

Windi C. Krok
Clinical Assistant Professor
Purdue University
Department of Speech, Language, and Hearing Sciences
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EDUCATION

Ph.D., Purdue University, West Lafayette, IN May 2017
Speech, Language, and Hearing Sciences
DISSERTATION: *Variability and Lexical Boost in Morphosyntactic Priming of Children in the Variable Production Stage*, Advisor: Laurence B. Leonard, Committee: Lisa Goffman, Françoise Brosseau-Lapr e, George Hollich

M.S., Arizona State University, Tempe, AZ December 1997
Communication Disorders
THESIS: *Phonological Awareness Abilities in Children with Two Profiles of Language Impairment*, Advisor: Pamela A. Hadley

B.A., University of Michigan, Ann Arbor, MI May 1994
Psychology
Graduate with Distinction

PROFESSIONAL APPOINTMENTS

Clinical Assistant Professor 2023-present
Purdue University, West Lafayette, IN

Teaching Assistant Professor 2022-2023
University of Illinois at Urbana-Champaign, Champaign, IL

Visiting Assistant Professor 2020-2022
University of Illinois at Urbana-Champaign, Champaign, IL

Assistant Professor and Graduate Advisor 2017-2020
The George Washington University, Washington, D.C.

SERVICE

Departmental, Purdue University

Member, Undergraduate Curriculum Committee 2023
Member, Student Recruitment and Success Committee 2023
Member, Student Advisory Council 2023

Departmental, University of Illinois

Chair, Visiting Community Research Coordinator Search Committee 2022-2023
Member, Educational Policy Committee 2022-2023
Member, Graduate Advising 2022-2023

Member, Ad-hoc Specialized Faculty Promotion Committee	2022
Member, Clinical SLP Search Committee	2022

Departmental, The George Washington University

Chair, Post-Baccalaureate Advising	2019-2020
Co-Chair, Graduate Advising	2017-2020
Co-Chair, Student Support Team Committee	2017-2020
Team Leader, Ad-hoc Fall 2020 Curriculum Planning Committee	2020
Chair, Library Liaison	2017-2019
Member, Ph.D. Committee	2018-2019
Member, Undergraduate Curriculum Committee	2017-2019
Member, Ad-Hoc Essential Functions Document Committee	2017-2018
Member, Clinical Supervisor Hiring Committee	2018

Peer Reviews

<i>Journal of Experimental Child Psychology</i>	2022
<i>Journal of Speech, Language, and Hearing Sciences</i>	2020, 2021, 2022
<i>Language Learning and Development</i>	2019

PROFESSIONAL CERTIFICATIONS

Illinois Speech-Language Pathologist License	2022 present
Indiana Speech-Language Pathology and Audiology Board License	2001-present
American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech-Language Pathology	1998-present

TEACHING EXPERIENCE

Clinical Assistant Professor Purdue University, West Lafayette, IN	2023-present
<ul style="list-style-type: none"> Teach undergraduate and graduate courses in communication disorders 	
Teaching Assistant Professor University of Illinois, Champaign, IL	2022-2023
<ul style="list-style-type: none"> Teach undergraduate and graduate courses in communication disorders Supervise three graduate teaching assistants per year Serve as Ph.D. Early Research Project committee member 	
Visiting Assistant Professor University of Illinois, Champaign, IL	2020-2022
<ul style="list-style-type: none"> Taught undergraduate and graduate courses in communication disorders Supervised two graduate teaching assistants per year Served as Ph.D. Early Research Project committee member 	
Assistant Professor The George Washington University, Washington, D.C.	2017-2020
<ul style="list-style-type: none"> Taught undergraduate and graduate courses in communication disorders Served as Graduate Advisor to approximately 60 graduate students Served as Post-baccalaureate Advisor to approximately 15 students Supervised two graduate teaching assistants per year Served as master's thesis committee member 	
Graduate Instructor Purdue University, West Lafayette, IN	2009-2017
<ul style="list-style-type: none"> Taught undergraduate courses in communication disorders Supervised up to two graduate teaching assistants per semester 	

Teaching Assistant Purdue University, West Lafayette, IN

2008-2013

- Planned and led graduate lab sections
- Created and graded undergraduate and graduate student assignments

