

CURRICULUM VITAE

Leah Fabiano-Smith, Ph.D., CCC-SLP

CHROLOGY OF EDUCATION

<u>Institution</u>	<u>Degree</u>	<u>Date Awarded</u>
SUNY College at Fredonia (Fredonia, NY)	B.S.	May 2000
SUNY College at Fredonia (Fredonia, NY)	M.S.	August 2001
Temple University (Philadelphia, PA)	Ph.D.	August 2006

Dissertation Title: *Phonological Representation in Bilingual Spanish-English Speaking Children*,
Dr. Brian A. Goldstein, Advisor

Tenure clock stoppage due to childbirth: August 2010-August 2011; August 2012-August 2013

Major Fields: Speech-Language Pathology, Diversity, Equity, and Inclusion, Linguistics, Public Health/Health Disparities

CHRONOLOGY OF EMPLOYMENT

August 2001-July 2002	Speech-Language Pathologist <u>Interactive Therapy Group</u> Syracuse, NY
July 2002- August 2006	Research Assistant <u>Temple University Department of</u> <u>Communication Sciences</u> Philadelphia, PA
January 2005-June 2005	Research Assistant <u>Universidad Autónoma de Querétaro</u> <u>Facultad de Lenguas y Letras</u> Querétaro, México
September 2006-August 2008	Postdoctoral Fellow <u>Center for Research in Language</u> University of California, San Diego San Diego, CA
September 2008- August 2010	Assistant Professor <u>State University of New York (SUNY) at</u> <u>New Paltz</u> Department of Communication Disorders New Paltz, NY
August 2010 – August 2018	Assistant Professor <u>University of Arizona</u> Speech, Language, and Hearing Sciences Tucson, AZ
August 2012 – August 2022	Director, Multicultural and Bilingual Certificate Program <u>University of Arizona</u> Speech, Language, and Hearing Sciences Tucson, AZ

- August 2018 – August 2022 **Associate Professor** University of Arizona
Speech, Language, and Hearing Sciences
Tucson, AZ
- August 2022 – present **Professor** University of Pittsburgh
Department of Communication Science and
Disorders
Pittsburgh, PA
- August 2022 – present **Director, PhD Program** University of Pittsburgh
Department of Communication Science and
Disorders
Pittsburgh, PA

DIVERSITY, EQUITY, AND INCLUSION EXPERIENCE AND AWARDS

Director, Multicultural and Bilingual Certificate Program, Department of Speech, Language, and Hearing Sciences <https://slhs.arizona.edu/students/bilingual-certificate-program>

- The goal of this program is to reduce health disparities in minoritized pediatric and adult populations. Once approved, I was appointed the role of director (2013 - present), designing training protocols for master's level and clinical doctorate students.

Chair, Diversity, Equity, and Inclusion Faculty Success Committee, University of Arizona College of Science <https://science.arizona.edu/diversity-inclusion>

- Appointed by the dean to lead a group of faculty, students, and staff in the development of policy related to tenure and accountability, underrepresented faculty visibility, community building activities, and fair hiring practices

Chair, Diversity, Equity, and Inclusion Committee, Department of Speech, Language, and Hearing Sciences <https://slhs.arizona.edu/equity-inclusion/equity-inclusion-committee>

- Developed policy for accountability in the department and advocated for students and faculty experiencing discrimination
- Consultation on DEI in course content
- Consultation on DEI issues in the campus clinic and in off-campus clinical placements
- Holistic admissions for graduate students
 - Our departmental holistic admissions process is being published in the *American Journal of Speech-Language Pathology* (bolded in section on peer-reviewed publications)

Member, Anti-Racism Initiative Committee, University of Arizona College of Science, Summer 2020

- Collaborated on and drafted anti-racism statements and action items for the department and college in the aftermath of the George Floyd murder
- Consulted on statements of other university programs in need of expertise in anti-racist language

Member, College of Science Climate Committee, University of Arizona College of Science, 2018

- Committee tasked with developing family-friendly policies and paid parental leave
- Addressed the leaky pipeline of women from scientific fields

Advisor, Speech, Language, and Hearing Cats of Color (SHCC) and the Graduate Under-Represented Students

