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Research Areas

Atypical Language Acquisition. My clinical experience as a speech and language therapist working with different populations that present atypical language development and my linguistic and cognitive psychology background guide the theoretical and clinical questions of my research:

- Language characteristics and language deficits in atypical language acquisition.
- Modularity within the language domain.
- Language development and assessment of bilingual children and bilingual bimodal children (deaf children who use spoken and sign language).

Education

- 2001-2008 **Ph.D.**, Cognitive Psychology, Department of Psychology, Tel Aviv University. Under the supervision of Prof. Naama Friedmann and Prof. Uri Hadar. Thesis title: Deficit in the syntactic chain: The characteristics of the syntactic impairment and modularity in SLI.
- 1994-1997 **M.A.**, Cognitive Psychology, Department of Psychology, Tel-Aviv University. With distinction.
- 1989-1992 **B.A.**, Speech and Hearing Disorders, Sackler Faculty of Medicine, Tel Aviv University.

Academic Ranks and Positions

- 2018 - Senior Lecturer, Department of Communication Sciences and Disorders, University of Haifa
- 2013 - 2018 Lecturer, Department of Communication Sciences and Disorders, University of Haifa
- 2011 - Affiliated faculty at the Center for the study of Communication and the Deaf at Boston University. Boston.
- 2012 - 2013 Postdoctoral fellow, Laboratory for developmental studies. Harvard University. Boston.
- 2011 - 2013 Visiting scholar, The Acquisition Center and the L1/L2 center, UMass Amherst.
- 2010 - 2011 Postdoctoral fellow Lab of Developmental Cognitive Neuroscience (LDCN), Boston University, Boston.

Scholarly Positions and Activities outside the University

Reviewer for scientific journals, conferences and funding agencies: Applied Psycholinguistics; Clinical Linguistics and Phonetics; Journal of Child Language; Language and the Brain (In Hebrew); Language Acquisition: A Journal of Developmental Linguistics; Language Learning; Journal of Speech Language and Hearing Research; Journal of Autism and developmental Disorders; International Journal of Language & Communication Disorders; Child Language Teaching and Therapy; GLOSSA, Journal of General Linguistics; Second Language Research; ISF, The Israeli Science Foundation; BSF - Binational Science Foundation; The BUCLD conference.

Editorial Board: First Language; Editor of *DASH BA-RESHET*, the Israeli Journal of Language, Speech and Hearing Disorders (2015-2018).

Professional membership: ISHLA. The Israeli Speech Hearing and Language Association; Israel representative of the Management Committee for the ESF COST Action IS1406-Enhancing children's oral language skills across Europe and beyond (2015-2018).

Current Teaching

Developmental language disorders, B.A.

Research methods and scientific writing, B.A.

Communication disorders in multilingual populations, B.A.

Research seminar in language Sciences, B.A.

Issues in language assessment, M.A.

Sign language and cochlear implant, M.A.

The effect of modality on language acquisition, M.A.

Publications

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Novogrodsky, R. & Meir, N. (accepted). Multilingual children with special needs in early education: Communication is the key. In Schwartz, M. & Prosic-Santovac, D. (Eds). *The Handbook of Early Language Education*. Berlin: Springer.

Shetreet, E. & **Novogrodsky, R.** (2020). Morphosyntactic Cues for Quantifier Comprehension in Children. *Language Learning and Development*. 10.1080/15475441.2020.1806847.

Novogrodsky, R. (2020). Assessing ASL Vocabulary Development. In Enns, C., Henner, J. and McQuarrie, L. (Eds). *Sailing towards Bilingualism in Deaf Children: Essays in Honor of Robert Hoffmeister*. Routledge, Taylor & Francis Group.

Novogrodsky, R. & Meir, N. (2020). Age, Frequency and Iconicity in early sign language acquisition: Evidence from the Israeli Sign Language MacArthur-Bates Communicative Developmental Inventory. *Applied Psycholinguistics*, 1-29.

Kreiser, V., & **Novogrodsky, R.** (2020). Specific Language aspects of intervention of a bilingual child with DLD: A case study report. *DASH BRESHET: The Israeli Journal of Language, Speech and Hearing Disorders*. (In Hebrew).