COURSES TAUGHT

University of Illinois

SHS 170	Introduction to Human Communication Systems & Disorders	Fall 2021-2022
SHS 200	General Phonetics	Spring 2021-2023
SHS 431	Language Disorders in Preschool Children	Fall 2020-2022
SHS 571	Culturally Responsive Practices in CSD	Spring 2021-2023
SHS 579	Asynchronous Course Rebuild	Spring 2022
SHS 579	Professional, Ethical, and Legal Issues in Audiology and Speech-Language Pathology	Summer 2021, 2023

The George Washington University

SPHR 2104	Speech and Language Disorders	Fall 2017-2019
SPHR 2131	Language Acquisition and Development	Spring 2020
SPHR 4196	Independent Study	Fall 2018
SPHR 6207	Diagnostic Procedures in Speech and Hearing	Fall 2017-2019
SPHR 6210	Research in Communication Sciences and Disorders	Spring 2018-2020
SPHR 6295	Independent Study	Fall 2018
SPHR 6230	Pediatric Language & Speech Disorders I	Fall and Spring 2017-2020

Purdue University – Graduate Instructor

SLHS 115	Introduction to Communicative Disorders	Spring 2017
SLHS 306	Introduction to Phonetics	Spring 2009, 2015; Fall, 2014
SLHS 309	Language Acquisition	Spring 2013
SLHS 420	Introduction to Developmental Speech and Language Disorders	Spring 2017

Purdue University – Teaching Assistant

SLHS 227	Introduction to Linguistics	Fall 2012, 2013
SLHS 502	Fundamentals of Speech Production and Perception	Fall 2008

Doctoral Student Early Research Project Committee, Member

Emily Harrington, *Investigating the feasibility of a sequential language strategy for early word learning.* 2021-2022

Master's Thesis Committee, Member

Monica Sohn, Early Language Development in Korean-Speaking Toddlers and Children in the United States 2021

Alexandra Rainsdon, *Feasibility and need for a parent-implemented picky eating intervention for Autism* 2020

Kelly Sharer, *Syntactic adaptation following short-term experience: Neural Correlates and Relationship to Cognitive Control.* 2019

ADDITIONAL TRAINING

Illinois Summer Teaching Institute	2021
The George Washington University FLEX Teaching Camp	2020
ASHA Faculty Development Institute	2019-2020
The George Washington University Teaching Network for Early Career Faculty	2017-2018

RESEARCH EXPERIENCE

- Applied Psycholinguistics Lab, University of Illinois** 2020-2023
- Lab Manager
Train and supervise undergraduate and graduate students, serve as liaison with cross-lab collaborations, transcribe and code language samples with SALT Software
- Bilingual Language Development Lab, The George Washington University** 2018-2020
- Research Collaboration
Typical and bilingual language development and disorders
- Purdue Child Language Lab, Purdue University** 2009-2017
- Research Assistant
Data collection, transcription, coding, and reliability checks, treatment study clinician, undergraduate research assistant mentor
 - Summer Research Program Assistant
Diagnostic evaluations, data collection, transcribing, and coding
- Preliminary Research Projects, Purdue University**
- Attention to subtle grammatical cues during online sentence comprehension
This research examined adult listeners' attention to and use of grammatical cues marked by subject-verb agreement in inverted auxiliary BE questions using a response time task
 - 2-year olds' sensitivity to subtle grammatical cues during online sentence comprehension
This research examined 2-year olds' sensitivity to subtle grammatical cues in online sentence processing using a Looking While Listening task
 - Past tense production in children with and without specific language impairment across Germanic languages: A meta-analysis
The goal of this study was to determine the extent to which children with SLI across Germanic languages differ from their typically developing peers in the use of past tense morphology

GRANTS AND FELLOWSHIPS

Externally Funded Grants

Krok, W. (Principal Investigator). *Validating the Sentence Diversity Priming Task*. American Speech-Language Hearing Foundation Clinical Research Grant (Mentored). Award: \$50,000; Duration: 12/1/2021-12/31/2023.

Internally Funded Grants

Krok, W. (Principal Investigator). *Formative research in the development of a community-based early childhood development program*. Columbian College Facilitating Fund. Award: \$7812; Duration: 7/1/2019-6/31/2020.

Krok, W. (Principal Investigator). *Variability and lexical boost in morphosyntactic priming of children in the variable production stage*. Purdue Research Foundation Dissertation Grant. Award: \$10,000. Duration: 7/1/2015-6/31/2016.

