OMB No. 0925-0001 and 0925-0002 (Rev. 10/15 Approved Through 10/31/2018)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Tharpe, Anne Marie

eRA COMMONS USER NAME (credential, e.g., agency login): Tharpeam

POSITION TITLE: Chair, Department of Hearing and Speech Sciences

Professor of Hearing and Speech Sciences

Professor of Otolaryngology

Associate Director, Vanderbilt Bill Wilkerson Center

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

| INSTITUTION AND LOCATION | DEGREE(if applicable) | Completion DateMM/YYYY | FIELD OF STUDY |
| --- | --- | --- | --- |
| Southwestern at Memphis, Memphis, TN |  | 1975 | General Studies |
| University of Arizona | B.S. | 1979 | Hearing & Sp Sciences |
| Vanderbilt University, Nashville, TN | M.S. | 1980 | Hearing Science |
| Vanderbilt University, Nashville, TN | Ph.D. | 1994 | Hearing Science |

**A. Personal Statement**

**I have the expertise, leadership, and training necessary to serve as a mentor for the proposed project. I have a 30+ year history of working clinically with children who have hearing loss and have done research in this area throughout that time. The primary research emphasis in my laboratory has been in furthering our understanding of the developmental impact of hearing loss on young children. This work has been done by examining questions of behavioral indices of attention, environmental exploration, and academic outcomes. More recently, work has focused on the impact of hearing technology interventions. I have served as PI, co-PI, or co-Investigator on numerous NIH, DOE, and MCHB research grants. I have extensive experience with other training grants, including mentoring a prior student on a T35 grant. Moreover, I have served as Project Director of training grants through the U.S. Department of Education, Maternal Child Health Bureau (HRSA), and private foundations continuously for 22 years. These include, among others:**

***Communication Disorders in Children*, Maternal Child Health Bureau, 2006-2008; 2008-2013.**

***Pediatric Audiology Training Grant*, AUCD-LEND (HRSA), 2009-2012; 2013-2016.**

***National Leadership Consortium in Sensory Disabilities*, U.S. Dept of Education, 2010-2014; 2015-2019.**

***Interdisciplinary Preparation of Audiologists, Speech- Language Pathologists, and Educators of the Deaf to Address the Needs of Infants and Children with Hearing Loss*, U.S. Dept of Education, 2012-2017. In addition, I have taught graduate students for 28 years both in the classroom and as a mentor in my laboratory.**

**B. Positions and Honors**

**1981 -- 82 University School of Medicine, Nashville, Tennessee**

 **Research Associate in Audiology**

**1982 - 84 King Fahad Hospital, Riyadh, Kingdom of Saudi Arabia**

 **Chief of Audiology Services**

**1984 - 94 Bill Wilkerson Hearing and Speech Center, Nashville, Tennessee**

 **Staff Audiologist**

**1986 – 95 Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Clinical Instructor**

**1995 - 96 Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Assistant Professor**

**1994 - 96 Louisiana State University Medical Center, New Orleans, Louisiana**

 **Assistant Professor**

**1996 - 2002 Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Assistant Professor**

**2002- 2006 Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Associate Professor**

**2006 – present Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Professor, Dept Hearing & Speech Sciences**

**2009 – present Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Chair, Department of Hearing and Speech Sciences,**

**2009 - present Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Professor, Dept of Otolaryngology**

**2009 - present Vanderbilt University School of Medicine, Nashville, Tennessee**

 **Director, Vanderbilt Bill Wilkerson Center**

**Other Experience and Professional Memberships (Selected)**

**1978 – present Tennessee Speech and Hearing Association/TAASLP**

**Membership Chairperson, 1981 - 82**

**Chairperson, Committee on Audiology, 1982 - 83**

**Program Committee 1987 - 88, 1988 - 89**

**1989 – present American Academy of Audiology**

 **Chair, Pediatric Audiology Session, 1992**

 **Chair, Pediatric Audiology Session, 1993**

 **Member, Student Research Forum Committee, 1994 - 95**

 **Member, Publications Committee, 1994 - 96**

 **Member, Pediatric Hearing Aid Task Force, 2000 - 01**

 **Member, Featured Session Committee, 2000 - 01**

 **Member, Pediatric Assessment Workgroup, 2005 - 09**

 **Member, Convention Program Committee, 2006 - 07**

 **Member, Pediatric Hearing Aid Task Force, 2009 - 10**

 **Member, Advisory Board to Student Academy of Audiology, 2009 -11**

 **1981 - present American Speech Language Hearing Association,**

 **Sub Committee Chair, Ad Hoc Committee on Auditory Integration and Facilitated**

 **Communication, 1993 94**

**Faculty, Audiologic Assessment and Intervention Interdisciplinary Preschool Services Training Project, 1994 96**

 **Member, Auditory Assessment Panel, 1995-96**

**Member, Conference Sub Committee, Auditory Intervention: Communication Strategies, Cochlear Implants, and Assistive Devices, 1996 97**

