

# Ronald M. Pomper

*Curriculum Vitae*

November 2021

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## Contact Information

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Current Address     555 North 30<sup>th</sup> Street  
Boys Town National Research Hospital  
Omaha, NE 68131

Telephone            (531) 355-5695  
Email                 [ronald.pomper@boystown.org](mailto:ronald.pomper@boystown.org)  
Website               <https://rpomper.github.io>

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## Positions & Education

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2020-                 **Postdoctoral Research Fellow**  
Boys Town National Research Hospital  
Advisor: Karla McGregor

2014-2020           **Ph.D. in Developmental Psychology**  
University of Wisconsin-Madison  
Advisor: Jenny Saffran

2013-2014           **M.S. in Developmental Psychology**  
University of Wisconsin-Madison  
Advisor: Jenny Saffran

2007-2011           **B.A. in Human Biology**, conferred with Departmental Honors  
and conferred with Distinction  
Stanford University  
Advisor: Anne Fernald

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## Research Interests

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Word learning; typical and atypical language development; Developmental Language Disorder; Autism Spectrum Disorder; semantic and phonological knowledge; speech processing

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## Scholarship

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### Publications

**Pomper, R.** (in prep). When one is not enough: Children's ability to combine cues in novel word learning.

**Pomper, R.,** McGregor, K. K., Arbisi-Kelm, T., Eden, N., & Ohlmann, N. (in prep). Direct and indirect novel word learning abilities of children with Developmental Language Disorder.

Mathée-Scott, J., Larson, C., Venker, C., **Pomper, R.,** Edwards, J., Saffran, J., & Ellis Weismer, S. (in press). Use of mutual exclusivity and its relationship to language ability in toddlers with autism spectrum disorder.

McGregor, K. K., **Pomper, R.,** Eden, N., Arbisi-Kelm, T., Ohlmann, N., Gajre, S., & Smolak, E. (2021). Children's language abilities predict success in remote communication contexts. *Language Development Research*. DOI: [10.34758/rzsq-zd16](https://doi.org/10.34758/rzsq-zd16)

**Pomper, R.,** Kaushanskaya, M., & Saffran, J. (2021). Change is hard: Individual differences in children's lexical processing and executive functions after a shift in dimensions. *Language Learning and Development*. DOI: [10.1080/15475441.2021.1947289](https://doi.org/10.1080/15475441.2021.1947289)

**Pomper, R.,** Ellis Weismer, S., Saffran, J., & Edwards, J. (2021). Coarticulation facilitates lexical processing for toddlers with autism. *Cognition*, 214, 104799, DOI: [10.1016/j.cognition.2021.104799](https://doi.org/10.1016/j.cognition.2021.104799)

Venker, C. E., **Pomper, R.,** Mahr, T., Edwards, J., Saffran, J., & Ellis Weismer, S. (2020). Comparing automatic eye tracking and manual gaze coding methods in young children with Autism Spectrum Disorder. *Autism Research*, 13(2), 271-283, DOI: [10.1002/aur.2225](https://doi.org/10.1002/aur.2225)

**Pomper, R.,** Ellis Weismer, S., Saffran, J., & Edwards, J. (2019). Specificity of phonological representations for children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49, 3351-3363, DOI: [10.1007/s10803-019-04054-5](https://doi.org/10.1007/s10803-019-04054-5)

Breen, E., **Pomper, R.,** & Saffran, J.R. (2019). Phonological learning influences label-object mapping in toddlers. *Journal of Speech, Language, and Hearing Research*, 62(6), 1923-1932, DOI: [10.1044/2019\\_JSLHR-L-18-0131](https://doi.org/10.1044/2019_JSLHR-L-18-0131)

**Pomper, R.,** & Saffran, J. R. (2018). Familiar object salience affects novel word learning. *Child Development*, 90(2), e246-e262. DOI: [10.1111/cdev.13053](https://doi.org/10.1111/cdev.13053)

**Pomper, R., & Saffran, J. R. (2016).** Roses are red, socks are blue: Switching dimensions disrupts young children's language processing. *PLoS ONE*, 11(6), e0158459, DOI: [10.1371/journal.pone.0158459](https://doi.org/10.1371/journal.pone.0158459)

