

Erin E. Campbell, Ph.D.

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Positions

Boston University Research Assistant Professor *September 2024 – present*

Boston University Postdoctoral Researcher *June 2023 – September 2024*

Education

Duke University

Ph.D. in Psychology & Neuroscience — Cognition and Cognitive Neuroscience

Advisor: Dr. Erika Bergelson

Dissertation: *The Influence of Early Sensory and Linguistic Experience on Lexical Development*

Committee: Drs. Erika Bergelson, Tamar Kushnir, Jennifer Groh, and Elena Tenenbaum

Practicum: Dr. Marty Woldorff

Certificate in College Teaching

June 2023

Duke University

M.A. in Psychology & Neuroscience — Cognition and Cognitive Neuroscience

Committee: Drs. Erika Bergelson, Mike Tomasello, Jenni Groh, and Elena Tenenbaum

Thesis: *Making Sense of Sensory Language: Acquisition of Sensory Knowledge by Individuals with Congenital Sensory Impairments*

April 2021

Towson University

BA in Speech Pathology, Deaf Studies, Interdisciplinary Studies in Disability

Minors: Linguistics, Spanish

May 2018, Magna cum Laude, Commencement Speaker

Grants and Grant Applications

OSEP Personnel Preparation Grant: Bridging Disciplines, Sharing Expertise: Advanced Educator Preparation for Students with Complex Vision and Hearing Profiles (*awarded, 2025; \$1,250,000*)

NIH R21: Characterizing Multimodal Language Input and Development in DeafBlind Children (scored 34 on initial submission, Spring 2025; resubmitting this fall, \$375,000)

Wheelock Faculty Research Support Grant: for the documentation of deaf children's changing language environments (awarded, 2024, \$4,000)

National Science Foundation Graduate Student Research Fellowship: for "potential for significant research achievements" (awarded, 2019, ~\$138,000)

Charles Lafitte Foundation Research Award: for the purchase of infant EEG equipment (awarded, 2019, \$5000)

Publications

Campbell, E. E., Higgins, M., Fitch, A., Borovsky, A., Lieberman, A., (2026) Development of Familiar Sign Recognition in Deaf Signing Toddlers. *Cognition*. <https://doi.org/10.1016/j.cognition.2026.106499>

Sampson, T., Becker, A., **Campbell, E. E.**, Pyers, J., Hall, W. C., Sehyr, Z. S., Czubek, T., DiPerri, K., Henner, J., Emmorey, K., Petrich, J., Dobbs, C. L., Lieberman, A., Coppola, M., Langdon, C., Pontecorvo, E., Gappmayr, P., Lim, A., Higgins, M., Napoli, D. J., Harrison, N. E., Benedict, R., Holcomb, L., Jones Jr., F., Bottoms, A., Clark, M. D., Caselli, N., (2026). Unintended Consequences: Potential Harms of Science of Reading Policies on Deaf Children. *Journal of Deaf Studies and Deaf Education*. <https://doi.org/10.1093/jdsade/enag004>

Campbell, E. E., Pyers, J., Caselli, N., Lieberman, A., Borovsky, A. (2025) Perceptual-semantic features of words differentially shape early vocabulary in ASL and English. *Applied Psycholinguistics*. <https://doi.org/10.1017/S0142716425100210>

Campbell, E. E., Richter, L., Lukin, E., Bergelson, E., (2025) Comparing language input in the homes of blind and sighted children: Insights from daylong recordings. *Language Development Research*. <https://doi.org/10.34842/ldr2025-846>

Campbell, E. E., Sehyr, Z., Pontecorvo, E., Cohen-Goldberg, A., Emmorey, K., Caselli, N. K. (2025) Iconicity as an organizing principle of the lexicon, *PNAS*, 122(16), <https://doi.org/10.1073/pnas.2401041122>

Campbell, E. E., Davis, C. P., Zettersten, M., Cooke, M., Houston, D., Caselli, N., Bergelson, E. (2025) [Early Production of Imperceptible Words by Infants and Toddlers Born Deaf or Blind](#). *Open Mind*; 9 475–500.

Campbell, E. E., Casillas, R., Bergelson, E. (2024) [The Role of Vision in the Acquisition of Words: Vocabulary Development in Blind Toddlers](#). *Developmental Science*.

Campbell, E. E., Bervinchak, D., DesJardin, J., Ceh, K. M., Lehnert, K., Grammer, D., &

Francis, H. (2023) [The Impact of Parental Reading Behaviors on Early Literacy in Young Children with Cochlear Implants](#). *Communication Disorders Quarterly*.