HONORS AND AWARDS

ASHA Research Mentoring-Pair Training Award	2022
Meritorious Poster, ASHA Convention	2022
Purdue HHS Outstanding Graduate Teaching Award Nominee	2017
Purdue Teaching Academy Graduate Teaching Award	2015

PROFESSIONAL EXPERIENCE

Speech-Language Pathologist

- Private Practice, Indianapolis, Indiana 2007-2008
Clinician providing home-based therapy services to children with speech-language impairments and their families
- Drexler and Associates, Indianapolis, Indiana 2002-2007
Clinician in an interdisciplinary therapy services facility serving children and adults with speech-language impairments
Speech-Language Pathology Assistant supervisor
- Kyrene School District, Tempe, Arizona 1997-2000
Public school clinician serving kindergarten through fifth-grade children Graduate student internship supervisor

PRESENTATIONS

- Hadley, P. A. & **Krok, W.** (2023, Feb. 3). *Sentence-focused diversity measures: The benefits of a structured priming assessment task* [Conference session]. 63rd Annual Hybrid Convention of the Illinois Speech-Language-Hearing Association.
- Hadley, P. A., Harrington, E., **Krok, W.**, Preza, T., Norton, E., & Wakschlag, L. (2022). Sentence-Focused Diversity Measures: A Comparison of Late-Talking Toddlers and Typical Peers. Poster presented at the American Speech-Language-Hearing Association Conference, New Orleans, LA.
- Krok, W.**, Harrington, E., Preza, T., Buccheit, M., Harriott, E., Fredian, K., Wakschlag, L., Norton, E. S., & Hadley, P. A. (2022). The Sentence Diversity Priming Task: An Efficient Tool for Assessing Toddlers' Sentence Production. Poster submitted for presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Core, C., Brundage, S., Hancock, A., & **Krok, W.** (2019, November). Increasing Cultural Competence Among Students and Faculty in an Academic Setting. Poster presented at the American Speech-Language-Hearing Association Conference, Orlando, FL.
- Core, C., **Krok, W.**, Kalyan, S. & Rumiche, R. (2019, November). Language Skills in 30-month-old Spanish-English Bilingual Children and Recommendations for Early Interventionists. Poster presented at the American Speech-Language-Hearing Association Conference, Orlando, FL.

- Krok, W.** & Leonard, L.B. (2015, June). Past tense production in children with and without specific language impairment across Germanic languages: A meta-analysis. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Krok, W.** & Hadley, P. (1998, November). Phonological awareness abilities in children with two profiles of language impairment. Poster presented at the American Speech-Language-Hearing Association Conference, San Antonio, TX.

PUBLICATIONS

- Krok, W.**, Norton, E. S., Buccheit, M., Harriott, E., Wakschlag, L., & Hadley, P. A. (2022). Using animated action scenes to remotely assess sentence diversity in toddlers. *Topics in Language Disorders, 42*(2), 156-172.
- Leonard, L. B., **Krok, W.**, & Wisman Weil, L. (2022). Syntactic priming and language intervention for children with grammatical deficits. In K. Messenger (Ed.), *Syntactic priming in child language development: Representations, mechanisms, and applications* (pp. 203-224). John Benjamins Publishing Co.
- Leonard, L. B., Christ, S. L., Deevy, P., Karpicke, J. D., Weber, C., Haebig, E., Kueser, J. B., Souto, S., & **Krok, W.** (2021). A multi-study examination of the role of repeated spaced retrieval in the word learning of children with developmental language disorder. *Journal of Neurodevelopmental Disorders, 13*(1), 1-16.
- Haebig, E., Leonard, L., Deevy, P., Karpicke, J., Usler, E., Kueser, J., Souto, S., **Krok, W.**, & Weber, C. (2019). Retrieval-based word learning in young typically developing children and children with development language disorder II: A comparison of retrieval schedules. *Journal of Speech, Language, and Hearing Research, 62*(4), 944-964.
- Leonard, L., Karpicke, J., Deevy, P., Weber, C., Christ, S., Haebig, E., Souto, S., Kueser, J., & **Krok, W.** (2019). Retrieval-based word learning in young typically developing children and children with developmental language disorder I: The benefits of repeated retrieval. *Journal of Speech, Language, and Hearing Research, 62*(4), 932-943.
- Krok, W.** & Leonard, L. B. (2018). Verb variability and morphosyntactic priming with typically developing 2-and 3-Year-olds. *Journal of Speech, Language, and Hearing Research, 61*(12), 2996-3009.
- Krok, W.** & Leonard, L.B. (2015). Past tense production in children with and without specific language impairment across Germanic languages: A meta-analysis. *Journal of Speech, Language, and Hearing Research, 58*(4), 1326-1340.