Meir, N. & **Novogrodsky, R.** (2019). Prerequisites of pronoun use: evidence from monolingual and bilingual children with autism and typical language development. *Frontiers in Psychology*, 10, 2289.

Shetreet, E. & **Novogrodsky, R.** (2019). Differential patterns of children's knowledge of quantifier meaning revealed under different tasks. *Frontiers in Communication*, 4, 45.

Meir, N. & **Novogrodsky, R.** (2019). Syntactic abilities and verbal memory in monolingual and bilingual children with High Functioning Autism (HFA). *First Language*. 0142723719849981.

Novogrodsky, R. & Kreiser, V. (2019). Children with Developmental Language Disorders (DLD) in Israel - Assessment and intervention. In J., Law, C., Murphy, C., McKean, E. P., Þórðardóttir (Eds). *The Theory and Practice of Managing the Child with Language Impairment- Across Europe and Beyond*. Routledge publication.

Degani, T. Krizer, V., & Novogrodsky, N. (2019). The joint effects of bilingualism, DLD and item-frequency on children's lexical retrieval performance. *International Journal of Language and Communication Disorders*, 54(3), 485-498.

Novogrodsky, R., Meir, I. (2019). ISL-CDI test. Vocabulary test for Hebrew signing children. <https://mb-cdi.stanford.edu/adaptations.html>.

Henner, J., Novogrodsky, R., Caldwell-Harris, C., & Hoffmeister, R. (2018). [The Development of American Sign Language–Based Analogical Reasoning in Signing Deaf Children.](#) *Journal of Speech Language and Hearing Research*, 62(1), 93-105.

Henner, J., Novogrodsky, R., Reis, J., & Hoffmeister, R. (2018). [Recent Issues in the Use of Signed Language Assessments for Diagnosis of Language Related Disabilities in Signing Deaf and Hard of Hearing Children.](#) *Journal of Deaf Studies and Deaf Education*, 23(4), 307-316.

Novogrodsky, R., Meir, N. & Michael, R. (2018). [Morpho-syntactic abilities of toddlers with hearing-impairment and normal hearing: evidence from a sentence repetition task.](#) *International Journal of Language and Communication Disorders*, 53(4), 811-824.

Biran, M., Novogrodsky, R., Harel-Nov, A., Gil, M., & Bloch, A. (2018). [What we can learn from naming errors of children with language impairment at preschool age.](#) *Clinical Linguistics and Phonetics*, 32(4), 298-315. doi.org/10.1080/02699206.2017.1365096.

Biran, M., Novogrodsky, R., Harel-Nov, A., Gil, M., & Bloch, A. (2017). [Characteristics of naming deficits in pre-school children: What can be learnt from naming errors of children with language-impairment?](#) *Language and Brain*, 12, 89-108. (In Hebrew).

Novogrodsky, R., Henner, J., Caldwell-Harris, C., & Hoffmeister, R. (2017). [The development of sensitivity to grammatical violations in American Sign Language - native signers versus nonnative.](#) *Language Learning*, 67(4), 791-818. DOI - 10.1111/lang.12245.

Oz, H., Novogrodsky, R., Kreiser, V., Armon-Lotem, S. et al., (2016). [Position paper on bilingualism and language impairment in children.](#) Published in the website of the Israeli Language, *Speech and Hearing Disorders association*.

Henner, J., Caldwell-Harris, C., Novogrodsky, R., & Hoffmeister, R. (2016). [American Sign Language syntax and analogical reasoning skills are influenced by early acquisition and Age of Entry to signing Schools for the Deaf.](#) *Frontiers in Psychology*, 7, 1982.

Novogrodsky, R., & Edelson, R. L. (2016). [Ambiguous pronoun use in narratives of children with Autism Spectrum Disorders.](#) *Child Language teaching and Therapy*, 32(2), 241-252.

Novogrodsky, R. & Kreiser, V. (2015). [What can errors tell us about Specific Language Impairment? Semantic and morphological cuing in a sentence completion task.](#) *Clinical Linguistics and Phonetics*, 29 (11), 812-825.

Novogrodsky, R. (2015). [Specific Language Impairment \(SLI\) is not specific enough: Subtypes of SLI and their implications for the theory of the disorder.](#) In Stavrakaki, S. (Ed.). *Language Acquisition and Language Disorders*. John Benjamins.