Campbell, E. E. & Bergelson, E. (2022) [Making Sense of Sensory Language: Acquisition of Sensory Knowledge by Individuals with Congenital Sensory Impairments](#). *Neuropsychologia*.

Campbell, E. E. & Bergelson, E. (2022) [Characterizing North Carolina's Deaf/Hard-of-Hearing Infants and Toddlers: Predictors of Vocabulary, Diagnosis, and Intervention](#). *Journal of Speech, Language, and Hearing Research*. ([data & analysis](#))

Evitts, P., Porcaro, C., Smyth, N., **Campbell, E.**, White, L., Veraguas, J. (2019). [Effect of Listener Strategies on Speech Intelligibility of Dysphonic Speakers](#). *Journal of Voice*. 34(5).

Publications – *under review*

Lukin, E., **Campbell, E. E.**, Righter, L., Mair, P., Bergelson, E., (*under review*) Comparing Utterance Types and Contents in the Input to Blind and Sighted Infants.

Righter, L., Emmert, A., **Campbell, E. E.**, Houston, D., Bergelson, E., (*under review*) Examining spoken language input to infants with cochlear implants

Presentations

Campbell, E. E., Pontecorvo, E., Hurst, M., Laughman, A., Lim, A., Steinle, D., Caselli, N. (November, 2025) Varied and dynamic language input among early-signing deaf children with hearing parents. Poster presentation at the Boston University Conference on Language Development (Boston, MA).

Higgins, M., **Campbell, E. E.**, Lieberman, A. (November, 2025) Lexical processing and novel word learning in deaf children learning ASL. Oral presentation at the Boston University Conference on Language Development (Boston, MA).

Emmert, A., Righter, L., **Campbell, E. E.**, Houston, D., Bergelson, E. (November, 2025) Comparing speech environments of children with cochlear implants and typically-hearing children. Oral presentation at the Boston University Conference on Language Development (Boston, MA).

Sehyr, Z., **Campbell, E. E.** (September, 2025) Does sensory and linguistic experience shape ERP signatures in deaf signers?. Poster presentation at the Society for the Neurobiology of Language conference (Washington D.C).

- Campbell, E.**, Pontecorvo, E., Caselli, N. (July, 2025) Impacts on the early language environments of deaf children with hearing parents. Poster presentation at the International Congress on the Education of the Deaf. (Rome, Italy)
- Pontecorvo, E., **Campbell, E.**, Caselli, N. (July, 2025) Variation in ASL Acquisition Among Early Exposed Deaf Infants and Toddlers. Stage presentation at the International Congress on the Education of the Deaf. (Rome, Italy)
- Campbell, E.**, Spellun, A., Elvestad, E. O., Pyers, J., Caselli, N. (March, 2025) Mythbusting in EHDI: Parental Beliefs About Language Development in Deaf Children. Poster presentation at the Early Hearing Detection and Intervention conference. (Pittsburgh, PA)
- Campbell, E.**, & Caselli, N. (Jan, 2025) Does systematic alignment between phonology and semantics influence the early lexicon?. Accepted for stage presentation at Theoretical Issues in Sign Language Research conference (Addis Ababa, Ethiopia).
- Campbell, E.**, Davis, C. & Caselli, N. (March, 2024) A cross-linguistic analysis of abstractness effects in early vocabulary. Poster presentation at the Cognitive Development Society biennial conference.
- Campbell, E.** & Caselli, N. (March, 2024) Tailoring ASL support for Deaf children: Demographic patterns and language outcomes. Poster presentation at the Early Hearing Detection and Intervention conference.
- Campbell, E. E.**, Righter, L., Lukin, E., Bergelson, E., (2023, November). Comparing language input in the homes of blind and sighted children: Insights from daylong recordings. Oral presentation at the Boston University Conference on Language Development (Boston, MA).
- Lukin, E., **Campbell, E. E.**, Righter, R., Bergelson, E., (2023, November). Comparing utterance composition and conversational content in everyday language input to blind and sighted toddlers. Poster presented at the Boston University Conference on Language Development (Boston, MA).
- Campbell, E. E.**, Righter, L., Lukin, E., Bergelson, E., (2023, October). Comparing language input in the homes of blind and sighted children: Insights from daylong recordings. Oral presentation at the Many Paths to Language conference (Nijmegen, Netherlands).
- Lukin, E., **Campbell, E. E.**, Righter, L., Bergelson, E., (2023, October). Comparing utterance composition and conversational content in everyday language input to blind and sighted toddlers. Poster presented at the Many Paths to Language conference (Nijmegen, Netherlands).

