K., Lund, E., Soman, U., & Schuele, C. M. (2012, July). *Improving educators' phonemic awareness skills and knowledge*. Presentation at Alexander Graham Bell 2012 Convention, Scottsdale, AZ.
- Lund, E., Werfel, K., & Schuele, C. M. (2012, June). *Phonological awareness skills of monolingual and bilingual children with hearing loss*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
- Werfel, K., Lund, E., & Schuele, C. M. (2012, June). *Print awareness skills of children with hearing loss*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
- Lund, E., Werfel, K. & Schuele, C. M. (2012, April). *Print awareness skills of children with hearing loss*. Presentation at the Council for Exceptional Children 2012 Convention and Expo, Denver, CO.
- Werfel, K., Lund, E., & Schuele, C. M. (2012, April). *Phonological awareness and letter knowledge in preschool children with hearing loss*. Poster at The Council for Exceptional Children Annual Convention, Denver, CO.
- Lund, E., & Schuele, C. M. (2011, November). *Early sequential bilingual language learners' adherence to mutual exclusivity*. Poster at Annual Convention of American Speech-Language-Hearing Association, San Diego, CA.
- Lund, E., Werfel, K., Lancaster, H., Weiler, B., Fisher, J., Barako Arndt, K., Guillot, K., & Schuele, C. M. (2011, November). *Explicit phonemic awareness skills of graduate students at program entry*. Poster at the Annual Convention of American Speech-Language-Hearing Association, San Diego, CA.
- Lund, E., Werfel, K. & Schuele, C.M. (2011, July). *Emergent literacy skills of bilingual language learners with hearing loss*. Poster at 13th Symposium on Cochlear Implants in Children, Chicago, IL.
- Werfel, K., Lund, E., Soman, U., & Schuele, C. M. (2011, July). *Phonological awareness of deaf educators*. Poster at 13th Symposium on Cochlear Implants in Children, Chicago, IL.
- Byram, E., & Lund, E. (2010, October). *Now what? Working with children with hearing loss in the schools*. Presentation at The Tennessee Association of Audiologists and Speech-Language Pathologists Convention, Annual Convention, Seminar, Nashville, TN.

INVITED PRESENTATIONS

- Lund, E. (2025, June). Contributions of early vocabulary knowledge to literacy growth in children with cochlear implants and hearing aids. **Keynote presentation** at AG Bell Global Listening and Spoken Language Virtual Symposium.
- Lund, E. (2024, October). Language development in children and the effects of hearing loss. Ten-hour, web-based professional development lecture series for Hearing First.
- Lund, E. (2024, August). Teaching concept vocabulary as an on-ramp to print knowledge and complex syntax for children who are deaf and hard of hearing. Presentation at School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
- Lund, E. (2024, May). Screens, telepractice and children with cochlear implants: What do we know? Presentation at the North Texas Cochlear Implant Symposium, Dallas, Texas.
- Lund, E. (2023, October). Vocabulary as the basis for emergent literacy in children with cochlear implants and hearing aids. **Keynote presentation** at 2nd Rehabilitation Conference for Hearing Impairment, Birmingham, UK.
- Lund, E. (2023, August). Trauma, behavior, and language: Why traditional approaches often fail. Presentation at School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
- Lund, E. (2023, June). Teaching students about learning: Using science to help students understand learning strategies. Teaching Language Science Virtual Conference, hosted at Vanderbilt University, Nashville, TN.
- Lund, E. (2023, February). COVID and learning in children with hearing aids and cochlear implants: What happened to language and literacy growth? Speaker series for Deaf and Hard of Hearing students for the Ontario Ministry of Education.
- Lund, E. (2022, August). Vocabulary as a basis for emergent literacy in children with hearing loss. Presentation at Child Language and Literacy Research Retreat, Nashville, TN.
- Lund, E. & Schuele, C. M. (2022, August). Planning your own career and facilitating others': Self-advocacy, mentorship and sponsorship. Presentation at Child Language and Literacy Research Retreat, Nashville, TN.
- Lund, E. (2022, August). Data sharing agreements (NIH, ASHA and other journals). Presentation at Child Language and Literacy Research Retreat, Nashville, TN.
- Lund, E. (2022, May). Vocabulary as a basis for emergent literacy in children with cochlear implants. Presentation at the North Texas Cochlear Implant Symposium, Dallas, Texas.
- Korver, S., & Lund, E. (2021, June). Developing a 5-year plan and identifying research career milestones. Panel session presented at American Speech-Language-Hearing Association Pathways Conference.
- Lund, E. & Wood, L. (2021, April). Screen time: Educational or a distraction for children with cochlear implants? Presentation as part of Med-EL ExpertsONLINE event.
- Lund, E. (2020, October). Research with children with hearing loss. Presentation to Hardin-Simmons Research Society.
- Lund, E. (2020, February). Bilingualism and Hearing Loss: What do we know? Presentation to speech-language pathology team at Fort Worth Independent School District, Fort Worth, TX.
- Lund, E. (2020, January). The role of vocabulary in early literacy in children with hearing loss: How can we help? Workshop presented at the Center for Hearing and Speech, Houston, TX.
- Lund, E. (2019, October). The cascading effects of vocabulary knowledge on early literacy development in children with cochlear implants. **Keynote presentation** at the MED-EL 5th Rehabilitation Symposium, Leeds, UK.
- Lund, E. (2019, October). Word learning in children with cochlear implants: Breaking down the process to maximize intervention outcomes. Presentation at the MED-EL 5th Rehabilitation Symposium, Leeds, UK.

- Lund, E. (2019, August). Vocabulary in children with hearing loss: Where do we go next? Presentation and participation at Child Language and Literacy Lab Retreat and Roundtables, Nashville, TN.
- Lund, E. (2018, May). Vocabulary learning in children with hearing loss. Series of eight recorded presentations for Education Service Center Region 13, Austin, TX.
- Lund, E. (2018, May). Lexical restructuring and phonological awareness in children with cochlear implants. Presentation at the North Texas Cochlear Implant Symposium, Dallas, Texas.
- Lund, E. (2018, April). Hearing loss in infants and children related to issues in speech and language development. Presentation at Sertoma Club Hearing Wellness Exposition, Fort Worth, TX.
- Lund, E. (2017, March). Early literacy development in children with cochlear implants. Presentation at Pediatric Audiology: Implantable Devices convention at Children's Hospital of Philadelphia, Philadelphia, PA.
- Lund, E. (2016, October). The effects of parent training on vocabulary knowledge of children with hearing loss. Presentation at Harris College Faculty Research Symposium, Fort Worth, TX.
- Douglas, W. M. & Lund, E. (2016, September). Aspects of effective spoken language interventions for children with cochlear implants. Audiology Online Event #28145.
- Lund, E. (2016, May). Maternal interaction and child responsiveness: Effects on vocabulary development in children with cochlear implants. Presentation at North Texas Cochlear Implant Symposium, Dallas, TX.
- Rhea, D., Rivchun, A., Lund, E., & Brimo, D. (2016, April). The LiiNK Project: An update. Presentation at Harris College Faculty Research Symposium, Fort Worth, TX.
- Lund, E. & Burger, T. (2015, May). *Auditory Neuropathy in Schools*. Presentation at the Deaf Education Administrator Leadership Conference, Fort Worth, TX.
- Lund, E. (2015, March). *Maternal Interactions and Children with Cochlear Implants*. Presentation at Harris College Faculty Research Symposium, Fort Worth, TX.
- Lund, E. (2014, August). *Vocabulary instruction for children with hearing loss*. Presentation at School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
- Lund, E. (2014, August). *What's different for children with hearing loss? The role of auditory development in language learning*. Presentation at School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
- Lund, E. (2013, July). *Intervention: Children with hearing loss and other disabilities*. Presentation at School Speech-Language Pathology Conference, Nashville, TN.
- Lund, E. (2013, July). *Choosing vocabulary targets for early talkers*. Presentation at School Speech-Language Pathology Conference, Nashville, TN.
- Lund, E. (2013, July). *Supporting language development in bilingual language learners*. Presentation at School Speech-Language Pathology Conference, Nashville, TN.
- Lund, E., & Muñoz, S. C. (2013, April). *Preschool Bilingual Language Development*. Presentation at The Nashville Area Association for the Education of Young Children Early Childhood Education Conference, Nashville, TN.
- Lund, E., & Jacobs, M. (2013, April). *Using baby sign language to facilitate communication*. Presentation at The Nashville Area Association for the Education of Young Children Early Childhood Education Conference, Nashville, TN.
- Haddock, T., Lund, E., & Schuele, C. M. (2012, July). *Lexical semantic organization of children with hearing loss: A cloze task*. Poster at Research Experience for High School Students Poster Session, Vanderbilt Center for Science Outreach, Nashville, TN.
- Lund, E. & Jones, G. (2011, June) *Parents and therapists as partners: A family-centered approach to communication*. Presentation at Tennessee Disabilities Megaconference, Nashville, TN.

Lund, E. (2011, April). *Using baby sign language to facilitate communication*. Presentation at The Nashville Area Association for the Education of Young Children Early Childhood Education Conference, Nashville, TN.

Schuele, C.M. & Lund, E. (2010, October). *Managing children and adolescents with hearing loss in the classroom and community*. Workshop presentation for JFK 18th Annual Speech-Language Pathology Audiology Education Series.

RESEARCH FUNDING

External – *funded/ pending*

Pending

National Institutes of Health (submitted June 2025, NIH NIDCD) R01: Breakdowns in word learning in children with secondary language disorders. **Role: (Multiple) Principal Investigator.**

National Institutes of Health (submitted June 2025, NIH NIDCD) R01: Leveraging language samples to understand language acquisition in children who are deaf and hard of hearing. **Role: Co-Investigator.**

National Institutes of Health (submitted October 2025, NIH NIDCD) R21: Understanding Decision Making about Language for Deaf and Hard of Hearing Children
Role: Co-Investigator

National Institutes of Health (submitted November 2025, NIH NIDCD) R01: Modeling Adolescent Reading in Children who Use Cochlear Implants or Hearing Aids. **le: (Multiple) Principal Investigator.**

Funded

United States Department of Education (2023-2028, Office of Special Education and Rehabilitative Services). Personnel Development to Improve Services and Results for Children with Disabilities – Preparation of Special Education, Early Intervention and Related Services Leadership Personnel. Project *INTERSECT - Intersection of Research and practice in Special Education and Communication disorders to Train the next generation of school-based SLPs*. **Role: Project Director and TCU site director.** \$3,724,101.62

National Institutes of Health (NIH NIDCD; 2018 – 2023*; administrative supplement through 2024) 1R01DC017173, *Early language and literacy acquisition in children with hearing loss..* **Role: (Multiple) Principal Investigator** \$3,197,578.00

*Supplement awarded under the Research Supplements to Promote Diversity in Health-Related Research Program (2022); \$132,35.00

*Administrative supplement for unanticipated costs and timeline disruption related to the COVID-19 pandemic, (2023-2024); \$323,660.00

National Institutes of Health (NIH NIDCD; 2016 - 2019), 1R03DC01508, *Lexical knowledge and phonological awareness in children with cochlear implants*. **Role: Principal Investigator,** \$284,402.00

American-Speech-Language-Hearing Foundation New Investigator Research Grant (2015 – 2016), *The Effects of Parent Responsiveness Training on Vocabulary Knowledge of Young Children with Hearing Loss*. **Role: Principal Investigator, \$10,000.00**

American-Speech-Language-Hearing Foundation Student Research Grant in Early Childhood Language Development, *Effects of explicit practice on the fast-mapping skills of children with hearing loss*, 2011 – 2012. **Role: Principal Investigator. \$5,000.00**

Internal - funded

Texas Christian University Research and Creative Activities Fund, *Trauma-informed perspectives, clinical decision making and the effects of professional development on school-based speech-language pathologists*, 2023. **Role: Principal Investigator.**

Texas Christian University Research and Creative Activities Fund, *Examining the relation between postural control, fatigue, and literacy in children with hearing loss*, 2022. **Role: Co-Principal Investigator.**

Texas Christian University Research and Creative Activities Fund, *Vocabulary Knowledge, the Disambiguation Heuristic, and Word-Learning Opportunities in Children with and without Cochlear Implants*, 2014. **Role: Principal Investigator**

Vanderbilt Institute for Clinical and Translational Research Grant, *Early Maternal Word-Learning Cues to Children with Cochlear Implants*, 2013. **Role: Principal Investigator**

Vanderbilt Institute for Clinical and Translational Research Voucher, *Early Literacy Skills of Bilingual Children with Hearing Loss*, 2011. **Role: Principal Investigator**

External – submitted but not funded

National Institutes of Health (recommended by council for funding but not received due to change in administrative priorities, NIH NIDCD) Renewal application, *Early language and literacy acquisition in children with hearing loss*. **Role: (Multiple) Principal Investigator.**

United States Department of Education (Not Reviewed to Realign Federal Funding Priorities), Office of Special Education and Rehabilitative Services. Personnel Development to Improve Services and Results for Children with Disabilities – Preparation of Special Education, Early Intervention and Related Services Leadership Personnel. *Project INTERSECT 2.0 - Intersection of Research and Practice in Special Education, Communication Disorders, and Systems Associated with High Vulnerability to Train the Next Generation of School SLPs*. **Role: Project Director and TCU site director.**

Institute of Education Sciences (Not Reviewed to Realign Federal Funding Priorities). Special Education Research Grant, *Continuity of Identification and Service Delivery of Special Education Services Between the Public Schools and Juvenile Justice Systems*. **Role: (Multiple) Principal Investigator.**

National Institutes of Health (Not discussed, NIH NIDCD) R01: *Modeling Adolescent Reading in Children who Use Cochlear Implants or Hearing Aids*. **Role: (Multiple) Principal Investigator.**

Institute of Education Sciences (Scored; 2023), Special Education Research Grant, *Combining print referencing and concept vocabulary instruction via telepractice to increase conceptual print knowledge in preschool children who are deaf and hard of hearing*. **Role: Principal Investigator.**

National Institutes of Health (Discussed; 2022), F31, *Evaluating speech-language pathologists' clinical decisions for children who are deaf or hard-of-hearing*. **Role: Sponsor** (Student PI: Courtney Trevino)

National Institutes of Health (Not discussed; 2022), F31, *The impact of mindful physical activity on the language and executive functioning of children with primary and secondary language disorders*. **Role: Sponsor** (Student PI: Jessica Mattingly)

National Institutes of Health (Discussed initial and revision, 2022; NIH NIDCD) R01 Clinical Trial, *Establishing treatment dose for telepractice targeting emergent literacy skills for children with hearing loss*. **Role: (Multiple) Principal Investigator**

Institute of Education Sciences (Scored; 2022), Special Education Research Grant, *Combining print referencing and concept vocabulary instruction via telepractice to increase conceptual print knowledge in preschool children with hearing loss*. **Role: Principal Investigator**

TEACHING EXPERIENCE

Teacher of Record

HCHS 60712 Learning and Instruction, doctoral seminar, Harris College of Nursing and Health Sciences, Texas Christian University, Spring 2025

HCHS 80100 Special Topics in Health Sciences: Navigating Academic Culture, doctoral seminar, Harris College of Nursing and Health Sciences, Texas Christian University, Spring 2023 (co-taught with social work faculty)

HCHS 80100 Special Topics in Health Sciences: Scholarly Dissemination, doctoral seminar, Harris College of Nursing and Health Sciences, Texas Christian University, Spring 2023

HCHS 60021 Responsible Conduct of Research, doctoral seminar, Harris College of Nursing and Health Sciences, Texas Christian University, Fall 2021, Fall 2022, Fall 2023

HCHS 60260 Research Skills and Techniques, doctoral course, Harris College of Nursing and Health Sciences, Texas Christian University, Spring 2022, Summer 2022, Fall 2022, Summer 2023

HCHS 80100 Special Topics in Health Sciences: Emergent Literacy in Children with Hearing Loss, doctoral seminar, Harris College of Nursing and Health Sciences, Texas Christian University, Summer 2022

HCHS 80100 Special Topics in Health Sciences: Intervention Research Design, doctoral seminar, Harris College of Nursing and Health Sciences, Texas Christian University, Spring 2022

COSD 70323 Research in Communication Sciences and Disorders, graduate course, Department of Communication Sciences and Disorders, Texas Christian University, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019

COSD 60930 Professional Issues in Speech Language Pathology, graduate course, Department of Communication Sciences and Disorders, Texas Christian University, Summer 2018, Summer 2019

COSD 60463 Early Intervention, graduate course, Department of Communication Sciences and Disorders, Texas Christian University, Spring 2019, Spring 2020, Spring 2021, Spring 2022, Spring 2023, Spring 2024, Spring 2025

COSD 40333 Teaching Spoken Language to Persons with Hearing Loss, undergraduate course, Department of Communication Sciences and Disorders, Texas Christian University, Spring 2014, Spring 2015, Spring 2017, Spring 2018

COSD 50323 Counseling Special Populations and Their Families, undergraduate course, Department of Communication Sciences and Disorders, Texas Christian University, Summer 2014, Summer 2015

COSD 30434 Aural Rehabilitation, undergraduate course, Department of Communication Sciences and Disorders, Texas Christian University, Spring 2014, Spring 2015

COSD 30303 Anatomy and Physiology of Speech and Hearing Mechanisms, undergraduate course, Department of Communication Sciences and Disorders, Texas Christian University, Fall 2014

COSD 20303 Speech and Hearing Science, undergraduate course, Department of Communication Sciences and Disorders, Texas Christian University, Fall 2014, Fall 2015, Fall 2021, Fall 2022, Fall 2023

Clinical Supervisor

Consulting with Aural Rehabilitation Clinic, Texas Christian University, 2015 - present

Reading Clinic at the Vanderbilt Kennedy Center, Vanderbilt University, 2011

Department of Hearing and Speech Sciences, Vanderbilt Bill Wilkerson Center, Vanderbilt University Medical Center, 2009-2010

PhD Student Major Advisor/ Thesis Committee Chair

Nicole Hoopes (2024 – present)

Project 1: The impact of an introductory dose of Neurosequential Model concepts on speech-language pathologist trauma-informed perspectives and practices during language therapy.

Daniel Ibarra (2024 – present)

Project 1: Mind the gap: Understanding how a speech-language pathologist's grammar knowledge affects assessment.

Courtney Trevino (2021 – May 2024)

Project 1: Determining an effective language sample elicitation strategy for early language learners who speak using AAC. *Published*.

Project 2: A comparison of two word learning intervention strategies for children who speak using AAC. *Under review*.

Dissertation: Effects of taxonomic knowledge on vocabulary outcomes for children who speak using AAC. *Under review*.

Jessica Mattingly (2021 – May 2024)

Project 1: Parent reported ADHD-linked behaviors, fatigue, and language in children who are deaf and hard of hearing. *Published*.

Project 2: Effects of dance on word-learning in preschool children with Down syndrome. *Under review*.

Dissertation: The relation between physical activity, executive function and language in children at-risk for language disorder secondary to other diagnoses. *In preparation for article submission*.

Thesis (Graduate) or Honors Project (Undergraduate) Committee Chair

Isabel Van Vleet (pending). Referential Ambiguity in Children with Secondary Language Difficulties. *Thesis project*.

Liza Gonzalez (pending). Comparing Two Vocabulary Interventions for Children with Autism

- who use AAC. *Thesis project.*
- Brooke Johnson (pending). Manipulation of Derivational Morphemes by Children who are DHH. *Thesis project.*
- Cassia Parikh (pending). Language Disorders and the Juvenile Justice System. *Thesis project.*
- Ella Amis (pending). Comparing Developmental Language Delay Diagnostic Criteria to Post Developmental Trauma Behaviors. *Thesis project.*
- Catalina Cepero (pending). Lexical priming in phonological awareness intervention in a child with cochlear implants. *Thesis project.*
- Annika Boone (2025). Examining The Impact of Rural Health Grant Status on Functional Listening Evaluation Performance in Children with Cochlear Implants and Hearing Aids. *Honors project.*
- Sterling Soto (2025). A survey of knowledge about language disorders among professionals who work with children in the foster system. *Honors project.*
- Brooke Johnson (2024). Derivational morphology in first and second grade children who are deaf and hard of hearing. *Honors project.*
- Isabel Van Vleet (2024). Longitudinal lexical semantic organization development in children who are deaf and hard of hearing. *Honors project.*
- Lauren Harper (2024). Complex syntax use in written and spoken language samples in children who are deaf and hard of hearing. *Graduate thesis.*
- Riley Carter (2024). Longitudinal blending performance of children who are deaf and hard of hearing through third grade. *Graduate thesis.*
- Lisette Trevino (2024). The effects of high- versus low-density word characteristics on word learning in children who are deaf and hard of hearing. *Graduate thesis.*
- Hailey Junca (2023). Does the Social Responsiveness Scale-2 over-identify social impairment in children with hearing loss? *Recipient of John V Roach Honors College Undergraduate Research Grant. Undergraduate Honors Project.*
- Olivia Rush (2022). Repeated word association as an indicator of lexical-semantic organization in children with hearing loss. *Graduate thesis.*
First place winner of Harris College of Nursing and Health Sciences Three-Minute Thesis Competition
- Ally Bailey (2022). Parental stress associated with homeschooling versus distance learning for children with and without cochlear implants. *Undergraduate Honors Project.*
- Lauren Harper (2022). Concept knowledge of children with and without hearing loss in single-word measures versus functional language samples. *Undergraduate Honors Project.*
- Mikayla Roberson (2021). Trauma-informed practice in speech language pathologists practicing in schools. *Second place winner for Graduate Student Posters at Student Research Symposium. Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate thesis.*
- Amy Sigmund (2021). Nonverbal communication judgement and linguistic mapping training in siblings of nonverbal children. *First place winner for Graduate Student Posters at Student Research Symposium. Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate thesis.*
- Clare Benes (2021). Developmental Language Disorder: A survey of knowledge from professionals within the justice system. *First place winner of Harris College of Nursing and Health Sciences Three-Minute Thesis Competition; winner of University Outstanding Thesis Award; Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate thesis.*
- Miguel Garcia-Salas (2021 co-chair with D. Brimo). Literacy parent training via telecommunication for parents of children with reading difficulties. *Graduate thesis.*
- Laura Ridings (2020). Engagement and word learning in children with and without hearing loss. *First place winner of Harris College of Nursing and Health Sciences Three-Minute Thesis*

- Competition and Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate Thesis.*
- Noelle Tomsic (2020). Language profiles of children experiencing out-of-home placement. *People's Choice winner of Harris College of Nursing and Health Sciences Three-Minute Thesis Competition and Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate Thesis.*
- Courtney Jameson (2019). The effects of television exposure on complex syntax use in children with Down syndrome. *Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award and First place winner for University Level Three-Minute Thesis Competition. Graduate Thesis.*
- Jordan Zatopek (2019). The bilingual advantage for phonological awareness in children with hearing loss. *Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate Thesis.*
- Joshua Rucker. (2018). Priming of Part-Whole Relationships using Lexical Semantic Networks in Children with Cochlear Implants. *Recipient of Harris College of Nursing and Health Sciences 1st Place Award for Graduate Student Posters at Student Research Symposium. Graduate Thesis.*
- Jessica Dinsmoor. (2018). Short-Term Intervention in Counseling for Pre-Service Speech Language Pathology Students. *Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award; First place winner and People's Choice Award for University Level Three-Minute Thesis Competition. Graduate Thesis.*
- Clare Benes. Undergraduate Honors Project. (2019). Word Learning from Television Shows versus Storybooks in Preschoolers. Undergraduate Honors Project. *Recipient of the Students Preparing for Academic-Research Careers Award from the American Speech-Language-Hearing Association. Undergraduate Honors Project.*
- Emma Carlson. Undergraduate Honors Project. (2018). A comparison of generalization strategies to support parent training. Undergraduate Honors Project. *Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Undergraduate Honors Project.*
- Madison Burnett. Undergraduate Honors Project. (2018). Comparing complex syntax across popular children's television shows. Undergraduate Honors Project. *Recipient of Honors College Student Research Grant Award, selected for American Speech-Language-Hearing Association Convention PROGENY program. First Place Winner of Harris College Boller Honors Project Presentation Competition. Undergraduate Honors Project.*
- Carly Miller (2017). Concept Knowledge in Preschool Children with Hearing Loss. *Graduate Thesis.*
- Tirza Pena (2017). The Effects of Parent Training on Language Stimulation Strategies Used by Spanish-Speaking Parents of Children with Hearing Loss. *Recipient of Harris College of Nursing and Health Sciences 4th Place Award for Graduate Student Posters at Student Research Symposium. Graduate Thesis.*
- Eden Reeves. (2017). Comparison of maternal responsiveness during play versus mealtimes. *Undergraduate Honors Project.*
- Christine McClary (2016). Assessing the Lexical Restructuring Model in Bilingual Students. *Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award. Graduate Thesis.*
- Ashton Ingle. (2016). The Effects of Parent Training on the Expressive Language of a Late Talker. *Undergraduate Honors Project.*
- Jessica Dinsmoor. (2015). Lexical Semantic Organization of Children with Cochlear Implants. *Recipient of Harris College of Nursing and Health Sciences Student Research Grant Award, selected for American Speech-Language-Hearing Association Convention PROGENY program. Undergraduate Honors Project.*

GUEST LECTURES

- Lund, E. (2023, September). The science behind learning: How to study better. Lecture given to Language Science (Graduate) course at Northwestern University (instructor: Tracy Conner).
- Lund, E. (2020, March). Research gaps in CSD for children with hearing loss. Lecture given to COSD 30333 Evidence Based Practice in Communication Disorders (undergraduate) at Texas Christian University.
- Lund, E. (2016, November). *Single subject design: Evaluating a speech-language pathology parent training*. Lecture given to SOWO 40813 Research Methods in Social Work (undergraduate) at Texas Christian University.
- Lund, E. (2016, October). *Parent training: What do we know?* Lecture given to COSD 60343 Language Disorders (graduate) at Texas Christian University.
- Lund, E. (2013, March). *Bilingual language development, assessment, and intervention*. Lecture given to Multicultural Language and Literacy (graduate) at Tennessee State University.
- Lund, E. (2012, March). *Bilingual language development, assessment, and intervention*. Lecture given to Multicultural Language and Literacy (graduate) at Tennessee State University.
- Lund, E., & Soman, U. (2012, February). *Education and rehabilitation of children with cochlear implants*. Lecture given to AUD 5354, Cochlear Implants (graduate) at Vanderbilt University.
- Lund, E. (2011, October). *Bilingual language development*. Lecture given to SLP 5304, Child Language Acquisition (graduate) at Vanderbilt University.
- Lund, E., & Weiler, B. (2011, April). *Language development in special populations*. Lecture given to PSY-PC 2000, Language Development (undergraduate) at Vanderbilt University.
- Byram, E. & Lund, E. (2010, November). *Working with children with hearing loss in school systems*. Lecture given to AUD 5348, Audiology in Education (graduate) at Vanderbilt University.
- Lund, E. (2010, October). *Bilingual language development*. Lecture given to SLP 5304, Child Language Acquisition (graduate) at Vanderbilt University.
- Byram, E., Lund, E., & Snell, G. (2010, April). *The listening therapy process*. Lecture given to AUD 5354, Cochlear Implants for Infants and Children (graduate) at Vanderbilt University.
- Lund, E. (2010, March). *Assessing oral bilingual language skills of children with hearing loss*. Lecture given to MDE 5374, Advanced Issues and Procedures in Assessments/ Students with Mild/Moderate Disabilities (graduate) at Vanderbilt University.

PROFESSIONAL MEMBERSHIPS

- Member*, American Speech-Language-Hearing Association, 2008-present
- Member*, Special Interest Group 1, Language Learning and Education, 2021-present
- Member*, Special Interest Group 9, 2021-present
- Member*, American Cochlear Implant Alliance, 2010-2017
- Member*, Council for Exceptional Children, 2011-2013
- Member*, Alexander Graham Bell Association for the Deaf and Hard of Hearing, 2008-2013
- Fundraising Chair*, Vanderbilt University chapter of National Student Speech-Language-Hearing Association, 2006-2008

PROFESSIONAL ACTIVITIES

Intramural

- Faculty Co-Chair*, TCU University Strategic Planning Committee, 2024 – Spring 2025
- Member*, Kinesiology Search Committee (2 positions), 2024- Spring 2025
- Member (Chair 2025 – present)*, HCNHS College Advisory Committee, 2024 - present
- Chair*, COSD Departmental Advisory Committee, 2022 - 2024

Member, Davies School Research Committee, 2022 – 2024
Member, Harris College of Nursing and Health Sciences Executive Council, 2020 – 2024
Member, Harris College of Nursing and Health Sciences Administrative Council, 2020 – 2024
Chair, Harris College of Nursing and Health Sciences Research Committee, 2020 – 2024
Chair, Harris College of Nursing and Health Sciences PhD Oversight Committee, 2020- 2024
Chair, Harris College Student Research Symposium, 2020 - 2024
Member, Graduate Admissions Committee, Texas Christian University, 2014-present
Chair, University Research and Creative Activities Committee, Texas Christian University, 2019–2023
Member, Harris College of Nursing and Health Sciences Strategic Planning Committee, 2021-2023
Chair, Search committee, Chair of Kinesiology Department, 2021-2022
Member, Social Work Departmental Advisory Committee, 2021-2024
Member, Search committee, Program Director for Occupational Therapy, 2022-2023
Chair, Davies School Workload Policy Committee, 2022-2023
Recruiter, Southern Regional Education Board (SREB) Institute on Teaching and Mentoring (Virtual), 2021
Chair, Search committee, Director of Davies School of Communication Sciences and Disorders, 2019
Member, University Graduate Council, 2018 – 2020
Member, Research and Creative Activities Committee, Texas Christian University, 2016-2018
Member, University Strategic Planning Committee for Goal #1, 2017
Member, Green Honors Chair Committee, Davies School of Communication Sciences and Disorders, 2018
Member, Search Committee (5 positions; department, college and university level), Texas Christian University, 2016-2018
Judge, Harris College Research Symposium, Texas Christian University, 2014-2020
Member, Deaf Habilitation Minor Committee, Davies School of Communication Sciences and Disorders, 2015-2016
Student-Faculty Liaison, Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine 2010-2013
Member, PhD Student Recruitment Committee, Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine, 2010-2012

Extramural

Mentoring Editor, *Journal of Speech, Language and Hearing Research (Hearing section)*, 2025
 ASHA Pathways Advisory Committee, ASHA Pathways Program, 2023 - present
 Editor, *Journal of Speech, Language and Hearing Research (Language section)*, 2022–2024
 Committee Member and Reviewer, Listening, Language, and Speech in Children Who Are Deaf and Hard of Hearing Sub-Committee for the ASHA Convention, 2023, 2024
 Mentor, Mentoring Academic Research Careers (MARC) program, ASHA, 2023
 Reviewer, American Speech-Language-Hearing Association's Advancing Academic-Research Careers Award, 2023
 Reviewer, CAPCSD PhD Student Scholarship Awards, 2023
 Mentor (2 mentees), ASHA PROGENY Program, 2022
 ASHA Pathways Mentor (2 mentees), ASHA Pathways Program, 2021
 Scientific Advisory Board, *F3L Hands and Voices [Family Leadership in Language, Learning and Literacy Grant]*, 2017-2020
 Subject Matter Expert, *ASHA Practice Portal: Counseling for Professional Service Delivery*, 2019 (one of nine experts tapped to participate in review)
 Volunteer Advocate, *Court Appointed Special Advocates of Parker County*, 2018-2024

Editorial Board Member, *Journal of Speech, Language and Hearing Research*, 2019-2021
 Guest Editor, *Language Speech and Hearing Services in Schools*, 2020
 Guest Editor, *Journal of Speech, Language, and Hearing Research*, 2019-2020
 Editorial Board Member, *Journal of Deaf Studies and Deaf Education*, 2019-2021
 Reviewer and Trainee, *ASHA Grant Review and Reviewer Training*, 2017
 Committee Member and Reviewer, *Intervention/ Habilitation for Infants and Children with Hearing Loss Sub-Committee for the ASHA Convention*, 2015, 2017
 Committee Member and Reviewer, *Language in Infants, Toddlers and Preschoolers Sub-Committee for the ASHA Convention*, 2014
 Ad Hoc Reviewer as requested: *Applied Psycholinguistics*, *Child Development*, *JAMA: Pediatrics*, *Language Learning*, *Journal of Speech, Language and Hearing Research*, *Exceptional Children*, *International Journal of Language & Communication Disorders*, *European Journal of Developmental Psychology*, *Language Speech and Hearing Services in Schools*, *American Journal of Speech-Language-Pathology*, *Learning and Individual Differences*, *Journal of Educational Audiology*
 Consultant and teacher trainer, *Global Foundation for Children with Hearing Loss Vietnam Summer Program*, 2015
 Facilitator, *University of North Texas Health Science Center Interprofessional Education Event*, 2014-2016

AWARDS AND HONORS

Recipient, Deans' Research and Creative Activity Award, Texas Christian University, 2025.
Editor's Award, American Speech Language Hearing Association Perspectives of the ASHA Special Interest Groups, 2021 (*for articles published in 2020*).
Harris College Nominee, Deans' Research and Creativity Award, Texas Christian University, 2019.
Nominee, Wassenich Award, Texas Christian University, 2019.
Health Care Hero Award, Fort Worth Business Press, 2017.
Student Travel Grant, Vanderbilt Kennedy Center Trainee, 2013.
NIH Travel Award, Symposium on Research in Child Language Disorders, 2013.
Scholarship Recipient, New Century Scholars Doctoral Scholarship, American Speech-Language-Hearing Foundation, 2012.
NIH Travel Award, Symposium on Research in Child Language Disorders, 2012.
Student Travel Grant, Vanderbilt Kennedy Center Trainee, 2012.
Conference Fellow, Lessons for Success Conference, sponsored by American Speech-Language-Hearing Association and NIDCD-NIH, April 2012.
NIH Mentored Doctoral Student Travel Award, 13th Symposium on Cochlear Implants in Children, 2011.
Student Travel Grant, Vanderbilt Kennedy Center Trainee, 2011.
Scholarship Recipient, Vanderbilt University Graduate School Harold Stirling Vanderbilt Scholarship, 2010-2013.
Scholarship Recipient, Alexander Graham Bell Association Helen Beebe Auditory-Verbal Scholarship, 2009.
Honorable Mention, Vanderbilt University Spanish Department Katherine B. Woodward in Spanish Studies, 2006.