

# ANNY PATRICIA CASTILLA-EARLS

## Curriculum Vitae

E-mail: anny.castilla@gmail.com

### EDUCATION

- 2003-2008 **Doctor in Philosophy**, Department of Speech-Language Pathology  
Thesis: Developmental Measures of Morphosyntactic Acquisition in  
Monolingual 3-, 4-, and 5-Year-Old Spanish-Speaking Children  
University of Toronto, Toronto, Canada
- 2001-2003 **Masters in Bilingual Education**  
Thesis: The Role of the Speech Pathologist in Bilingual Education  
Universidad del Valle, Cali, Colombia
- 1994-2000 **Bachelor of Education**, Speech and Language Pathology  
Universidad del Valle, Cali, Colombia

**Languages:** English and Spanish

### PROFESSIONAL EXPERIENCE

- 2015- Present **Associate Professor**, University of Houston
- 2015- 2018 **Visiting Research Associate Professor**, State University of New York at  
Fredonia
- 2009- 2015 **Assistant Professor**, State University of New York at Fredonia
- 2008-2009 **Course Instructor**, University of Toronto and Ryerson University, Toronto,  
Canada
- 2000-2002 **Speech-Language Pathologist**. El Arrullo de Mamá Kindergarten, Cali,  
Colombia
- 2000-2002 **Speech-Language Pathologist**. Private practice, Cali, Colombia

### HONORS AND AWARDS

- 2015 **Grant Review and Reviewer Training Fellow**, American Speech-  
Language-Hearing Association
- 2013 **Lessons for Success Fellow**, American Speech-Language-Hearing  
Association
- 2012 **Clinical Practice Research Institute Fellow**, American Speech-Language-  
Hearing Association
- 2006 **Student Research Travel Award**, American Speech-Language-Hearing  
Association
- 2005 **University of Toronto Open Fellowship**, University of Toronto
- 2003 **Doctoral Scholarship**, American Speech-Language-Hearing Foundation
- 2003 **Minority Student Travel Award**, American Speech-Language-Hearing  
Association
- 1995 **Bachelor Scholarship** - Universidad del Valle

## GRANTS

### External

- 2014-17 R15 Grant, National Institute of Deafness and Other Communication Disorders (NIDCD), National Institute of Health, 1R15DC013670-01A1 Evidence-Based Clinical Diagnosis of Specific Language Impairments in Spanish-Speaking Children (\$477,300).  
Role: PI
- 2016-21 K23 Grant, National Institute of Deafness and Other Communication Disorders (NIDCD), National Institute of Health, 1K23DCO15835-01 Differentiating First Language Loss from Language Impairment in Bilingual Children (\$852,544)  
Role: PI

### Internal

- 2018 Research Progress Grant, University of Houston (\$12,000)
- 2014 Scholarly Incentive Award, SUNY Fredonia (\$1,000)
- 2011 Professional Development Award for Teaching and Learning, SUNY Fredonia (\$1,000)
- 2010 Scholarly Incentive Award, SUNY Fredonia (\$1,000)
- 2009 Individual Development Award – SUNY Fredonia (\$1,000)

## RESEARCH INTERESTS

Typical and atypical language development  
Grammatical markers of specific language impairment  
Language assessment in monolingual and bilingual children

## PUBLICATIONS

### Peer Reviewed Publications

- Castilla-Earls, A.**, Auza, A., Perez-Leroux, A. T., Fulcher-Rood, K., & Barr, C. (in press). Morphological Errors in Monolingual Spanish-Speaking Children with and without Developmental Language Disorders. *Speech, Language and Hearing Services in the Schools*.
- Fulcher-Rood, K., **Castilla-Earls**, A.P, Higginbotham, J. (in press). What Does Evidence-Based Practice Mean to You? A Follow-Up Study Examining School-Based Speech-Language Pathologists' Perspectives on Evidence-Based Practice.
- Castilla-Earls, A.**, Harvey, B., Fulcher-Rood, K. & Barr, K. (2019). The Impact of Clinical Review Bias on Child Language Grammaticality, *Communication Disorders Quarterly*. [doi.org/10.1177/1525740119853243](https://doi.org/10.1177/1525740119853243)
- Castilla-Earls, A.**, Francis, D., Iglesias, A., Davidson, K. (2019). The impact of the Spanish to English proficiency shift on the grammaticality of English learners. *Journal of Speech Language and Hearing Research*, , 62(6), 1739-1754.

