



## Virginia Marchman

Social Sci Res Scholar

Psychology

 NIH Biosketch available Online

### Bio

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#### BIO

As a developmental psychologist, my main areas of research are language development, language disorders, and early childhood development. My specific interests include individual differences in typically-developing and late-talking children. I have worked extensively with the MacArthur-Bates Communicative Development Inventories (CDIs), developing the CDI Scoring program and serving on the CDI Advisory Board. Recent studies explored the causes and consequences of early language processing efficiency in typically-developing children, late talkers, and children born preterm. My current studies examine links between children's language processing skill, early learning environments, and individual differences in language development in monolingual and bilingual learners from diverse backgrounds. In addition to conducting studies that have a basic science focus, I am also Director of Program Evaluation for the Habla Conmigo project, overseeing the evaluation of parenting intervention programs designed to facilitate caregiver engagement in Latina mothers and their young children.

#### ACADEMIC APPOINTMENTS

- Social Science Research Scholar, Psychology

#### ADMINISTRATIVE APPOINTMENTS

- Director of Curriculum and Evaluation, Habla Conmigo Academy, (2015- present)
- Research Scientist, Department of Psychology, Stanford University, (2005- present)
- Associate Professor, School of Behavioral and Brain Sciences, University of Texas at Dallas, (1996-2004)
- Assistant Professor, Department of Psychology, University of Wisconsin, Madison, (1991-1996)

#### HONORS AND AWARDS

- Endowed Scholar, Callier Center for Communication Disorders, UT Dallas (2001-2003)

#### BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Member, MacArthur-Bates Communicative Development Inventories Advisory Board (2000 - present)
- Consultant, Mathematica Inc. (2015 - present)

#### PROFESSIONAL EDUCATION

- Post-doctoral Fellow, McDonnell-Pew Foundation for Cognitive Neuroscience, Center for Research in Language, University of California, San Diego , Cognitive Science (1991)
- Ph.D., University of California, Berkeley , Developmental Psychology (1989)
- MA, University of California, Berkeley , Developmental Psychology (1984)
- BA, University of California, Los Angeles , Psychology and Linguistics (1980)

