

# Windi C. Krok

*Clinical Assistant Professor*

*Purdue University*

*Department of Speech, Language, and Hearing Sciences*

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## EDUCATION

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**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

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**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

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**Departmental, Purdue University**  
Chair, Student Recruitment and Success Committee 2023-present  
Member, Undergraduate Curriculum Committee 2023-present  
Member, Student Advisory Council 2023-present

**College and University, Purdue University**  
Member, HHS Career Development Advisory Council 2024  
Faculty Advisor, Boilermaker Support Network 2024

### **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**

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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**

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<b>Clinical Assistant Professor</b> Purdue University, West Lafayette, IN	2023-present
• Teach undergraduate and graduate courses in communication disorders	
<b>Teaching Assistant Professor</b> University of Illinois, Champaign, IL	2022-2023
• Teach undergraduate and graduate courses in communication disorders	
• Supervise three graduate teaching assistants per year	
• Serve as Ph.D. Early Research Project committee member	
<b>Visiting Assistant Professor</b> University of Illinois, Champaign, IL	2020-2022
• Taught undergraduate and graduate courses in communication disorders	
• Supervised two graduate teaching assistants per year	
• Served as Ph.D. Early Research Project committee member	
<b>Assistant Professor</b> The George Washington University, Washington, D.C.	2017-2020
• 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

- 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**

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### **Purdue University – Clinical Assistant Professor**

SLHS 309 Language Development Spring and Fall 2024

SLHS 227 Elements of Linguistics Spring and Fall 2024

SLHS 588 Evidence-Based Practice I Spring 2024

SLHS 110 Exploring the Science and Practice of Speech,  
Language, and Hearing Sciences Fall 2023-2024

SLHS 449 Introduction to Clinical Practice in  
Communication Disorders Fall 2023-2024

### **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**

Tracy Preza, *Investigating early syntactic knowledge in late talking toddlers.* 2022-2023

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**

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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**

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**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**

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### **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**

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Purdue Teaching Academy Teaching Leadership Award	2024
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**

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### **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

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- Preza, T., **Krok, W.**, Wakschlag, L., Norton, E., & Hadley, P. (2024, May). *Examining measures of early syntactic knowledge in late-talking toddlers* [Poster presentation]. Symposium on Research in Child Language Disorders, Madison, WI.
- Krok, W.**, & Hadley, P. (2023, November). *The Sentence Diversity Priming Task: A Time-Efficient Option for Toddler Language Assessment* [Conference session]. Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Preza, T., **Krok, W.**, Wakschlag, L., Norton, E., & Hadley, P. (2023, November). *Short Sentences aren't so Simple: What might they tell us about Late-Talking Toddlers?* [Poster presentation]. Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Hadley, P. A. & **Krok, W.** (2023, Feb. 3). *Sentence-focused diversity measures: The benefits of a structured priming assessment task* [Conference session]. 63<sup>rd</sup> 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

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- 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.
- Krok, W.** (2023, November). *Sentence diversity priming task*.  
<https://sdptonline.web.illinois.edu/>

- 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 developmental 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.