### **Other Contributions**

Olson, R. H., **Pomper, R.**, Potter, C. E., Hay, J. F., Saffran, J. R., Ellis Weismer, S., & Lew-Williams, C. (2020). Peyecoder: An open-source program for coding eye movements (Version v1.0.2-beta). Zenodo. [http://doi.org/10.5281/zenodo.3939234](https://doi.org/10.5281/zenodo.3939234)

### **Presentations**

Mathée-Scott, J., Larson, C., Venker, C., **Pomper R.**, Edwards, J., Saffran, J., & Ellis Weismer, S., (2021). Use of Mutual Exclusivity and Relationship to Language Ability in Toddlers with Autism Spectrum Disorder. Oral Presentation at the 2021 Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.

McGregor, K., **Pomper, R.**, Eden, N., Arbisi-Kelm, T., Ohlmann, N., Gajre, S., & Smolak, E. (2021). Children's Success in Remote Communication Contexts Varies with Language Ability. Poster presented at the 2021 Symposium for Research on Child Language Disorders, Madison, WI.

Mathée, J., Larson, C., Venker, C., **Pomper R.**, Edwards, J., Saffran, J., & Ellis Weismer, S., (2021). Mutual Exclusivity and Language Ability in Toddlers with Autism Spectrum Disorder. Poster presented at the 2021 Symposium for Research on Child Language Disorders, Madison, WI.

**Pomper, R.** (2021). When One is Not Enough: Children's Ability to Combine Cues in Novel Word Learning. Flash Talk presented at the SRCD 2021 Biennial Meeting.

**Pomper, R.**, McGregor, K., Eden, N., Arbisi-Kelm, T., Ohlmann, N. (2021). Direct and Indirect Novel Word Learning Abilities for Children with Developmental Language Disorder. Flash Talk presented at the SRCD 2021 Biennial Meeting.

**Pomper, R.**, Kaushanskaya, M., & Saffran, J. (2019, November). Changing dimensions affects older children's language processing. Poster presented at the Boston University Conference on Language Development, Boston, MA.

**Pomper, R.**, Saffran, J., Ellis Weismer, S., & Edwards, J. (2019, November). Effect of coarticulation on language processing for children with autism. Poster

- presented at the Boston University Conference on Language Development, Boston, MA.
- Pomper, R.,** Kaushanskaya, M., & Saffran, J. (2019, October). Disruptions in children's lexical processing following changes in dimensions and the relation to age and executive function. Poster presented at the Cognitive Development Society Biennial Conference in Louisville, KY.
- Pomper, R.,** & Saffran, J.R. (2018, July). More than distractors: Familiar objects influence toddlers' semantic representations in novel word learning. Poster presented at the XXI ICIS Biennial Congress, Philadelphia, PA.
- Pomper, R.,** Ellis Weismer, S., Saffran, J.R., Mahr, T., & Edwards, J. (2018, June). Phonological representations in children with Autism Spectrum Disorder. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Breen, E., **Pomper, R.,** & Saffran, J.R. (2017, November). Connecting phonotactic learning and word learning in infancy. Poster presented at the Boston University Conference on Language Development, Boston, MA.
- Pomper, R.,** & Saffran, J.R. (2017, April). Switching dimensions disrupts young children's language comprehension. Poster presented at the Society for Research in Child Development, Austin, TX.
- Pomper, R.,** & Saffran, J. R. (2015, October). Salient competitors in novel word learning. Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Pomper, R.,** Potter, C., Benitez, V.L., & Saffran, J.R. (2015, June). Segmenting words of varying length: Statistics don't always win. Oral presentation given at the International Conference on Interdisciplinary Advances in Statistical Learning, San Sebastian, Spain.
- Fernald, A. & **Pomper, R.** (2011, March). For toddlers too, the search for the object begins at the verb. Oral presentation at the CUNY Conference on Human Sentence Processing, Stanford, CA.
- Fernald, A. & **Pomper, R.** (2010, September). For toddlers too, the search for the object begins at the verb. Oral presentation at the Conceptual Structure, Discourse and Language and Embodied and Situated Language Processing Conference, San Diego, CA.