- Castilla-Earls, A.**, Perez-Leroux, A. T., Nieto, L., Restrepo, M. A. & Barr, C. (2019) Vulnerability of Clitics and Articles in Typically Developing Bilingual Children. *Bilingualism, Language and Cognition*.
- Fulcher-Rood, K., **Castilla-Earls, A.P.**, Higginbotham, J. (2019). Diagnostic Decisions in Child Language Assessment: Findings from a Case Review Assessment Task. *Language, Speech and Hearing Services in Schools*.
- Wood, C., Hoge, R., Schatschneider, C., & **Castilla-Earls, A.** (2018) Predictors of item accuracy on the Test de Vocabulario en Imagenes Peabody for Spanish-English speaking children in the United States. *International Journal of Bilingual Education and Bilingualism*, <https://doi.org/10.1080/13670050.2018.1547266>
- Hernandez, A.E., Claussenius-Kalman, H.L., Ronderos, J., **Castilla-Earls, A.P.**, Sun L., Weiss, S., & Young, D.R. (2018). Neuroemergentism: A framework for studying cognition and the brain. *Journal of Neurolinguistics*, *49*, 214-223.
- Pérez-Leroux, A.T. Peterson, T., **Castilla-Earls, A.**, Bejar, S., & D. Massam. (2018) Nominal reference, modification, and the acquisition of complex NPs. *Language*.
- Fulcher-Rood, K., **Castilla-Earls, A.P.**, Higginbotham, J. (2018) Diagnostic Decision Making in Child Language: A Qualitative Study Investigating the Clinician's Perspective. *American Journal of Speech Language Pathology*. doi:10.1044/2018
- Castilla-Earls, A.P.** & Fulcher-Rood, K. (2018) Convergent and divergent validity of the grammaticality and utterance length instrument. *Journal of Speech, Language and Hearing Research*, 1-10.
- Barragan, B., **Castilla-Earls, A.P.**, Restrepo, M. & Nieto, L. (2018) Performance of low income Spanish-speaking children in English-only schools on the celf-4<sup>th</sup> edition Spanish version (in press). *Language, Speech and Hearing Services in Schools*, 1-14
- Perez-Leroux, A.T., Pettibone, E. & **Castilla-Earls, A.P.** (2017) Down two steps: Are bilinguals delayed in the acquisition of recursively embedded PPs?. *Matraga*, 393-415.
- Castilla-Earls, A.**, Perez-Leroux, A.T., Restrepo, M.A., Gaile, D & Zhang, Z. (2016). The Complexity of the Subjunctive in Spanish SLI. *Language Acquisition*, 1-13.
- Castilla-Earls, A.**, Restrepo, M. A., Perez-Leroux, A.T., Gray, S., Holmes, P., Gail, D. & Chen, Z. (2015). Interactions between Bilingual Effects and Language Impairment: Exploring Grammatical Markers in Spanish-Speaking Bilingual Children. *Applied Psycholinguistics*, 1147-1173.
- Castilla-Earls, A.P.**, Peterson, D., Spencer, T. & Hammer, K. (2015). Narratives and story grammar development in preschool Spanish-speaking children. *Early Education and Development*, 0, 1-21. DOI: 10.1080/10409289.2015.1027623
- Pérez-Leroux, A.T., Pirvulescu, M., Roberge, Y. & **Castilla-Earls, A.P.** (2014). On the development of null implicit objects in L1. *Canadian Journal of Linguistics*, 443-464.
- Ripoll, J.C., Aguado, G., & **Castilla-Earls, A.P.** (2014). Systematic review on the SVR model. *Revista de Logopedia, Foniatria y Audiología*, 17-31.
- Castilla-Earls, A.P.** & Eriks-Brophy, A. (2012). Developmental language measures in Spanish-speaking children. *Revista de Logopedia, Foniatria y Audiología*, e7-e19.

- Perez-Leroux, A.T. & **Castilla-Earls**, A.P., Massam, D., & Bejar, S. (2012) Elmo's sister's ball: Nominal recursion as a measure of language complexity. *Language Acquisition: A Journal of Developmental Linguistics*, 301-311.
- Pérez-Leroux, A.T., **Castilla-Earls**, A.P. & Bruner, J. (2012). General and specific effects of lexicon in grammar: Determiner and object pronoun omission in child Spanish. *Journal of Speech, Language and Hearing Research*, 313-327.
- Perez-Leroux, A.T., Bejar, S., Massam, D., & **Castilla-Earls**, A.P (2012). The Acquisition of NP Recursion English-Speaking Children. *BUCLD 36: Proceedings of the 32nd Boston University Conference on Language Development*, 449-460
- Castilla**, A.P. & Pérez-Leroux, A.T (2010). Omissions and Substitutions in Early Spanish Clitics. *Journal of Language Acquisition*, 2-25.
- Restrepo, M.A., **Castilla**, A.P. Schwanenflugel, P., Pritchett, S., Hamilton, C. & Arboleda, A. (2010) Sentence length, complexity and growth in Spanish-speaking children attending English-only and bilingual preschool programs. *Language, Speech and Hearing Services in Schools*, 3-13.
- Castilla**, A.P., Restrepo, M.A. & Pérez-Leroux, A.T. (2009). Individual differences and language interdependence in Spanish-English bilingual children. *International Journal of Bilingualism*, 565-580.
- Castilla**, A.P., Pérez-Leroux, A.T. & Eriks-Brophy, A. (2008). Syntax and the lexicon in early omission of Spanish clitics. *BUCLD 32: Proceedings of the 32nd Boston University Conference on Language Development, USA*, 32.

### Other Publications

- Restrepo, M. A. & **Castilla-Earls**, A.P. (in press) Language learning and language disabilities: equity issues in the assessment of young bilingual learners. In Castro D. (Ed.).
- Castilla-Earls**, A. (2019). Raising children bilingually: What parents and educators should know. Ed. Ijalba, E. in *Multiple languages and cultures, multiple challenges, collaborative frameworks between parents and schools in a diverse society*.
- Pérez-Leroux, A.T., **Castilla-Earls**, A, Peterson, T., Bejar, S., & D. Massam (2018). Strong continuity and children's development of DP recursion. In Tom Roeper, Andrew Nevins, Luiz Amaral & Marcus Maia (Eds.), *Recursion in Brazilian languages and beyond*. Springer.
- Perez-Leroux, A.T., & **Castilla-Earls**, A. (2016). La adquisicion del Español como primera lengua ('The acquisition of Spanish as a first language'). In Gutierrez-Rexach (Ed), *Enciclopedia de Linguistica Hispana ('Encyclopedia of Hispanic Linguistics')*. Routledge: New York
- Castilla**, A. P. (2009). Morphosyntactic Acquisition in monolingual 3-, 4-, and 5-year-old Spanish-speaking children. In V. Marrero & I. Pinera (Eds.) *Linguistics: The Challenge of Clinical Application. Proceedings of the II International Conference on Clinical Linguistics*. Euphonia Ediciones: Madrid, Spain.

**Castilla, A.P., Pérez-Leroux, A.T & Eriks-Brophy, A. (2008).** Omissions in early Spanish clitics. In A. Gavarro, & J. Freitas (Eds.), *Language acquisition and development: Proceedings of GALA 2007*. Cambridge Scholars Publishing.

Restrepo M. A. & **Castilla A. P. (2007)** Language elicitation considerations in the study of language skills of Latino children with language disorders. In J. G. Centeno, L. K. Obler & R. Anderson (Eds.) *Communication Disorders in Spanish Speakers: Theoretical, Research and Clinical Aspects*.

### **Works in progress**

**Castilla-Earls, A. & Perez-Leroux, A. T.** Vocabulary and Grammar in Bilingual SLI.

**Castilla-Earls, A., Perez-Leroux, A. T., Auza, A., Fulcher-Rood, K., & Barr, C.** Grammatical Errors in Bilingual Spanish-Speaking Children with and without Developmental Language Disorders.

### **CONFERENCE PRESENTATIONS**

**Castilla-Earls, A., Grinstead, J., Pratt, A., Auza, A., & Pérez-Leroux, A. T. (2019).** *SLI Identification, Interface Deficit and Verb Tense in Child Spanish*. Poster presented at the Boston University Conference on Language Development.