- Righter, L., **Campbell, E. E.**, Lukin, E., Bergelson, E., (2023, October). The Interdependence of Vocabulary & Morphosyntax Development in Blind and Sighted Children. Poster presented at the Many Paths to Language conference (virtual).
- Campbell, E. E.**, (2023, March). Interplay between early perceptual experience and language development. Invited talk. Language and Cognition Research Group, Cardiff University.
- Campbell, E. E.**, Cooke, M., Houston, D., Bergelson, E. (2022, November) Acquisition of Perceptual Words by Young Children with Congenital Sensory Impairments. Poster presented at the Boston University Conference on Language Development (Boston, MA).
- Campbell, E. E.**, Casillas, R., Bergelson, E. (2022, June) Vocabulary Development in Blind Infants and Toddlers: The influence of vision on early vocabulary. [Talk](#) presented at the Workshop on Infant Language Development (San Sebastian, Spain).
- Fernandez, F., **Campbell, E.**, Bachman, M., Woldorff, M., & Bergelson, E. (2021, July) *The neural substrates of word-learning in 14-20-month-olds: a replication and extension.* [Poster](#) session presented virtually at International Association for the Study of Child Language Conference.
- Campbell, E.**, Bervinchak, D., Ceh, K. M., Lehnert, K., Grammer, D., & Francis, H. (2021, May) *The Impact of Parental Reading Behaviors on Early Literacy in Young Children with Cochlear Implants.* [Poster](#) presented virtually at CI2021.
- Campbell, E.**, Zettersten, M., Lewis, M., Bergelson, E. (2021, April) *Early Language in Blind, Deaf/Hard-of-Hearing, and Typically-Developing Infants.* [Symposium talk](#) presented virtually at the annual conference of the Society for Research in Child Development.
- Campbell, E.**, Uner, S., & Bergelson, E., (2020, October) Naturalistic Language Input to Blind, Deaf/Hard-of-Hearing, and Typically-Developing Infants: A Quantitative and Qualitative Analysis. [Talk](#) presented virtually at the Many Paths to Language conference.
- Campbell, E.** & Bergelson, E. (2019, November). *Early vocabulary and hearing loss: Who's getting state services?* [Poster](#) session presented at Boston University Conference on Language Development (Boston, MA).
- Shiller, J., England, S., **Campbell, E.**, & Berman, M. (2018, May). *University-community partnerships: How can universities and community schools support each other?* Workshop session at the National Community Schools Forum (Baltimore, MD).
- Evitts, P., Porcaro, C., Smyth, N., **Campbell, E.**, White, L., Veraguas, J. (2017, November) *Effect of Listener Strategies on Speech Intelligibility of Dysphonic Speakers.* Poster

session presented at the Annual Convention of the American Speech-Language-Hearing Association (Los Angeles, CA).

Scholarships and Awards

Paula Menyuk Award	2022
Duke Graduate School Conference Travel Award	2022
Charles Lafitte Foundation Graduate Virtual Conference Award	2021
Charles Lafitte Foundation Travel Award	2019
Leadership in Foreign Languages	2018
Class of 1923 Endowment Foundation Scholar	2018
Martha Mitten Memorial Scholarship Endowment	2016
Angela Gerwig Harold Memorial Endowed Scholarship	2015

Teaching

Language Development ([course website](#))- University of Rochester *Spring 2025*

Taught a large lecture-based course on Language Development, aimed at juniors and seniors. Course was cross-listed in Brain & Cognitive Sciences, Psychology, Deaf Studies, and Linguistics. Created lecture materials, assignments, and assessments. Supervised undergraduate student teaching assistant.

Instructor of record: **Erin Campbell**

Developmental Psychology ([course website](#))- Duke University *Summer 2022*

Taught a discussion-based course focused on preparing students for critically analyzing psychology research. Created syllabus, lecture materials, assignments, and assessments. Supervised graduate student teaching assistant.

([student feedback](#))

Instructor of record: **Erin Campbell**

Negotiation - Duke University *Spring 2022, Spring 2023*

Graded assignments and held office hours for students.

Instructor of record: Christopher Petsko

Developmental Psychology - Duke University *Fall 2021, 2020*

Led two discussion sections of 25 students each, guest lectured for 85 student class, wrote exams and assignments, and graded assignments. ([student feedback](#))

Instructor of record: Makeba Wilbourn

Perception and the Brain - Duke University *Spring 2021*

Led laboratory sections (including cow eye dissection, Spikerbox experiment with crickets, and other perceptual lab activities), wrote scripts in R for students to analyze data from laboratory assignments, proctored exams, provided writing

feedback, and graded assignments for 20 students.
Instructor of record: Jennifer Groh

Statistical Methods in Psychological Science - Duke University *Fall 2019*
Led two laboratory sections of 20 students each and graded assignments.
([student feedback](#))
Instructor of record: Greg Samenez-Larkin

DeafBlind Culture and Communication - Towson University *Spring 2016*
Graded and co-wrote assignments and exams. Facilitated community outings for students. Used pro-tactile communication during lectures to relay visual information about student behavior to the professor during lectures.
Instructor of record: Jamie Pope

Relevant Work Experience

Program Assistant - Hussman Center for Adults with Autism *2015 - 2018*
Assisted in weekly life skills programs and bi-monthly social group activities for adults with Autism Spectrum Disorder.

Spanish-English Translator & Research Assistant - Total Child Health *2015 - 2018*
Translated research tools into Spanish for the Child Health and Development Information System. Coded interviews with low-income families about asthma, autism, and ADHD treatment. Created a bilingual glossary of healthcare terms to increase transparency of medical language for families.

Research Assistant - Sign Language Research Lab (Georgetown University) *Spring 2018*
Worked under the mentorship of Dr. Ted Supalla to document dialectal American Sign Language variation (using ELAN) and support the online course: Sign Language Structure, Learning, and Change.

Research Assistant - Evitts Lab (Towson University) *2015 - 2018*
Performed hearing screenings, ran behavioral experiment, and coded participant responses for a project on the perceptual effects of dysphonia and the effectiveness of cognitive and linguistic strategies to help listeners understand dysphonic voices.

Otolaryngology Research Assistant - Johns Hopkins Medical Institute *Spring 2017*
Coded recordings of parent-child reading sessions for a research project on cochlear implants and emergent literacy.

Service

Peer Reviewer - Applied Psycholinguistics (2026), CogSci Conference (2023-2026), Journal of Memory and Language (2025), Cognition (2024), Developmental

Science (2024), Journal of Deaf Studies and Deaf Education (2024), Journal of Communication Disorders (2024), Boston University Conference on Language Development (2024, 2025)

Application Reviewer - Virtual Office Hours for Psych. PhD Applicants *Fall 2021, 2022*
Reviewed graduate school applications and provided one-on-one consultation for developmental psychology applicants to enhance recruitment of BIPOC, first generation, low income, and LGBT students in psychology PhD programs.

Educator - Orange County School District (NC) *Fall 2018 - present*
Taught elementary and middle school aged students about the human auditory system

Climbing Program Assistant - Duke Adaptive Climbing *Fall 2018 - present*
Provided climbing assistance and instruction to children and adults with physical and developmental disabilities

Education & Public Initiatives Intern - College of Physicians of Philadelphia *Summer 2016*
Consulted with Mütter Museum and education staff to make the museum and its affiliate programs more accessible for linguistic minority populations and individuals with disabilities.

1-on-1 Counselor - Martha's Vineyard Cerebral Palsy Camp *Summers 2016-present*
Provided total care for campers with disabilities, including feeding, changing, bathing, toileting, mobility, and engaging participants in camp activities

College Mentor - Dorothy I. Height Elementary School *Fall 2017*
Supported elementary school staff in the Office of Disability Services.

Program Assistant - Karabots Junior Fellows Program *Summer 2016*
Taught lessons on hearing, language in the brain, and sign language, led a brain dissection lab; mentored high school students on career and college preparation.

Other Professional Development

Protactile Language Theory Certificate Program	2024
Daylong Audio Recordings of Children's Linguistic Environments - <i>Member</i>	2020-present
Statistical Training in Experimental Psycholinguistics	2019

Skills

Languages: English (native), American Sign Language (proficient), Spanish (proficient)

Experimental Methods: Naturalistic language samples (LENA, play sessions), Eyetracking

Updated 3/5/2025

(Eyelink, Neon), EEG (BrainVision, Presentation), Survey (Qualtrics, Redcap, MTurk, Typeform), Pure Tone Audiometry, Structured and Semi-Structured Interview

Software and Programming: R (including RMarkdown, RStudio, tidyverse), Matlab (EEGLab, ERPlab), Git, ELAN, Datavyu, Adobe Creative Suite (including Premiere, Audition, and Photoshop)