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## Awards and Honors

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| 2021-     | <b>ASHA Pathways Program</b> , mentored by Dr. Sara Kover   |
| 2017-2019 | <b>Predoctoral Fellow</b> , individual NRSA from the NICHD (F31HD091969): Combining Cues in Word Learning |
| 2017-2019 | <b>Morse Scholar</b> , Waisman Center, University of Wisconsin-Madison                                    |
| 2015-2017 | <b>Trainee</b> , NIDCD (5T32DC005359): Interdisciplinary research training in speech-language disorders   |
| 2014-2015 | <b>Trainee</b> , NICHD (5T32HD049899): Training in Language: Acquisition and adult performance            |
| 2013-2014 | <b>University Distinguished Graduate Fellowship</b> , UW-Madison  |
| 2012      | <b>German Academic Exchange Service (DAAD) scholar</b> , University of Saarland, Germany                  |
| 2011      | <b>Phi Beta Kappa</b> , Stanford University, CA   |
| 2011      | <b>Firestone Medal</b> , for excellence in Undergraduate Research Stanford University, CA                 |
| 2010      | <b>Undergraduate and Advising Research (UAR) Major Grant</b> Stanford University, CA                      |

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## Teaching & Mentoring Experience

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| 2019 | <b>Instructor</b> , Child Development (Psych 460)<br><i>I taught a lecture-based course for 200 students which provided an introduction to perceptual, motor, cognitive, linguistic, social, emotional, moral, and atypical development with an emphasis on broad themes and theories uniting a diverse field of research</i> |
| 2018 | <b>Instructor</b> , Current Topics in Psychology (Psych 601)<br>Deficit or Difference? Interpreting Diverse Developmental Pathways, UW-Madison<br><i>I taught a discussion-based capstone course for seniors</i>  |

*examining whether variability in developmental outcomes should be framed as deficits or differences*

- 2018                    **Research Mentor**, for the Psychology Research Experience Program, UW-Madison  
*I mentored a student from the University of Virginia, helping her design, administer, analyze, and present a research project*
- 2017-2018           **Participant**, Leadership Institute Office for Equity and Diversity  
*Weekly meetings with a learning community focused on developing leadership skills and fostering open, dynamic, and respectful work environments*
- 2017                    **Research Mentor**, for the PEOPLE Program Summer Internship, UW-Madison  
*I co-mentored two high school students who worked in the Infant Learning Lab during the summer as Research Assistants*
- 2017                    **Participant**, Teaching Academy Learning Environment Pedagogics workshop  
*A two-day workshop on evidence-based practices that have a high impact on students' learning.*
- 2016                    **Teaching Assistant**, Cognitive Development (Psychology 502), UW-Madison  
*I planned & led 3 weekly discussion sections*
- 2016                    **Teaching Assistant**, Child Development (Psychology 560), UW-Madison
- 2011-2012           **Core Course Associate**, the Program in Human Biology Stanford University  
*This was a full-time paid teaching position for a 3 trimester course sequence on: Culture, Evolution, and Society; Behavior, Health, and Development; Environmental and Health Policy Analyses. I planned & led 5 weekly discussion sections. In addition, I wrote and graded papers and exams (Supervisor: Noa Pinter-Wollman, Ph.D.)*
- 2009                    **Teaching Assistant**, Language Understanding by Children and Adults (Psych 7Q), Psychology Department, Stanford University

#### Guest Lectures:

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| 2018 | <i>Atypical Language Development</i> , Current Topics in Psychology Course (Psych 601) Studying language development inside and outside the lab, UW-Madison |
| 2016 | <i>Language Development</i> , Cognitive Development Course (Psychology 502), UW-Madison   |
| 2016 | <i>Word Learning</i> , Child Development Course (Psychology 560), UW-Madison  |

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#### Professional Service

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| 2018-     | <b>Reviewer</b><br><i>Journal of Autism and Developmental Disorders</i><br><i>Journal of Cognition and Development</i><br><i>Cognitive Science</i>   |
| 2013-2019 | <b>Program Committee</b><br>Symposium on Research in Child Language Disorders (SRCLD) Communication Sciences and Disorders, UW-Madison   |
| 2014-2015 | <b>Young Science Scholar</b><br>University-Community partnership to improve Elementary School Science Education<br><i>I worked with teachers at Sandburg Elementary School to help revise their science curricula and co-taught science lessons once per week.</i> |

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#### Departmental Service

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| 2019 | <b>Graduate Student Representative</b> for Faculty and Graduate Committee Meetings |
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