**Castilla-Earls, A. & Fulcher-Rood, K. (2019).** EBP in Child Language Assessment. Invited oral presentation at the Annual Convention of the American Speech-Language-Hearing Association (ASHA), Orlando, FL.

**Castilla-Earls, A. (2019).** Language Growth in Spanish-Speaking Children in Bilingual or English-Only Programs. AEAL, Madrid, Spain

**Castilla-Earls, A. (2019).** Temporary Stage of Low Grammaticality in Dual Language Learners: Language Proficiency Shift vs. Language Impairment. Oral presentation at the International Symposium of Bilingualism, Edmonton, Canada.

Ronderos, J. & **Castilla-Earls, A.P. (2019).** Emergence of English Tense Marking in Spanish-English Dual Language Learners with and without Developmental Language Disorder. Poster session presented at the Symposium for Research in Child Language Disorders, Madison, WI.

Bedore, L., **Castilla-Earls, A.P.**, Fabiano-Smith, L., Peña, E., Pruit-Lord, S., Restrepo, M.A. & Rojas, R. (2018). The Bilingual IEP Meeting Toolkit: How to Advocate against the Use of Standardized Test Scores for Diagnostic Eligibility. Oral session presented at the Annual Convention of the American Speech-Language-Hearing Association (ASHA), Boston, MA.

Ronderos, J., **Castilla-Earls, A.P.**, & Fulcher-Rood, K. (2018) Diagnostic Accuracy of CELF-P2 and BESA in Spanish-English Bilingual Children. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association (ASHA), Boston, MA.

**Castilla-Earls, A.P. (2018).** The Intersection between Language Loss and Language Impairment: The Role of Grammaticality. Oral session presented at the Bilingualism and Specific Language Impairment Conference, Reading, UK.

Ronderos, J., **Castilla-Earls, A.P.**, & Fulcher-Rood, K. (2018) The Diagnostic Accuracy of the Percentage of Grammatical Utterances (PGU) in Spanish and English Bilingual Children. Poster session presented at the Symposium for Research in Child Language Disorders, Madison, WI.

**Castilla-Earls, A. P. (2018)** Temporary Stage of Low Grammaticality in Dual Language Learners: Language Proficiency Shift vs. Language Impairment. Poster session

- presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Ronderos, J., **Castilla-Earls, A.P.**, & Fulcher-Rood, K. (2018) Evaluating tense marking emergence and productivity in bilinguals with and without Developmental Language Disorder (DLD). Poster session presented at the Bilingual Research Conference at the Children's Learning Institute, Houston, TX.
- Castilla-Earls A.** (2018). Grammaticality in Spanish and English: The Effect of Instruction on the Language Skills of Bilingual Children. Oral presentation at the Bilingualism and Academic Achievement Research Conference, Houston, TX.
- Castilla-Earls, A.** (2017). The Impact of the Spanish to English Shift in the Grammaticality of Dual Language Learners. Oral presentation at the ASHA Convention, Los Angeles, CA.
- Fulcher-Rood, K., **Castilla-Earls, A.**, & Higginbotham, J. (2017). Clinical Decision Making in Child Language Assessment. Oral presentation at the ASHA Convention, Los Angeles, CA.
- Castilla-Earls, A.**, Perez-Leroux, A. T., Auza, A., Fulcher-Rood, K. (2017). Improving the Identification of Bilingual Children with Language Disorders: An Examination of Spanish Grammatical Markers. Oral presentation at the International symposium of Bilingualism, Limerick, Ireland.
- Castilla-Earls, A.**, Perez-Leroux, A. T., Auza, A., Fulcher-Rood, K. (2017). Improving the Identification of Bilingual Children with Language Disorders: An Examination of Spanish Grammatical Markers. Poster presentation at the International Congress for the Study of Child Language.
- Auza, A. & **Castilla-Earls, A.** (2017). Percentage of grammatical utterances in Spanish-speaking children with and without Specific Language Impairment. Poster presentation at the Symposium *on Research in Child Language Disorders*, Madison, WI.
- Castilla-Earls, A.** (2016). Oral presentation at the Ohio Speech-Language Hearing Association, Columbus, OH.
- Castilla-Earls, A.** (2016). Transtorno Especifico del Lenguaje; Retos en La Evaluación y Tratamiento. Oral presentation at the Universidad Nacional, Bogotá, Colombia.
- Castilla-Earls, A.**, Perez-Leroux, A.T., Auza, A., Fulcher-Rood, K & Guzman, E. (2016). Bilingual Effects and Language Impairment in Spanish-English Bilingual Children. Poster presentation at the ASHA Convention, Philadelphia, PA.
- Fulcher-Rood, K. , **Castilla-Earls, A.P.**, Tomczak, M., Higginbotham, J. (2016). Comparison of Assessment Practices Between School based and Non-School Based Speech-Language Pathologists. Poster presentation at the ASHA Convention, Philadelphia, PA.
- Castilla-Earls, A.**, Perez-Leroux, A. T. Nieto, L. & Restrepo, M. A. (2016). Vulnerability of Clitics and Articles in Spanish-English Bilinguals. AEAL, Mallorca, Spain.
- Castilla-Earls, A.** & Fulcher-Rood, K. (2016). The Development and Validation of the Grammaticality for Language Impairment Identification Scale. Poster presentation at the Symposium *on Research in Child Language Disorders*, Madison, WI.
- Castilla-Earls, A.** & Fulcher-Rood, K. (2016). The Diagnostic Accuracy of the Spanish and English CELF-P2 in Bilingual Children. Poster presentation at the Symposium *on Research in Child Language Disorders*, Madison, WI.
- Fulcher-Rood, K. , **Castilla-Earls, A.P.**, Higginbotham, J. (2016). How School-Based Speech Language Pathologist Arrived at Diagnostic Decisions: results Discovered through a Think Aloud Task. Poster presentation at the Symposium *on Research in Child Language Disorders*, Madison, WI.
- Castilla-Earls, A.** (2015). Evidence-Based Clinical Diagnosis of Language Impairments in 4 to 6 Year Olds. Oral presentation at the New York State Speech and Language Association Convention. Rochester, NY.

- Fulcher-Rood, K., **Castilla-Earls**, A.P, Higgainbotham, J . (2015). Reframing Clinical Expertise: Understanding the How & Why Behind Clinical Decisions. Poster presentation at the ASHA Convention, Denver, CO.
- Castilla-Earls, A.** (2015). Diagnostic Accuracy of the CELF-P2. Poster presentation at the *Symposium on Research in Child Language Disorders*, Madison, WI.
- Castilla-Earls, A.** Rooparine, A., Guzman, E., Hargraves, L., & Mathews, C. (2014). CELF-P2 or PLS-5? Evidence of Diagnostic Accuracy. Poster presentation at the ASHA Convention, Orlando, FL.
- Castilla-Earls, A.,** Restrepo, M. A., Perez-Leroux, A.T. & Gray, S. (2014). Bilingual effects vs. bilingual impairments in Spanish-speaking children. Oral presentation at the Workshop in SLI, Madrid, Spain.
- Castilla-Earls, A.,** Restrepo, M. A., Perez-Leroux, A.T. & Gray, S. (2014). Bilingual effects vs. bilingual impairments in Spanish-speaking children. Poster presentation at the *Symposium on Research in Child Language Disorders*, Madison, WI.
- Castilla-Earls, A.** (2014). Assessment of Bilingual Children. Spring 2014 Speaker Collection Workshop SUNY Fredonia, Fredonia, NY.
- Pérez-Leroux, A. T., **Castilla-Earls, A.,** Bejar, S., Massam, D & Peterson, T. (2013). The bird on the alligator in the water: Strong continuity and children's development of NP recursion. Oral presentation at the conference on Recursion in Brazilian Languages and beyond. Rio de Janeiro, Brazil.
- Castilla-Earls, A.,** Restrepo, M. A., Perez-Leroux, A.T. & Gray, S. (2013). Bilingual effects vs. bilingual impairments in Spanish-speaking children. Poster presentation at the Annual ASHA Convention, Chicago, IL.
- Barragan, B., Restrepo, M., **Castilla-Earls, A.P.,** Olivares, F., & Grey, S. (2013). Performance of low-income Spanish-speaking children in English-only schools on the celf-4 Spanish. Oral presentation at the Annual ASHA Convention, Chicago, IL.
- Spallina, N. & **Castilla-Earls, A.** (2013). The Development of the Noun Phrase in English Speaking Children. Poster presentation at the New York State Speech and Language Association Convention. Saratoga Springs, NY.
- Castilla-Earls, A. P. & Stich, M.,** Scott, K. (2013). Do They Really Play Together? Pretend Play in Preschoolers with Disabilities in Inclusive Settings. Poster presentation at the New York State Speech and Language Association Convention. Saratoga Springs, NY.
- Castilla-Earls, A. P. & Stich, M.,** Scott, K. (2012) Do They Really Play Together? Pretend Play in Preschoolers with Disabilities in Inclusive Settings. Poster presentation at the *Symposium on Research in Child Language Disorders*, Madison, WI.
- Perez-Leroux, A. T. & **Castilla-Earls, A. P.** (2011). Elmo's sister's ball: Nominal recursion as a measure of language complexity. Poster presentation at the Society for Research in Child Development Montreal, QC, Canada.
- Perez-Leroux, A.T. & **Castilla-Earls, A.P.,** Massam, D., & Bejar, S. (2011). The acquisition of NP recursion in English-speaking children. Oral presentation at the Boston University Conference in Language Development (BUCLD), Boston, MA.
- Castilla, A.P.,** Perez-Leroux, A.T. (2010). Diagnostic Potential of Narratives in Spanish-Speaking Children with Language Impairment. Poster presentation at the Annual ASHA Convention, Philadelphia, PA.
- Castilla, A. P. & Hammer, K.** (2010). Assessment of Narrative Development in Preschool Monolingual Spanish-Speaking Children. Poster presentation at the *Symposium on Research in Child Language Disorders*, Madison, WI.
- Castilla, A. P.** (2010). Assessment of Bilingual Children: Practical Applications. Oral presentation at the New York State Speech and Language Association Convention, Saratoga Springs, NY.
- Castilla, A. P.** (2009). Acquisition of Clitic Pronouns and Articles by Preschool Spanish-Speaking Children. Poster presentation at the Annual ASHA Convention, New Orleans, LA.

- Castilla, A. P.** (2009). Morphosyntactic Acquisition in monolingual 3-, 4-, and 5-year-old Spanish-speaking children. Oral presentation at the 2nd International Conference of Clinical Linguistics, Madrid, Spain.
- Castilla, A.P., Perez-Leroux, A.T & Eriks-Brophy, A.** (2007). Omissions and Substitutions in Early Spanish Clitics. Oral presentation at the Generative Approaches to Language Acquisition Conference (GALA), Barcelona, Spain.
- Castilla, A.P., Perez-Leroux, A.T & Eriks-Brophy, A.** (2007). Syntax and the lexicon in early omission of Spanish clitics. Oral presentation at the Boston University Conference in Language Development (BUCLD), Boston, MA.
- Castilla, A. P. & Eriks-Brophy, A.** (2006). Developmental Language Measures in 3-, 4-, and 5-year-old Spanish-Speaking Children. Oral presentation at the Annual ASHA Convention, Miami, FL.
- Castilla, A. P. & Eriks-Brophy, A.** (2006). Characterizing Grammatical Errors of Italian-, French-, and Spanish-Speaking Children with SLI. Poster presentation at the Annual ASHA Convention, Miami, FL.
- Restrepo, M. A., **Castilla, A.P.** & Youngs, C. (2005). Finding Support for Bilingual Language Intervention in Children. Oral presentation at the Annual ASHA Convention, San Diego, CA.
- Garlant, M., Wilcox, M.J., Lafferty, A. & **Castilla, A.P.** (2005). Home Literacy Environments of Latino Spanish-Speaking Head Start Children. Poster presentation at the Annual ASHA Convention, San Diego, CA.
- Restrepo M. A. & **Castilla, A. P.** (2004). Development of Grammar in Children Receiving English-Only and Bilingual Interventions. Poster presentation at the Annual ASHA Convention, Philadelphia, PA.
- Restrepo M. A., Arboleda A., Neuhart-Pritchett S. & **Castilla A.P.** (2003). PAVEd for Success: Bilingual Preliteracy Program for Spanish-Speaking Children. Oral presentation at the Annual ASHA Convention, Chicago, IL.
- Castilla, A. P. & Restrepo M. A.** (2003). First language predictors of second language morphosyntactic and semantic development. Poster presentation at the 13th Annual Research Symposium: "Outcomes Research and Evidence-Based Practice." Chicago, IL.

## **PROFESSIONAL JOURNALS**

- 2020 Editor. American Journal of Speech-Language Pathology. Culturally and Linguistic Diversity Section.
- 2019 Editor. American Journal of Speech-Language Pathology. Culturally and Linguistic Diversity Section.
- 2018 Editorial Board Member for Journal of Speech, Language and Hearing Services
- 2017 Editorial Board Member for Journal of Speech, Language and Hearing Services
- 2016 Journal of Speech, Language and Hearing Services; Review of Educational Research.
- 2015 American Journal of Speech and Language Pathology
- 2014 Journal of Communication Disorders; Journal of Speech, Language and Hearing Services, Review of Educational Research; Journal of Bilingual Education and Bilingualism; Probus
- 2013 Journal of Speech, Language and Hearing Services
- 2012 Journal of Speech, Language and Hearing Services
- 2008 American Journal of Speech-Language Pathology

## **SERVICE**

### **University**



Chair of the Research, Scholarship, and Creative Activity Committee, 2018- present  
Member of the Research, Scholarship, and Creative Activity Committee, 2015-2016  
Member of the Graduate Council, 2015  
Chair of Sub-Committee on International Student Issues, 2013-2014  
Member of Internationalization Task Force, Student Support Group, 2013-2014  
Member of the Diversity, Equity, and Inclusion Advisory Council, 2014-2015  
Coordinator Research Aloud Program for SUNY Fredonia, 2014-2015

### **Department**

Chair of Research Committee, 2017-2019  
Member of Executive Committee, 2016-2018  
Undergraduate Advisement, 2010-2015  
Member of the Webpage Committee, 2009- present  
Member of Faculty Search Committees, 2013, 2014  
Member of the Graduate Admission Committee, 2013, 2014

### **Profession**

Discussant at the Language and Literacy Development in Early Dual Language Learners Workshop; Invited by NICHD and NIDCD, 2016

Collaborator Insight Grant Social Sciences and Humanities Research Council Grant, Canada. Development of Noun Phrase Complexity in Children, PIs Ana Perez-Leroux & Yves Roberge, 2014

Member of the Language in Infants, Toddlers, and Preschoolers Topic planning committee for the Annual ASHA Convention, 2013

Chair of the Language and Literacy Committee for the New York State Speech Language Hearing Association (NYSSLHA) Annual Conference, 2012-2013

### **TEACHING EXPERIENCE:**

Language Development (COMD2339), University of Houston, 2015, 2016, 2017, 2018

Language Disorders (COMD3383), University of Houston, 2016

Research Design (CDS606), SUNY Fredonia, 2013, 2014

Special Education Considerations for Assessment of English Language Learners (EDU598), SUNY Fredonia, 2011, 2012

Speech Sound Disorders and Language Intervention in Children (CDS583), SUNY Fredonia, 2011, 2013, 2014

Phonological and Language Disorders (CDS323), SUNY Fredonia, 2010, 2011, 2013, 2014, 2015

Literacy Acquisition (CDS376), SUNY Fredonia, 2010, 2011, 2013, 2014

Child Language Disorders (CDS500), SUNY Fredonia, 2009, 2010 (spring & fall), 2011, 2012, 2013

Speech and Language Development (CDS250), SUNY Fredonia, 2009, 2010, 2011, 2012, 2013, 2014

Graduate Seminar – Bilingualism (CDS630), SUNY Fredonia, 2009, 2010

Inclusion: Issues in Assessment (CS8924), Ryerson University, 2009

Child Language I: Development and Assessment (SLP1505), University of Toronto, 2008  
Psychology of Language (JLP374), University of Toronto, 2008

First Language Acquisition (JLP315), University of Toronto, 2007, 2009

Disorders of Speech and Language (JLP347 – PLID55), University of Toronto, 2006, 2007, 2009