Group, Department of Speech, Language, and Hearing Sciences

<https://hsi.arizona.edu/communication/servingness-spotlight/servingness-spotlight-student-organization>

Developer and Facilitator, Tucson Arizona Bilingual Speech Pathologists and Audiologists (ABISPAS) clinical outreach program and alumni group, 2013-present

Director, “I’m First” mentoring program for first generation college students and Students of Color (SoC), Department of Speech, Language, and Hearing Sciences, 2018-present

Nominee, the University of Arizona Commission on the Status of Women *Outstanding Mentor Award* by doctoral student Megan Figueroa, 2016

Awardee, National Institutes of Health (NIH) Loan Repayment Program renewal awardee – Division of Minority Health Disparities, 2016-2018

Nominee, University of Arizona, *Richard Ruiz Diversity Faculty Leadership Award*, 2017

Awardee, Excellence in Diversity Award, the Council for Academic Programs in Communication Sciences and Disorders (CAPCSD), 2018

Awardee, Edith Sayer Auslander Emerging Visionary Award, University of Arizona Commission on the Status of Women, Equity, and Mentoring, <https://csw.arizona.edu/edith-sayre-auslander-vision-awards>, 2021

HONORS AND AWARDS

- Tuition award and research assistant appointment, Temple University, 2002-2006
- Second place for the best student research presentation at the International Clinical Phonetics and Linguistics Association (ICPLA) Conference, Lafayette, Louisiana, February 2004
- Travel award for the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*, 2005
- Travel award for the *Symposium on Research in Child Language Disorders (SRCLD)*, 2003-2007
- Two-year postdoctoral fellowship, *The Center for Research in Language*, University of California San Diego, 2006-2008
- Selected by ASHA Special Interest Division I for having one of the highest convention program review scores in a specific topic area, 2007
- National Institutes of Health (NIH) Loan Repayment Program awardee – Division of Minority Health Disparities, 2011-2013
- Donation of \$1,000 to the Bilingual Phonology Lab from Elena Babatsouli, University of Crete, Greece, 2012
- Sertoma Professional Education Grant, 2013
- 1st ASHA Award for Continuing Education (ACE), 2013-2016
- *Lessons for Success* Awardee 2013, American Speech, Language, and Hearing Association (ASHA); Invited to present funding accomplishments in 2015
- *Clinical Practice Research Institute* (CPRI) Awardee, 2013, American Speech, Language, and Hearing Association (ASHA)

- Selected to attend the *Reading, Writing, and Language Development Grant Writing Seminar Series for New and Early Stage Investigators*, 2014, National Center for Education Research

SERVICE/OUTREACH

A. Local/State Outreach

- Laboratory workshop for the Wildcat Charter School for the University of Arizona, September 2011
- Arizona State Department of Education Committee on Diagnostic Eligibility for Speech-Language Pathology Services, 2011-2016

B. National/International Outreach

- Member of the American Speech-Language-Hearing Association, 2002-present
- Member of the International Clinical Phonetics and Linguistics Association, 2003-present
- Member of the Hispanic Caucus of the American Speech, Language, and Hearing Association (ASHA), 2011-present
- Reviewer for the American Speech, Language, and Hearing Association (ASHA) student grants, 2013
- Member of the *Cultural and Linguistic Considerations Across the Discipline* topic committee, American Speech, Language, and Hearing Association (ASHA) annual convention, 2014
- Progeny mentor for junior scientists, *American Speech, Language, and Hearing Association* (ASHA) convention, 2012-2016
- Member of the *Speech Sound Disorders* topic committee for the American Speech, Language, and Hearing Association (ASHA) convention, 2016
- Reviewer for the American Speech, Language, and Hearing Association (ASHA) *Students Preparing for Academic-Research Careers* (SPARC) awards, 2016
- Invited discussant for the National Institutes of Health (NIH) NICHD and NIDCD workshop, *Language and Literacy Development in Early Dual Language Learners*, 2016
- Invited host on the topic of multicultural considerations in research at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA), 2016
- Reviewer for the American Speech, Language, and Hearing Foundation (ASHF) grants, 2015, 2017
- National Institutes of Health (NIH) NIDCD Study Section, ad-hoc member, 2018
- National Institutes of Health (NIH) LCOM Study Section, ad-hoc member 2021