 **Member, Auditory Assessment in Children Working Group, 1999-2001**

 **Chair, AIT Committee 1999-2003**

**Chair, Behavioral Assessment Section, 2002 ASHA Convention, Atlanta, GA., 2001-02**

 **Member, Committee on Infant Hearing, 2001-2004**

 **Member, Continuing Education Board, 2004-2010**

**Member, Hearing Loss in Children: Rehabilitation and Education Issues, ASHA Convention, 2004**

**Member, Knowledge and Skills for Auditory Assessment in Children Working Group, 2005-2006**

**Member, Knowledge and Skills for Counseling Families with Children with Hearing Loss Working Group, 2006**

**Chair, EHDI Professional Audiology Practice Standard, 2008-2010**

**Member, Hearing Assessment in Infants: Evidence-Based Systematic Review, 2008-present**

**Member, Infant Hearing: Screening and Assessment Sub-Committee, 2012 ASHA Convention, Atlanta, GA., 2012**

**2004 Joint Committee on Infant Hearing, invited panel member for Quality Infant Audiology Services**

**2005 Centers for Disease Control & Prevention, invited steering committee member for Task Force on Minimal Hearing Loss in Children**

**2008 Centers for Disease Control & Prevention, Invited Discussant, Accountability and EHDI Systems: Achieving Successful Outcomes: Strategies for Overcoming Obstacles, Breckenridge CO, July 2008**

