Grantsmanship: Mechanics of Grant Writing

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4. Biosketch

- Convinces the reviewer that key personnel
  - Can do independent research
  - Have a track record in the grant area
  - Are important for the work proposed
- **New in 2015**
  - Format and components
  - Separate forms for Fellowship and Research grant applications
Personal statement

- Describe how you are uniquely qualified to do the work
  - Based on your experience with the method
  - Based on your experience with the population
- Document history of collaboration with other key personnel
- Keep it brief

- DO NOT
  - Recapitulate the other sections of the grant here
  - Include information that is not relevant to the grant at hand
  - Talk about your personal journey to this point in time
New format as of 2015

Note the length of the personal statement.

Be succinct.
Contributions to Science

- Look at the sample provided by NIH and follow the instructions
- Keep it succinct
- Highlight the significance and innovation of your work
- Highlight work that relates to the current grant
- Have someone read it for tone
  - You want to avoid a bragging quality
  - You want to avoid being overly modest
- Include a URL to your full publication list
Contributions to Science:

Include up to 5 brief descriptions of relevant research findings, their significance and up to 4 references per section.


2. My imaging work has made it clear that a true understanding of this disorder would require a departure from the typical means of studying impaired language. Research in child language disorders has typically used static measures that document current deficits, but often reveal little concerning how the deficits arose or what might be done about them. By adapting statistical learning paradigms from psychology, my lab has demonstrated that it is possible to generate rapid learning by individuals with impaired language [1] if the language input provided to learners is properly configured. This learning is input driven, but impacts expressive language performance [2]. This runs counter to the fairly widespread notion that expressive practice is needed to drive expressive language change. Most importantly, we have extended the learning principles to improve the efficacy and efficiency of language treatment for preschool children [3], moving this work from the lab to clinical practice.
Contributions to Science, (cont.) URL to a publically accessible site containing all your publications

Relevant Research Support: These are grants for which you were a PI or co-investigator. They are not grants that provided you funding as student or post-doc.


Relevant Research Support:

- **R21DC014203** Plante, E. (PI) 9/1/14-8/31/16
  Treatment delivery methods for children with SLI. This grant is designed to determine whether Enhanced Conversational Recast, as published by Plante et al., 2014, is most effectively delivered with massed or spaced recasts and to individual children or small groups.

- **R01DC004726-S1** Plante, E. (PI) 8/1/09-8/1/11.
  ARRA supplement to *Receptive skills in developmental language Disorder*. This grant funded preliminary studies designed to translate principles of learning established on the parent grant to treatment studies. This work provided the preliminary studies for the current proposal.

- **R01 DC04726** Plante, E. (PI) 4/1/02-3/30/11.
  *Receptive skills in developmental language disorder*. The project explored factors that facilitated or inhibited learning by adults with language learning disability and children and adults with SLI. Many of the studies demonstrated factors that facilitate and inhibit learning in SLI.

- **R01 HD42170-05** Gerken, L.A. (PI), R. Gómez 5/1/04-4/30/10
  *Learning Mechanisms in Language Acquisition*. The project explored factors that facilitate and inhibit learning in normal and impaired learners. This grant included studies of infants and of adults with language-based learning disabilities and tested the tenets of the Learning Mechanisms Theory.
Biosketch continued

• Add consultants
  • When you are new to an area
  • Make sure their biosketches warrant their role

• Do Not Pad
  • Follow the instructions
  • Leave relevant “submitted” manuscripts for the preliminary studies section

• F31/F32 biosketches have their own rules for what to include