Novogrodsky, R., Caldwell-Harris, C., Fish, S., & Hoffmeister, R. (2014). [The development of antonyms knowledge in American Sign Language \(ASL\) and its relationship to reading comprehension in English.](#) *Language learning*, 64(4), 749-770.

Novogrodsky, R., Fish, S., & Hoffmeister, R. (2014). [The acquisition of synonyms in American Sign Language \(ASL\): Towards a further understanding of the components of ASL vocabulary knowledge.](#) *Sign Language Studies*, 14(2), 225-249.

Novogrodsky, R., Fish, S., & Hoffmeister, R. (2013). [Semantic and phonological knowledge of native signers of American Sign Language \(ASL\) in a synonym task.](#) *LSA Meeting Extended Abstracts*, 4, 32-1.

Novogrodsky, R. (2013). [Subject-pronoun use of Children with Autism Spectrum Disorders \(ASD\).](#) *Clinical Linguistics and Phonetics*, 27(2), 85-93.

Hoffmeister, R., Fish, S., Benedict, R., Henner, J., Fisher, J., Novogrodsky, R. & Rosenburg, P. (2012). [The American Sign Language Assessment Instrument \(ASLAI\).](#) Unpublished instrument: Boston University Center for the Study of Communication and the Deaf.

Novogrodsky, R., Roeper, T., & Yamakoshi, K. (2012). [The Collective-Distributive reading of each and every in language acquisition.](#) In S. Stavrakaki, X. Konstantinopoulou & M. Lalioti, (Eds.), *Advances in Language acquisition*. Cambridge Scholars Publishing.

Kraizer, V., & Novogrodsky, R. (2012). [The effect of morpho-phonological cues on words retrieval of children with lexical-SLI.](#) *DASH: The Israeli Journal of Language, Speech and Hearing Disorders*, 31, 21-36. (In Hebrew).

Novogrodsky, R., & Edelson, L. (2011). ["Once upon a time there was a frog and he said frog where are you": Ambiguous Pronoun Use in the Narratives of Children with Autism Spectrum Disorders \(ASD\).](#) *Proceedings of the Pre-Cognitive Science 2011 conference.* (<http://pre2011.uvt.nl/pdf/novogrodsky.pdf>).

Novogrodsky, R., Balaban, N., & Friedmann, N. (2011). ["When the child tells that the father is hugging him, who is the father hugging? The development of comprehension and production of pronouns in Hebrew.](#) *Language and Brain*, 10, 1-19. (In Hebrew).

Friedmann, N., Aram, D., & Novogrodsky, R. (2011). [Definitions as a window to the acquisition of relative clauses](#). *Applied Psycholinguistics*, 32, 687–710.

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Friedmann, N., & Novogrodsky, R. (2008). [Subtypes of SLI: SySLI, PhoSLI, LeSLI, and PraSLI](#). In A. Gavarró, & M. João Freitas (Eds.), *Language acquisition and development*. Cambridge, UK: Cambridge Scholars Press/CSP.

Friedmann, N., Novogrodsky, R., Szterman, R., & Preminger, O., (2008). [Resumptive pronouns as last resort from an impairment in movement: Relative clauses in hearing impairment](#). In S. Armon-Lotem, S. Rothstein, & G. Danon (Eds.), *Generative approaches to Hebrew Linguistics*, series Linguistics Today, by John Benjamins.

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Friedmann, N., Gvion, A., Biran, M., & Novogrodsky, R. (2006). [Do people with agrammatic aphasia understand verb movement?](#) *Aphasiology*, 20, 136-153.

Friedmann, N., Gvion, A., & Novogrodsky, R. (2006). [Syntactic movement in agrammatism and S-SLI: Two different impairments.](#) In A. Belletti, E. Bennati, C. Chesi, E. Di Domenico & I. Ferrari (Eds.), *Language acquisition and development* (pp. 197-210). Newcastle, UK: Cambridge Scholars Press/CSP.

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Novogrodsky, R., & Friedmann N. (2003). [The movement deficit in SLI: trace deletion or thematic role transfer impairment.](#) In Y. Falk (Ed.), *Proceedings of the 19th IATL conference*.