C. Departmental Committees

- Member, Departmental Institutional Review Board (IRB), Speech, Language, and Hearing Sciences, 2010- 2011
- Chair, Departmental Institutional Review Board (IRB), Speech, Language, and Hearing Sciences, 2011-2015
- Member, Graduate admissions committee, Speech, Language, and Hearing Sciences, 2012-2015
- Director, *Multicultural and Bilingual Certificate Program*, Department of Speech, Language, and Hearing Sciences, 2012-present
- Member, Equity and Inclusion Committee, Speech, Language, and Hearing Sciences, 2017-2018
- Chair, Equity and Inclusion Committee, Speech, Language, and Hearing Sciences, 2018-present

- Director, We're First: Faculty Mentoring Program for First Gen college Students, 2018-present
- Advisor, Graduate Under-Represented Students Group, Speech, Language, and Hearing Sciences, 2019-present

D. College Committees

- Member, College of Science Climate Committee, 2018-2019
- Member, College of Science Anti-Racism Initiative Committee, Summer 2020
- Chair, College of Science Diversity, Equity, and Inclusion Committee, Faculty Success Division, 2020-2021

E. University Committees

- Laboratory workshop for the University of Arizona Desert Rats, May 2011
- Laboratory workshop for the University of Arizona MedStart Program, July 2011
- Reviewer for University of Arizona Faculty Seed Grant Program – Office of the Vice President for Research Graduate Studies, and Economic Development, 2012
- Executive Committee of the Second Language Acquisition and Teaching (SLAT) program, member, 2017-present
- Graduate admissions committee, Second Language Acquisition and Teaching (SLAT) program, member, 2018
- UA Caregiving during COVID-19 Advocacy Group, 2020
- Junior Faculty during COVID-19 Advocacy Group, 2020

F. Other Committees

Reviewer for the following scholarly journals:

- *Journal of Speech, Language, and Hearing Research*
- *American Journal of Speech-Language Pathology*
- *Clinical Linguistics and Phonetics*
- *International Journal of Language and Communication Disorders*
- *Language, Speech, and Hearing Services in Schools*
- *International Journal of Speech-Language Pathology*
- *International Journal of Bilingualism*
- *Journal of Child Language*
- *Early Childhood Research Quarterly*
- *Bilingualism, Language, and Cognition*
- *Latinos and Education*

Editorial board member, *Journal of Child Language*, 2018-present.

Ad-hoc Editor, *American Journal of Speech-Language Pathology*, 2018-present

Editorial board member, *Language, Speech, and Hearing Services in Schools*, 2021

Member, American Speech, Language, and Hearing Association (ASHA) Board of Directors Ad Hoc Committee for Bilingual Service Delivery, 2022-present

Chair, *Research Symposium on Bilingualism and Social Justice*, annual Convention of the American Speech, Language, and Hearing Association (ASHA), New Orleans, LA, 2022

Co-Editor, Special Issue: *Language, Speech, and Hearing Services in Schools*; Reflect, Re-frame, and Re-imagine Theory and Practice in Speech, Language, and Hearing Sciences, 2022-2023

Editor, Special Issue: *Journal of Speech, Language, and Hearing Research*; Proceedings from the Research-Mentor Program, Symposium on Bilingualism, ASHA convention 2022-2023

PUBLICATIONS/CREATIVE ACTIVITY

A. Chapters in scholarly books

Iglesias, A. & Fabiano, L. (2003). Communication Skills in Latino Children.
In V. Kloosterman (Ed.), *Latino Students in American Schools*, pp. 79-94. Praeger:
Westport, Connecticut.

B. Chapters in textbooks

Fabiano-Smith, L. & Goldstein, B. (2011). Assessment and intervention in bilingual children. In S. Levey & S. Polirstok (Eds.) *Language Development: Understanding Language Diversity in the Classroom*. Sage Publishing, Inc.

Fabiano-Smith, L.; Goldstein, B., & Iglesias, A. (in press). Language and dialectal variations. In Bernthal, J.; Bankson, N.W., & Flipsen, P. (Eds.), *Articulation and Phonological Disorders: Speech Sound Disorders in Children*, 9th Edition. Pearson Publishing.