**2008-2009 Member, International Advisory Panel 7th Asia-Pacific Symposium on Cochlear Implants and Related Sciences**

**2012 – present National Center for Hearing Assessment and Management**

 **Member, Tele-Audiology Learning Community**

 **Review Chair, EHDI Workforce Issues Track, 2011-12; 2012-13**

 **Chair, Student Involvement Committee, 2011-12; 2012-13**

 **Chair, Student Involvement Committee, 2012-13**

**2013 – present Member, American Telemedicine Association**

**2016 Chair, American Academy of Audiology, Audiology Research Conference, Indianapolis, IN**

**Honors**

**1999 American Speech, Hearing, Language Association’s Editor’s Award**

**“Auditory Integration Training: The Magical Mystery Cure”, Language Speech & Hearing Services in the Schools**

**2000 American Speech, Hearing, Language Association’s Research in Higher Education Mentoring Program**

**2002 American Speech, Hearing, Language Association’s Editor’s Award**

**“A Longitudinal Investigation of Infant Auditory Sensitivity”, American Journal of Audiology, 10(2): 104-112**

**2005 Fellow, American Speech, Hearing, Language Association**

**2005 Honorary Visiting Expert, Ministry of Health – Singapore**

**2007-08 National Advisor, National Association of Future Doctors of Audiology**

**2007 American Speech, Hearing, Language Association’s Editors’ Award**

**“Directional Benefit in Simulated Classroom Environments”, American Journal of Audiology 16(2): 130-144**

**2009 Judith S. Gravel Distinguished Alumnus Award, Vanderbilt University, Dept Hearing & Speech Sciences**

**2016 American Academy of Audiology, Inaugural Marion Downs Award for Excellence in Pediatric Audiology**

**C. Contributions to Science**

1. **Pioneered work in minimal and unilateral hearing loss in children. My early work was focused on the impact of minimal degrees of hearing loss on psychoeducational development in school-age children. Prior to the initiation of these studies, children with minimal degrees of hearing loss, including unilateral loss, were believed to experience little if any academic or behavioral deficits. This work led to multiple publications with collaborators on educational outcomes, teacher- and parent-rated behaviors, auditory performance, and listening effort and fatigue in children with unilateral and minimal bilateral hearing losses. I served as primary or co-investigator in all of these studies.**
	1. **Bess FH, & Tharpe AM (1983). The Young Child with Monaural Hearing Impairment, Audiology, 8:12.**
	2. **Bess FH, & Tharpe AM (1984). Unilateral Hearing Impairment in Children, Pediatrics, Aug;74:2:206-16. PMID: 6462820**
	3. **Kenworthy OT, Klee T, & Tharpe AM (1990). Speech Recognition Ability of Children with Unilateral Sensorineural Hearing Loss as a Function of Amplification, Speech Stimuli and Listening Condition, Ear and Hearing, Aug;11(4):264-70. PMID: 2210100**
	4. **Hicks CB, & Tharpe AM (2002). Listening Effort and Fatigue in School Age Children With and Without Hearing Loss. Journal of Speech, Hearing, Language Research, Jun;45(3), 573-584. PMID12069009**
2. **Detailed the development of auditory sensitivity in infants. Another focus of research has been the development of behavioral auditory sensitivity in infants. This work emphasized behavioral responsiveness of infants and resulted in one of the only longitudinal studies in this area. I served as primary or co-investigator in the following studies.**
	1. **Hicks CB, Tharpe AM, & Ashmead DH (2000). Behavioral Auditory Assessment of Young Infants: Methodological Limitations or Natural Lack of Auditory Responsiveness? American Journal of Audiology, Dec;9(2): 124-130. PMID: 11200188**
	2. **Tharpe, AM, & Ashmead, DH (2001). A Longitudinal Investigation of Infant Auditory Sensitivity. American Journal of Audiology, Dec;10(2): 104-112. PMID: 11808718**
3. **Described pediatric hearing assessment and intervention procedures for clinical use. With the onset of universal newborn hearing screening in the 1990s, there was a need for efficient assessments of hearing and techniques to fit hearing technologies in infants with hearing loss. With multiple collaborators, I documented the effectiveness of various behavioral test techniques and hearing technology fitting procedures in infants. I served as primary or co-investigator in the following studies.**
	1. **Tharpe AM, Sladen D, Huta H, & Rothpletz AM (2001). Practical Considerations of Real-Ear-to-Coupler Difference Measures in Infants. American Journal of Audiology, Jun;10(1): 41-49. PMID: 11501896**
	2. **Schmida MJ, Peterson HJ, & Tharpe AM (2003). Visual Reinforcement Audiometry Using Digital Video Disc and Conventional Reinforcers, American Journal of Audiology, Jun;12(1), 35-40. PMID: 12894866**
	3. **Bagatto MP, Seewald RS, Scollie S, & Tharpe AM (2006). Evaluation of a probe-tube insertion technique for measuring the Real-Ear-to-Coupler Difference (RECD) in Young Infants, Journal of the American Academy of Audiology.** 2006 Sep;17(8):573-81. **PMID: 16999252**
4. **Detailed audiologic assessment and management for children with hearing loss and additional disabilities. Approximately 35-40% of children with hearing loss have additional disabilities. As such, it is imperative that audiologists have an understanding of the auditory characteristics of these children and necessary variations in intervention. The following publications represent my work with colleagues in this area of research.**
	1. **Tharpe AM, Fino-Szumski MS, & Bess FH (2001). Survey of Hearing Aid Fitting Practices for Children with Multiple Impairments. American Journal of Audiology, Jun;10(1): 32-40. PMID: 11501895**
	2. **Tharpe AM, Ashmead DH, Ricketts TA, Rothpletz AM, & Wall R (2002). Optimization of Amplification for Deaf-Blind Children, In: Seewald, RC & Gravel JS (Eds.), A Sound Foundation Through Early Amplification 2001: Proceedings of the Second International Conference, Great Britain: St. Edmundsbury Press.**
	3. **Tharpe AM, Bess FH, Sladen D, Schissel H, Couch S, & Schery T (2006). Auditory Characteristics of Children with Autism, Ear & Hearing Aug;27(4), 430-431. PMID: 16825892**
	4. **Porter H, Grantham DW, Ashmead D, Tharpe AM (2014). Binaural Masking Release in Children with Down Syndrome. Ear and Hearing. Jul-Aug;35(4):e134-42.** doi: 10.1097/AUD.0000000000000026. PMID: 24535557
5. **Contributed to graduate education, mentoring, and professional leadership.**  In addition to the scholarly activities described above, I have played an instrumental role in the clinical and research training of professionals entering careers in communication sciences. In addition to mentoring a number of pre- and post-doctoral fellows, I have served as Project Director for numerous training grants including those from the Maternal Child Health Bureau, Association of University Centers on Disabilities, U.S. Department of Education, and private foundations.

**D. Research Support**

**Current**

**R324A110266 Bess (PI) 07/01/11-06/30/16**

**IES**

**Fatigue and Listening Effort in School-Age Children with Hearing Loss.**

**The goal of this project is to examine whether school-age children with hearing loss expend greater listening effort and subsequently experience more fatigue than children with no hearing loss and to assess the impact of hearing-related fatigue on skills essential for learning in school.**

**Role: Co-I**

**Phonak, Inc. Tharpe (PI) 05/15/14-08/14/17**

**Effects of Early Home FM Use on a Young Child’s Perception of Speech in Noise.**

**The goal of this study is to determine the impact of FM technology used in the homes of children with hearing loss; specifically, comparing speech production of parents to the child when the technology is used and when it is not will be examined.**

**Role: PI**

**Phonak, Inc. Tharpe (PI) 01/01/17-12/31/17**

**Use of CROS Amplification by Children in Diverse Listening Environments.**

**The goal of this study is to determine the effectiveness of CROS amplification for children with unilateral hearing loss in simulated classroom environments with and without the benefit of visual cues.**

**Role: PI**

**Completed (most recent three years)**

**Phonak, Inc. Tharpe (PI) 2013-2015**

**Benefit and Feasibility of Remote Hearing Aid Support**

**Role: PI**