## Publications

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### PUBLICATIONS

- **White matter properties associated with pre-reading skills in 6-year-old children born preterm and at term.** *Developmental medicine and child neurology*  
Dodson, C. K., Travis, K. E., Borchers, L. R., Marchman, V. A., Ben-Shachar, M., Feldman, H. M.  
2018
- **Nonword Repetition and Language Outcomes in Young Children Born Preterm** *JOURNAL OF SPEECH LANGUAGE AND HEARING RESEARCH*  
Gresch, L. D., Marchman, V. A., Loi, E. C., Fernald, A., Feldman, H. M.  
2018; 61 (5): 1203–15
- **Real-time lexical comprehension in young children learning American Sign Language.** *Developmental science*  
MacDonald, K., LaMarr, T., Corina, D., Marchman, V. A., Fernald, A.  
2018: e12672
- **Speed of Language Comprehension at 18 Months Old Predicts School-Relevant Outcomes at 54 Months Old in Children Born Preterm** *JOURNAL OF DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS*  
Marchman, V. A., Loi, E. C., Adams, K. A., Ashland, M., Fernald, A., Feldman, H. M.  
2018; 39 (3): 246–53
- **Validity of caregiver-report measures of language skill for Wolof-learning infants and toddlers living in rural African villages.** *Journal of child language*  
Weber, A. M., Marchman, V. A., Diop, Y., Fernald, A.  
2018: 1–20
- **Quality of caregiver-child play interactions with toddlers born preterm and full term: Antecedents and language outcome** *EARLY HUMAN DEVELOPMENT*  
Loi, E. C., Vaca, K. C., Ashland, M. D., Marchman, V. A., Fernald, A., Feldman, H. M.  
2017; 115: 110–17
- **Wordbank: an open repository for developmental vocabulary data** *JOURNAL OF CHILD LANGUAGE*  
Frank, M. C., Braginsky, M., Yurovsky, D., Marchman, V. A.  
2017; 44 (3): 677-694
- **Caregiver Talk and Medical Risk as Predictors of Language Outcomes in Full Term and Preterm Toddlers.** *Child development*  
Adams, K. A., Marchman, V. A., Loi, E. C., Ashland, M. D., Fernald, A., Feldman, H. M.  
2017
- **Sensitivity to morphosyntactic information in three-year-old children with typical language development: A feasibility study** *Journal of Speech, Language and Hearing Research*  
Deevy, P., Leonard, L., Marchman, V. A.  
2017; 60: 668-674
- **Using Eye Movements to Assess Language Comprehension in Toddlers Born Preterm and Full Term.** *journal of pediatrics*  
Loi, E. C., Marchman, V. A., Fernald, A., Feldman, H. M.  
2016
- **Caregiver talk to young Spanish-English bilinguals: comparing direct observation and parent-report measures of dual-language exposure.** *Developmental science*  
Marchman, V. A., Martínez, L. Z., Hurtado, N., Grüter, T., Fernald, A.  
2016
- **Early language processing efficiency predicts later receptive vocabulary outcomes in children born preterm.** *Child neuropsychology*  
Marchman, V. A., Adams, K. A., Loi, E. C., Fernald, A., Feldman, H. M.  
2016; 22 (6): 649-665
- **Relative language exposure, processing efficiency and vocabulary in Spanish- English bilingual toddlers\*** *BILINGUALISM-LANGUAGE AND COGNITION*  
Hurtado, N., Grueter, T., Marchman, V. A., Fernald, A.  
2014; 17 (1): 189-202

- **Short-form versions of the Spanish MacArthur-Bates Communicative Development Inventories** *APPLIED PSYCHOLINGUISTICS*  
Jackson-Maldonado, D., Marchman, V. A., Fernald, L. H.  
2013; 34 (4): 837-68
- **SES differences in language processing skill and vocabulary are evident at 18months** *DEVELOPMENTAL SCIENCE*  
Fernald, A., Marchman, V. A., Weisleder, A.  
2013; 16 (2): 234-248
- **Individual Differences in Lexical Processing at 18 Months Predict Vocabulary Growth in Typically Developing and Late-Talking Toddlers** *CHILD DEVELOPMENT*  
Fernald, A., Marchman, V. A.  
2012; 83 (1): 203-222
- **How vocabulary size in two languages relates to efficiency in spoken word recognition by young Spanish-English bilinguals** *JOURNAL OF CHILD LANGUAGE*  
Marchman, V. A., Fernald, A., Hurtado, N.  
2010; 37 (4): 817-840
- **Does input influence uptake? Links between maternal talk, processing speed and vocabulary size in Spanish-learning children** *DEVELOPMENTAL SCIENCE*  
Hurtado, N., Marchman, V. A., Fernald, A.  
2008; 11 (6): F31-F39
- **Baby's first 10 words** *DEVELOPMENTAL PSYCHOLOGY*  
Tardif, T., Fletcher, P., Liang, W., Zhang, Z., Kaciroti, N., Marchman, V. A.  
2008; 44 (4): 929-38
- **Speed of word recognition and vocabulary knowledge in infancy predict cognitive and language outcomes in later childhood** *DEVELOPMENTAL SCIENCE*  
Marchman, V. A., Fernald, A.  
2008; 11 (3): F9-F16
- **Spoken word recognition by Latino children learning Spanish as their first language** *JOURNAL OF CHILD LANGUAGE*  
Hurtado, N., Marchman, V. A., Fernald, A.  
2007; 34 (2): 227-249
- **Grammar and the lexicon: Developmental ordering in language acquisition** *CHILD DEVELOPMENT*  
Dixon, J. A., Marchman, V. A.  
2007; 78 (1): 190-212
- **Picking up speed in understanding: Speech processing efficiency and vocabulary growth across the 2nd year** *DEVELOPMENTAL PSYCHOLOGY*  
Fernald, A., Perfors, A., Marchman, V. A.  
2006; 42 (1): 98-116
- **The language-specific nature of grammatical development: evidence from bilingual language learners**  
Marchman, V. A., Martinez-Sussmann, C., Dale, P. S.  
WILEY-BLACKWELL.2004: 212-24
- **Concurrent validity of caregiver/parent report measures of language for children who are learning both English and Spanish** *Journal of Speech, Language and Hearing Research*  
Marchman, V. A., Martinez-Sussmann, C.  
2002; 45: 983-997
- **Picture naming by children with hearing loss: II. Effect of phonologically-related auditory distractors** *Journal of the American Academy of Audiology*  
Jerger, S., Lai, L., Marchman, V. A.  
2002; 13: 478-492
- **Picture naming by children with hearing loss: I. Effect of semantically-related auditory distractors** *Journal of the America Academy of Audiology*  
Jerger, S., Lai, L., Marchman, V. A.  
2002; 13: 463-477

- **Morphological productivity in children with normal language and SLI: A study of the English past tense** *JOURNAL OF SPEECH LANGUAGE AND HEARING RESEARCH*  
Marchman, V. A., Wulfeck, B., Weismer, S. E.  
1999; 42 (1): 206–19
- **Idiom comprehension in children and adults with unilateral brain damage** *DEVELOPMENTAL NEUROPSYCHOLOGY*  
Kempler, D., Van Lancker, D., Marchman, Bates, E.  
1999; 15 (3): 327–49
- **Narrative discourse in children with early focal brain injury** *BRAIN AND LANGUAGE*  
Reilly, J. S., Bates, E. A., Marchman, V. A.  
1998; 61 (3): 335–75
- **Overregularization in English plural and past tense inflectional morphology: a response to Marcus (1995)** *Journal of Child Language*  
Marchman, V. A., Plunkett, K., Goodman, J.  
1997; 24: 767-779
- **Children's productivity in the English past tense: The role of frequency, phonology, and neighborhood structure** *Cognitive Science*  
Marchman, V. A.  
1997; 21: 283-304
- **Learning from a connectionist model of the acquisition of the English past tense.** *Cognition*  
Plunkett, K., Marchman, V. A.  
1996; 61: 299-308
- **PRODUCTION OF COMPLEX SYNTAX IN NORMAL AGING AND ALZHEIMERS-DISEASE** *LANGUAGE AND COGNITIVE PROCESSES*  
BATES, E., HARRIS, C., MARCHMAN, WULFECK, B., KRITCHEVSKY, M.  
1995; 10 (5): 487–539
- **Developmental and stylistic variation in the composition of early vocabulary.** *Journal of Child Language*  
Bates, E., Marchman, V. A., Thal, D., Fenson, L., Dale, P. S., Reznick, J. S., Reilly, J., Hartung, J.  
1994; 21: 85-124
- **Continuity in lexical and morphological development: A test of the critical mass hypothesis** *Journal of Child Language*  
Marchman, V. A., Bates, E.  
1994; 21: 339-366
- **CONSTRAINTS ON PLASTICITY IN A CONNECTIONIST MODEL OF THE ENGLISH PAST TENSE** *JOURNAL OF COGNITIVE NEUROSCIENCE*  
MARCHMAN, V. A.  
1993; 5 (2): 215–34
- **From rote learning to system building: Acquiring verb morphology in children and connectionist nets.** *Cognition*  
Plunkett, K., Marchman, V. A.  
1993; 48: 21-69
- **U-shaped learning and frequency effects in a multi-layered perceptron: Implications for child language acquisition** *Cognition*  
Plunkett, K., Marchman, V. A.  
1991; 38: 43-102