

Elizabeth D. Casserly

Sept. 1, 2022

Associate Professor, Department of Psychology & Neuroscience Program
Life Sciences Center 206, 300 Summit St., Trinity College, Hartford CT 06106

Education

- 2013 PhD, Psychological & Brain Sciences and Linguistics (joint),
Indiana University
Thesis: Effects of real-time cochlear implant simulation on speech
perception and production (Chair, David B. Pisoni; Co-chair, Ken
de Jong)
- 2009 MA, Linguistics, Indiana University
- 2007 BA, *magna cum laude*, Honors in Linguistics, Yale University

Professional Employment Record

- 2019-*present* Associate Professor, Trinity College, Dept. of Psychology,
Neuroscience Program
- 2013-2019 Assistant Professor, Trinity College
- 2008-2013 Pre-doctoral research fellow, Speech Research Laboratory, Indiana
University
- 2007-2008 Laboratory manager and Research assistant, Jesse Snedeker PhD,
Laboratory for Developmental Studies, Harvard University

Publications (* denotes Trinity undergraduate)

Articles in professional, refereed journals

Casserly, E., Krizmanich*, T., & Drews*, H. (2019). Viability of popular media
interviews as materials for auditory training. *American Journal of Audiology*,
28(2), 376-383.

Casserly, E., Wang*, Y., Celestin*, N., Talesnick*, L., & Pisoni, D.B. (2018).
Supra-segmental changes in speech production as a result of spectral feedback
degradation: Comparison with Lombard speech. *Language and Speech*, 61(2),
227-245.

Casserly, E., Talesnick*, L., & Ballenger*, D. (2017). Speaker responses to
indirect evidence of the effects of unfaithful acoustic signal transmission
conditions. *Journal of the Acoustical Society of America*, 42(4), 2365-2375.

Casserly, E. & Barney*, E. (2017). Auditory training with multiple talkers and
passage-based semantic cohesion. *Journal of Speech, Language, and Hearing
Research*, 60, 159-171.

Casserly, E. & Pisoni, D.B. (2015). Auditory learning using a portable real-time vocoder: Preliminary findings. *Journal of Speech, Language, and Hearing Research*, 58(3), 1001-1016.

Casserly, E. (2015). Effects of real-time cochlear implant simulation on speech production. *Journal of the Acoustical Society of America*, 137(5), 2791-2800.

Snapp-Childs, W., **Casserly, E.**, Mon-Williams, M., & Bingham, G.P. (2013). Active prospective control is required for effective sensorimotor learning. *PLoS One*, 8(10): e77609.

Casserly, E. & Pisoni, D.B. (2013). Nonword repetition as a predictor of long-term speech and language skills in children with cochlear implants. *Otology & Neurotology*, 34(3). 460-470.

Casserly, E. (2012). Gestures in Optimality Theory and the laryngeal phonology of Faroese. *Lingua*, 122(1). 41-65.

Casserly, E. (2011). Speaker compensation for local perturbation of fricative acoustic feedback. *Journal of the Acoustical Society of America*, 129 (4). 2181-2190.

Snedeker, J. & **Casserly, E.** (2010). Is it all relative? Effects of prosodic boundaries on the comprehension and production of attachment ambiguities. *Language and Cognitive Processes*, 25(7). 1234-1264.

Reviews

Casserly, E. & Pisoni, D.B. (2010). Speech perception & production. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1(5). 629-647.

Published proceedings & technical volumes

Casserly, E., Rowley*, M., Marino*, F., & Pollack*, E. (2017). Acoustic analysis of speech produced with degradation of acoustic and somatosensory feedback. *Proceedings of Meetings on Acoustics*, 29, 060016. doi:10.1121/2.0000651

Casserly, E. & Pisoni, D.B. (2013). Experience-dependent learning effects in speech production with spectrally degraded feedback. *Proceedings of Meetings on Acoustics*, 19, 060148. doi:10.1121/1.4799046

Casserly, E. (2010). Perceptual similarity across multiple sociolinguistic variables. *IULC Working Papers Online*, 10, paper #1.

Tiede, M., Shattuck-Hufnagel, S., **Johnson [Casserly], B.**, et al. (2007). Gestural phasing in /kt/ sequences contrasting within and cross word contexts. *Proceedings of the XVIth International Congress of Phonetic Sciences, Saarbrücken, Germany*. 521-524.

Oral presentations given at professional conferences

Casserly, E. & Drews*, H. (2016). The effects of action and attention on auditory learning. *Research presentation, 15th Annual Auditory Perception Cognition and Action Meeting, Boston, MA, Nov. 17.*

Casserly, E. & Pisoni, D.B. (2014). The usefulness of chaos: Lab versus non-lab speech for perceptual learning. *Research presentation, Conference on Laboratory Phonology 14, Tokyo, Japan, July 25-27.*

Casserly, E. & Pisoni, D.B. (2014). Perceptual learning in the laboratory versus real-world conversational interaction. *Research presentation, 167th Meeting of the Acoustical Society of America. Providence, RI, May 5-9.*

Casserly, E. & Pisoni, D.B. (2013). Experience-dependent learning effects on speech production with spectrally degraded feedback. *Invited research presentation and panel discussion, 165th Meeting of the Acoustical Society of America. Montréal, Québec, Canada. June 3-7.*

Casserly, E., Pisoni, D.B., & Sherwood, K. (2012). Consonants versus vowels: Phonetic changes under acoustic feedback transformation. *Research presentation, Conference on the Segment in Phonology. City University of New York, January 11-13.*

Casserly, E., Pisoni, D.B., Kronenberger, W., Geers, A., & Tobey, E. (2011). Relating nonword repetition and working memory to linguistic and cognitive development in children with cochlear implants. *Research presentation, 5th International Conference on Memory. University of York, July 31-August 5.*

Casserly, E., Pisoni, D.B., Kronenberger, W., Geers, A., & Tobey, E. (2011). Nonword repetition as a long-term predictor of language outcomes in children with cochlear implants. *Research presentation, 13th Annual Symposium on Cochlear Implants in Children. Chicago, IL, July 14-16.*

Casserly, E. (2011). Effects of acoustic and temporal generality in speech feedback perturbation. *Research presentation, Speech Production Workshop. University of Illinois, Urbana-Champaign, May 5-6.*

Casserly, E. (2010). Spread glottis in Faroese: Realization, neutralization and representation. *Research presentation, Old World Conference in Phonology 7, Nice, France, January 28-30.*

Casserly, E. (2009). Spread glottis in Faroese: Realization, neutralization and opacity. *Research presentation, Mid-Continental Workshop on Phonology 15, Indiana University, Bloomington, October 9-11.*

Johnson[Casserly], E. & Goldstein, L. (2008). The nature of underlying representations: A sensorimotor adaptation investigation. *Research presentation, Mid-Continental Workshop on Phonology 14. University of Minnesota, Minneapolis, October 17-19.*

Poster presentations at professional conferences

Casserly, E., & Kuzmickaite*, B. (2018). The presence of real-time visual self-feedback detracts from unrelated simultaneous tasks. *59th Psychonomic Society Annual Meeting. New Orleans, LA, Nov. 15-18.*

Thulin*, J. & **Casserly, E.** (2018). The influence of real-time visual facial feedback on speech intelligibility. *Conference on Laboratory Phonology 16. Lisbon, Portugal, June 19-22.*

Casserly, E., & Ballenger*, D. (2017). Allocation of attention to real-time visual speech feedback in a digital mirror. *174th Meeting of the Acoustical Society of America. New Orleans, LA, Dec. 4-8.*

Pollack*, E., & **Casserly, E.** (2017). Cooperation via communication: Influencing vocal alignment in conversation. *174th Meeting of the Acoustical Society of America. New Orleans, LA, Dec. 4-8.*

Casserly, E., & Marino*, F. (2017). Introduction of real-time visual feedback impairs intelligibility when other senses are degraded. *173rd Meeting of the Acoustical Society of America. Boston, MA, Jun 25-29.*

Pollack*, E., Rowley*, M., & **Casserly, E.** (2016). Worse than the dentist: Effects of simultaneous acoustic and somatosensory feedback degradation on speech. *172nd Meeting of the Acoustical Society of America. Honolulu, HI, Nov 28-Dec 2.*

Casserly, E., Ballenger*, D., & Talesnick*, L. (2016). Speakers respond to unlikely changes in the voice of a conversational partner. *28th Annual Convention, Association for Psychological Science. Chicago, IL, May 26-29.*

Casserly, E., Talesnick*, L., & Celestin*, N. (2015). Indirect evidence of perturbation leads to changes in production of voice amplitude and fundamental frequency. *169th Meeting of the Acoustical Society of America. Pittsburgh, PA, May 18-22.*

Casserly, E. & Pisoni, D.B. (2013). Acoustic feedback perturbation as a window to complex phonological representations. *Plenary poster session selection, 87th Meeting of the Linguistic Society of America. Boston, MA, January 3-6.*

Casserly, E. & Pisoni, D.B. (2012). Speech production under real-time simulation of cochlear implant acoustic feedback. *164th Meeting of the Acoustical Society of America. Kansas City, MO, October 22-26.*

Snapp-Childs, W., **Casserly, E.**, Bingham, G. (2011). A sensorimotor approach to the training of manual actions in children with DCD. *9th International Conference on Developmental Coordination Disorder. Lausanne, Switzerland, June 23-25.*

Casserly, E., Pisoni, D.B., Smalt, C., & Talavage, T. (2011). A portable, real-time vocoder: Technology and preliminary perceptual learning findings. *161st Meeting of the Acoustical Society of America. Seattle, WA, May 23-27.*

Bingham, G.P., **Casserly, E.**, Snapp-Childs, W. (2011). Passive tracking versus active control in motor learning. *Vision Sciences Society 11th Annual Meeting. Naples, FL, May 6-11.*

Casserly, E., Pisoni, D.B., Kronenberger, W., Geers, A., & Tobey, E. (2011). Phonological processing skills as a predictor of language development. *85th Meeting of the Linguistic Society of America. Pittsburgh, PA, January 6-9.*

Casserly, E. (2010). Compensation for perturbation of fricative acoustic feedback. *Conference on Laboratory Phonology 12. University of New Mexico, July 8-10.*

Casserly, E. (2010). Individual differences in use of English fricative perceptual cues. *159th Meeting of the Acoustical Society of America. Baltimore, MD, April 19-23.*

Invited Lectures at Other Colleges, Universities, or Foundations

Casserly, E. (2018). Experimental control in dyadic speech interactions: The puzzle completion task. *Invited talk, Haskins Laboratory Staff Talks series, New Haven, CT. Feb. 1.*

Casserly, E. (2017). Auditory training using TV interviews: Harnessing attention and top-down cognitive networks. *Invited talk, Hearing Research Center Seminar Series, Boston University, Jan. 20.*

Casserly, E. (2016). The acoustics of speech produced with limited sensory feedback. *Invited talk, Speaker Colloquium in Speech, Language, Hearing Sciences, City University of New York (CUNY), Dec. 7.*

Casserly, E. (2016). Speaker alterations of intensity and f0 in response to (experimentally-controlled) changes in an interlocutor's voice. *Invited presentation, A93 grant group at Haskins Laboratory, New Haven, CT.* Oct., 13.

Casserly, E. (2015). Speech perception, speech production, atypical hearing, and phonological knowledge. *Invited talk and discussion, Language and Brain Lab, Dr. Maria Piñango, Yale University,* Feb. 20.

Casserly, E. (2015). Speech production under real-time simulation of CI acoustic processing. *Invited talk, Dept. of Speech, Language and Hearing Sciences Colloquium Series, University of Connecticut, Storrs, CT.* Feb. 4.

Casserly, E. (2014). The role of action in learning across perceptual-motor domains. *Invited talk, Japanese Society for Ecological Psychology & Japanese Cognitive Science Society, Waseda University, Tokyo, Japan.* July 24.

Casserly, E. (2013). Atypical auditory perception: Linking the lab and real-world speech communication. *Invited talk, Connecticut Neuropsychological Society meeting, Hartford, CT.* Nov. 6.

Lectures on Campus

Casserly, E., *Summer Science Symposium lecture.* Psycholinguistics @ Trinity: Real-time control of spoken language. May 26, 2015.