C. Refereed journal articles

Goldstein, B.; Fabiano, L.; & Iglesias, A. (2004). Spontaneous and imitated productions in Spanish-speaking children. *Language, Speech, and Hearing Services in Schools*, 35. 5- 15.

Goldstein, B.; Fabiano, L.; & Washington, P.S. (2005). Phonological skills in predominantly English-speaking, predominantly Spanish-speaking, and bilingual Spanish-English speaking children. *Language, Speech, and Hearing Services in Schools*, 36. 201-218.

Fabiano, L. & Goldstein, B. (2005). Phonological cross-linguistic effects in bilingual Spanish-English speaking children. *Journal of Multilingual Communication Disorders*, 3 (1). 56- 63.

Miller, J.; Iglesias, A.; Heilman, J.; Fabiano, L.; Nockerts, A., & Francis, D. (2006). Oral language and reading in bilingual children. *Learning Disabilities Research and Practice*, 21 (1). 30-43.

Heilmann, J.; Miller, J.; Iglesias, A.; Fabiano-Smith, L.; Nockerts, A., & Andriacchi, K. (2008). Narrative Transcription Accuracy and Reliability in Two Languages. *Topics in Language Disorders*, 28 (2). 178-188.

Bunta, F.; Fabiano-Smith, L.; Goldstein, B., & Ingram, D. (2009). Phonological whole-word measures in three-year-old bilingual children and their age-matched monolingual peers. *Clinical Linguistics and Phonetics*, 23 (2). 156-175.

Fabiano-Smith, L. & Barlow, J. (2010). Interaction in bilingual phonological acquisition: Evidence from phonetic inventories. *International Journal of Bilingual Education and Bilingualism*, 13 (1). 1-17.

Fabiano-Smith, L. & Goldstein, B. (2010a). Early-, middle-, and late-developing sounds in monolingual and bilingual children: An exploratory investigation. *American Journal of Speech-Language Pathology*, 19(1). 66-77.

Fabiano-Smith, L. & Goldstein, B. (2010b). Phonological acquisition in bilingual Spanish English

- speaking children. *Journal of Speech, Language, and Hearing Research*, 53. 1- 19.
- Fabiano-Smith, L. & Bunta, F. (2012). Voice onset time of voiceless bilabial and velar stops in three-year-old bilingual children and their age-matched monolingual peers. *Clinical Linguistics and Phonetics*, 26 (2). 148-163.
- MacLeod, A.; Fabiano-Smith, L.; Boegner-Pagé, S., & Fontolliet, S. (2013). Simultaneous bilingual language development: The role of parental input on receptive vocabulary development. *Child Language Teaching and Therapy*, 29 (1). 131-142.
- Fabiano-Smith, L.; Shuriff, R.; Barlow, J.A., & Goldstein, B. (2014). Dialect density in bilingual Puerto Rican Spanish-English speaking children. *Linguistic Approaches to Bilingualism*, 4 (1). 34-60.
- MacLeod, A. & Fabiano-Smith, L. (2014). The acquisition of allophones among bilingual Spanish-English and French-English 3-year-old children. *Clinical Linguistics and Phonetics*, 29 (3). 167-184.
- Fabiano-Smith, L.; Oglivie, T., Maiefski, O., & Schertz, J. (2015). Acquisition of the stop spirant alternation in bilingual Mexican Spanish-English speaking children: Theoretical and clinical implications. *Clinical Linguistics and Phonetics*, 29 (1). 1-26.
- Kraemer, R. & Fabiano-Smith, L. (2017). Language assessment of Latino English-learning children: A records abstraction study. *Journal of Latinos and Education*, 16 (4). 349-35.
- Fabiano-Smith, L. & Cuzner, S. L. (2017). Initial consonant deletion in bilingual Spanish-English speaking children with speech sound disorders. *Clinical Linguistics and Phonetics*. 1-9. <https://doi.org/10.1080/02699206.2017.1367037>.
- Fabiano-Smith, L. & Hoffman, K. (2018). Diagnostic accuracy of traditional measures of phonological ability for bilingual preschoolers and kindergarteners. *Language, Speech, and Hearing Services in Schools*, 49. 121-134.
- Sabri, M. & Fabiano-Smith, L. (2018). Phonological development in a three-year-old bilingual Arabic-English speaking child with cochlear implants. *American Journal of Speech-Language Pathology*, 27 (4). 1506-1522.
- Fabiano-Smith, L. (2019). Standardized tests and the diagnosis of speech sound disorders. *Perspectives of the ASHA Special Interest Groups, Sig 1, Language Learning and Education*, 4(1). 58-66.
- Castilla-Earls, A.; Bedore, L.; Rojas, R.; Fabiano-Smith, L.; Pruitt-Lord, S.; Restrepo, M.A., & Peña, E. (2020). Beyond scores: Using converging evidence to determine speech and language services eligibility for Dual Language Learners. *American Journal of Speech-Language Pathology*, 29(3). 1116-1132.
- Wong, A.; Marrone, N.; Fabiano-Smith, L.; Beeson, P.; Franco, M.; Subbian, V., & Lozano, G. (2021). Engaging Faculty in Shifting Toward Holistic Review: Changing Graduate Admissions Procedures at a Land-Grant Hispanic Serving Institution. *American Journal of Speech, Language Pathology*, 30 (5). 1925-1939.

Fabiano-Smith, L.; Privette, C., & An, L. (2021). Phonological measures in bilingual Spanish-English speaking preschoolers: The language combination effect. *Journal of Speech, Language, and Hearing Research, 64* (10). 3942-3968.

Yu, B., Nair, V. K., Brea, M. R., Soto-Boykin, X., Privette, C., Sun, L., Khamis, R.; Hsinhuei, S.C.; Fabiano-Smith, L.; Epstein, L., & Hyter, Y. D. (2022). Gaps in framing and naming: Commentary to “A Viewpoint on Accent Services”. *American Journal of Speech-Language Pathology, 1-6*.

Rodriguez-Guerra, M.; Colina, S., & Fabiano-Smith, L. (2023). Interaction in early speech acquisition: Acceleration in the bilingual acquisition of English liquids for English-Spanish bilinguals. *Lingua, 281*.

Iziarry-Perez, C.; Fabiano-Smith, L., & Martinez, A. (in press). A complexity approach to promoting within- and cross-language generalization in bilingual children with speech sound disorders. *Language, Speech, and Hearing Services in Schools*.

Garivaldo, B. & Fabiano-Smith, L. (in press). Reframing bilingual acquisition and theory: An insider view through a translanguaging lens. *Language, Speech, and Hearing Services in Schools*.

Privette, C. & Fabiano-Smith, L. (in revision). The acquisition of Black Language by Spanish speaking preschoolers: A case for a community-based sociolinguistic approach to language assessment.

Sieg, S.R., Fabiano-Smith, L., & Barlow, J.A. (under review). The role of markedness in the substitution errors of bilingual Spanish-English speaking preschoolers.

C. Other peer reviewed publications

Goldstein, B. & Fabiano, L. (2007, Feb. 13). Assessment and intervention for bilingual children with phonological disorders. *The ASHA Leader, 12* (2), 6-7, 26-27, 31.

Fabiano, L. (2007, July). Evidence-based phonological assessment of bilingual children. In Goldstein, B. & Gildersleeve-Neumann, C. (Eds.) Typical Speech Sound Acquisition in Bilinguals. Published simultaneously in *Communications Disorders and Sciences in Culturally and Linguistically Diverse Populations Newsletter* and *Language Learning and Education Newsletter, 14*, (2).

WORK IN PROGRESS

A. Manuscripts in preparation

Fabiano-Smith, L., Guevara, L., Cassel-Stallings, M.; Dinkel, L., & Flores, J. (in preparation). Development of a phonological tool for bilingual phonological assessment using Item Response Theory (IRT).

B. Data collection in progress

Data collection is in progress for an NIH NIDCD R01 (2018-2023) research project examining diagnostic criteria for accurate diagnosis of speech sound disorders in bilingual Spanish-English speaking preschoolers.

CONFERENCES/SCHOLARLY PRESENTATIONS

A. Colloquia

- Fabiano, L. (2005, May). Phonological Acquisition. Presentation to the Faculty of Neurobiology at the Instituto de Neurobiología, Campus UNAM-UAQ. Juriquilla, Querétaro, México.
- Fabiano, L. (2005, April). More Than Cross-Linguistic Effects: Examining Phonological Representation in Bilingual Spanish-English Speaking Children. Presentation to the Department of Languages and Letters at the Universidad Autónoma de Querétaro. Querétaro, México.
- Fabiano, L. (2006, October). Phonological representation in bilingual Spanish-English speaking children. Presented at the Center for Research in Language. University of California San Diego. La Jolla, CA.
- Fabiano, L. & Barlow, J. (2007, May). Typological variation in the phonetic inventories of bilingual Spanish-English speaking children. Presented at the Center for Research in Language. University of California San Diego. La Jolla, CA.
- Fabiano-Smith, L. (2009, March). Phonological acquisition in bilingual children. CUNY Graduate Center, Department of Communication Sciences and Disorders. New York, NY.
- Fabiano-Smith, L. (2009, September). Early-, middle-, and late-developing sounds: An exploratory investigation into typical phonological acquisition in bilinguals. New York University (NYU) Department of Communicative Sciences and Disorders. New York NY.
- Fabiano-Smith, L. (2010, March). Acquisition of the stop-spirant alternation in monolingual and bilingual children: A preliminary investigation. Oral presentation for the CUNY Graduate Center Psycholinguistics Supper Series. New York, NY.
- Fabiano-Smith, L. (2010, September). Interaction in bilingual phonological acquisition: Evidence from Puerto Rican Spanish. University of Arizona Linguistics Colloquium. Tucson, AZ.
- Fabiano-Smith, L.; Oglivie, T.; Famoyegun, A.; Gullett, V., & Bayley, C. (2012, February). Which comes first, the stop or the spirant? A quasi-longitudinal study of bilingual children. Presentation given in the Department of Linguistics for their weekly colloquium. University of Arizona. Tucson, AZ.
- Oglivie, T. & Fabiano-Smith, L. (2012, April). A quasi-longitudinal study of the stop-spirant alternation in bilingual children. Presented by T. Oglivie in the Department of Speech, Language, and Hearing Sciences for their weekly colloquium. University of Arizona. Tucson, AZ.
- Fabiano-Smith, L. (2013, November). Diagnostic criteria for bilingual Spanish-English speaking preschoolers: Preventing misdiagnosis of speech sound disorders. Presented as part of the colloquium series in the Department of Spanish and Portuguese. University of Arizona.
- Fabiano-Smith, L. (2014, October). Misdiagnosis of speech sound disorders in Latino children: Linking theory with practice. Cognitive Neuroscience Colloquium. University of Arizona.

- Fabiano-Smith, L. (2014, October). Speech Production in Bilingual Children: Theory and Clinical Implications. Department of Linguistics Colloquium. University of California, San Diego (UCSD).
- Fabiano-Smith, L. & Cuzner, S.L. (2015, August). Initial consonant deletion in Spanish-speaking children: Difference or disorder? Department of Speech, Language, and Hearing Sciences Colloquium. University of Arizona.
- Fabiano-Smith, L. (2016, March). Research Mythbusters. Department of Speech, Language, and Hearing Sciences. University of Arizona.
- Fabiano-Smith, L. & Privette, C. (2017, April). Diagnostic accuracy of traditional measures of phonological ability with bilingual preschoolers. Department of Speech, Language, and Hearing Sciences. University of Arizona.
- Fabiano-Smith, L. (2019, October). Phonological treatment for bilingual Spanish-English speaking children: A Complexity Approach. Department of Psychology. Universidad Complutense de Madrid. Madrid, Spain.
- Fabiano-Smith, L. (2019, October). Phonological treatment for bilingual Spanish-English speaking children: A Complexity Approach. Department of Speech-Language Pathology. Universidad de Castilla-La Mancha. Talavera, Spain.
- Fabiano-Smith, L.; Privette, C., & An, L. (2021, February) Phonological measures for bilingual Spanish-English speaking preschoolers: The language combination effect. The University of Wisconsin, Madison. Department of Communication Disorders. Presentation via Zoom.
- Fabiano-Smith, L. (2023, April). Job Talks: Organization and Purpose. The University of Pittsburgh. PhD Research Roundtable (RRT).

B. Seminars

- Fabiano, L. (2006, November). Phonological Acquisition in Spanish-Speaking Children. Presentation to parents and teachers at Cendi Elementary School. