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Trini Stickle

Faculty Bibliography

Associate Professor, Department of English; Secondary Teachers Advisor

I am interested in using the study of dialect as a way to address prejudice in society. I am involved in creating secondary and post-secondary curricula that uses the interview, print, and online materials of the Dictionary of American Regional English (DARE) to introduce students to linguistics, sociolinguistics, and language variation. The goal for the Discovering Dare curricula is to provide students the opportunity to better understand and value the languages of all speakers.

My research focuses on interactions involving persons whose communication processes are affected by acquired or developmental cognitive issues (e.g., dementia, autism). I use conversation analysis and interactional linguistics (syntactic, phonetic, and prosodic analyses) to document how participants use verbal, vocal, and embodied resources to collaboratively produce meaningful social actions. Specifically, I rely on these methods to highlight the interactional resources and practices employed by the participants as they navigate their conversations. My hope is that this work will contribute to best communication practices for practitioners, caregivers, and family members as they share in conversations with their patients or loved ones.

Research Works

Abrams, Kelly D., Erin E. Leary & Trini Stickle. [The People within the Dictionary: Demographics of the DARE informants](#), *American Speech*, Vol. 88, No. 3, 2013.

Ford, Cecilia E. & Trini Stickle. [Securing Reciprocity in Workplace Meetings: Multimodal Practices](#), *Discourse Studies*, Vol. 14, No. 1, 2012.

Maynard, Douglas W., T.A. McDonald, Trini Stickle. [Parents as a Team: Mother, Father, a Child with Autism Spectrum Disorder, and a Spinning Toy](#), *Journal of Autism and Developmental Disorders*, 2015.