Cochlear implants. *Guest lecture and discussion, BIOL-456: Biology of Communication, with Prof. Kent Dunlap.* Fall 2014

Cochlear implants. *Guest lecture and discussion, BIOL-473: Sensory Communication, with Prof. Kent Dunlap,* Fall 2013

At Indiana University: Cochlear implants: Linguistic and extra-linguistic effects of atypical hearing. *Guest lecture, Introduction to Linguistics (L103),* Spring 2013.

At Indiana University: Acoustic feedback and speech production. *Research presentation, IU Linguistics Graduate Student Conference,* Apr. 20, 2012.

Service

- Academic Affairs Committee, elected member *F2020-present*
 - AAC chair, *F2021-present*
- Trinity Summer Science Program, *2014-present*
- Initial screening & general tenure-track search committee in Psychology: Social Psychology & Research Methods/Analysis, *AY21-22*

- Tenure case review, Dr. Michael Grubb, *AY21-22*
- Tenure case review, Dr. Luis Martinez (Neuroscience), *AY21-22*
- Tenure case review, Dr. Molly Helt, *AY20-21*
- Tenure case review, Dr. Robert Outten, *AY20-21*
- Faculty Research Committee, elected member *F2015-Sp2019*
 - FRC chair, *Sp2017-F2018*
- Faculty advisor, Psychology Club student organization, *F2013-Sp2015*, *co-advising AY15-16, Sp2017*
- Initial screening & general tenure-track search committee in Psychology: Perception, *AY15-16*
- Tenure-track search committee in Psychology: Lab Coordinator contract position, *AY15-16*
- Tenure-track search committee in Neuroscience: Neuroendocrinology, *AY14-15 & AY15-16*
- Tenure-track search committee in Psychology: Cultural Psychology, *AY14-15*
- Tenure-track search committee in Psychology & Neuroscience: Clinical Developmental Neuroscience, *AY13-14*
- Contract reappointment review committee: Psychology Lab Coordinator, *Sp2015*
- Neuroscience Curriculum Committee, *F2013-present*

Advising & Mentoring

Undergraduate Thesis Supervision – Psychology

2022-2023. Dolores Marcial Modesto (*co-advised with Dr. Brian Chin*). In progress.

2021-2022. Alexander Sushon. Title: The effect of real-time visual feedback on visual intelligibility.

2021-2022. Maya Anand. Title: Elementary music and memory.

2020-2021. Allie Reifler. Title: Puzzle solving strategies: How college students strategize and solve arrangement problems.

2020-2021. Tina Zhu (*co-advised with Dr. Laura Holt*). Title: Depression and information processing: The influence of affective cues on college students' memory retrieval.

2019-2020. Nadine Lee. Title: Interference and the intelligibility of speech.

2019-2020. Madeline Spencer-Orrrell. Title: Effects of mirror self-image on cognition and gaze patterns.

2017-2018. Esmé Douglas. Title: Linguistic behaviors in television interviews.

2017-2018. Jess Thulin. Title: Sensorimotor speech control and the intelligibility of speech.

2017-2018. Brigita Kuzmickaite. Title: Mirror, mirror on the wall: Influences on short-term verbal memory.

2017-2018. Molly Santora. Title: How the birth control pill influences women's attitudes and expectations of themselves.

2016-2017. Elliot Pollack. Title: Cooperation via communication: Influencing vocal alignment in conversation.

2016-2017. David Ballenger. Title: Effect of visual self-image on attention during speech.

2015-2016. Thea Krizmanich. Title: Combining multiple talkers and semantic context in auditory training.

2015-2016. Hunter Drews. Title: Enhancing active participation in auditory learning paradigms.

2014-2015. Erin Barney. Title: Assessment of novel auditory rehabilitation training methods.

2014-2015. Berkley Singer (*co-advised with Dr. David Reuman*). Title: Extended stereotype threat: Parental concern that a child will confirm a negative stereotype associated with dyslexia.

2013-2014. Jeffrey Smullen. Title: Reducing proactive interference through a series of distractor tasks.

Undergraduate Thesis Supervision – Neuroscience

2015-2016. Francesca Marino. Title: Real-time articulatory control mechanisms under degradation of acoustic feedback.

2014-2015. Lily Talesnick. Title: Phonological impact of dyslexia on speech production.

Other Advising and Supervision

64 Advisees including undeclared first- and second-year students and students in Psychology, Neuroscience, Interdisciplinary Computing w/Psychology, and self-designed majors (*cumulative total, F2013-present*)

Supervision of academic research credits in Psychology and Neuroscience

- Kaitlyn Siedman (*Fall 2021, Spring 2022*)
- Joyce Lynn Chan (*Spring 2022*)

- Lara Ferris (*Spring 2022*)
- Neema Kimondo (*Spring 2022*)
- Elizabeth Zheng (*Fall 2021*)
- Alexander Sushon (*Summer 2021*)
- Nuala Peterman (*Summer 2020*)
- Lia Urban Spillane (*Summer 2020*)
- Jonathan Fan (*Spring 2020*)
- Madeline Spencer-Orrell (*Spring 2019*)
- Hunter Moore (*Spring 2019*)
- Rachel Fox (*Fall 2019, Spring 2019*)
- Edson Zandamela (*Spring 2019*)
- Franchesca De La Cruz (*Fall 2018, Spring 2019*)
- Lauren Barrett (*Fall 2018, Spring 2019*)
- Anna Barnes (*Spring 2018, Fall 2018, Spring 2019*)
- Bassil Bacare (*Spring 2018*)
- Brigita Kuzmickaite (*Summer 2017*)
- Rachel Scheub (*Spring 2017, Summer 2017, Fall 2017*)
- Anneliese Pedro (*Spring 2017, Summer 2017, Fall 2017, Spring 2018*)
- Yeling “Olivia” Wang (*Fall 2016, Spring 2017*)
- Mary Rowley (*Summer 2016, Fall 2016*)
- Elliot Pollack (*Spring 2016, Summer 2016*)
- Nicholas Celestin (*Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016*)
- David “Ted” Ballenger (*Spring 2015, Summer 2015, Fall 2015*)
- Jocelyn Redding (*Fall 2015*)
- Nijel Hill (*Spring 2015*)
- Lily Talesnick (*Spring 2014, Summer 2014, Fall 2014*)
- Connor Jacobson (*Spring 2014*)
- Viridiana Medina (*Spring 2014*)

Mentor and research supervisor, Glastonbury High School Advanced Research Mentorship program.

- Amelia Packard, 2017-2018.

Professional Memberships

American Association of University Professors, *2017-present*
Psychonomic Society, *2016-present*
American Psychological Association, *2015-present*
Association for Psychological Science, *2011-present*
Acoustical Society of America, *2011-present*
Association for Laboratory Phonology, *2010-present*
Linguistic Society of America, *2007-2014*

Honors, Awards, Grants

Junior Faculty Research Fellowship, Trinity College Institute for Interdisciplinary Studies, *Spring 2015*

Junior Faculty Research Fellowship, Trinity College Institute for Interdisciplinary Studies, *Fall 2014*

Pre-Doctoral Trainee, T32-DC00012, National Institute of Health: Deafness and Communication Disorders, Indiana University, PI David B. Pisoni, *funded 2011-2013*

First Place, Student Paper Award in Speech Communication, *164th Meeting of the Acoustical Society of America, Kansas City MO, October 22-26, 2012*

Outstanding Associate Instructor, Dept. of Linguistics, Indiana University, *2011-2012 academic year*

Outstanding P211 Instructor, Dept. of Psychological & Brain Sciences, Indiana University, *Spring 2011*

Graduate Research Fellowship, National Science Foundation, *awarded April 2008*

Profiled in the “Women in STEM” National Science Foundation publication highlighting the achievements of female Graduate Research Fellowship recipients, *Fall 2011*

Frank W. Householder Award Outstanding Graduate Paper, Dept. of Linguistics, *Spring 2010*

College of Arts & Sciences Travel Award, Indiana University, *Spring 2010, \$300*

Phi Beta Kappa, member, *elected Spring 2007*

Distinction in the Linguistics Major, Yale University *received 2007*

Mellon Forum Undergraduate Research Fellowship, Yale University, *Fall 2006*