

**Workgroup 1: Individual Interventions for Parents/Families (Ann Kaiser, Lead)**

<b>Person</b>	<b>Affiliation/Discipline</b>	<b>Summary of Contribution to the Network</b>
<b>Carol Trivette</b>	E. Tennessee State Univ. – Early Childhood Educ.	Applied research and evaluation to develop evidence-based practices to empower families
<b>Cathie Tamis-LeMonda</b>	New York University – Applied Psychology	Impact of low SES on language outcomes and father involvement in child rearing
<b>Erin Barton</b>	Vanderbilt – Special Education	Sustainability of evidence-based early intervention with families
<b>Georgene Troseth</b>	Vanderbilt – Psychology & Human Development	Children’s symbolic development and understanding of media
<b>Jennifer Brown</b>	Univ. of Georgia - Comm. Sciences - Special Ed.	Social communication and parent-implemented interventions for children with disabilities
<b>Jennifer Frey</b>	George Washington Univ. Special Ed. and Disability	Behavioral and social communicative intervention for children with disabilities
<b>Juliann Woods</b>	Florida State University – Communication Disorders	Coaching for parent-implemented social communication intervention
<b>Kere Hughes</b>	Iowa State University Human Development	Parent-child interaction and its influence on infant-toddler social emotional development
<b>Kathryn Bigelow</b>	University of Kansas – Dev. Psychology	Methods to increase parent engagement in language promoting intervention programs.
<b>Kim Oller</b>	Univ. of Memphis – Audiology, Speech, Lang.	Naturalistic language sampling, communication in children from diverse backgrounds
<b>Lauren B. Adamson</b>	Georgia State University – Psychology	Communication development in typically developing children and those with disabilities
<b>Laurie Cutting</b>	Vanderbilt Univ.– Cognitive Neuroscience	Brain and behavior relations with an emphasis on reading, language and executive function
<b>Louise Kaczmarek</b>	University of Pittsburgh Special Education	Early childhood intervention modes of delivery/provision of services
<b>Margaret Owen</b>	Univ. of Texas-Dallas – Psychological Science	Contextual factors that affect outcomes for low-income children
<b>Megan Roberts</b>	Northwestern University – Communication Sciences	Family-centered communication interventions for young children with language delays
<b>Nevena Dimitrova</b>	Gesture and Language Lab., Georgia State Univ.	Early language development and gesture use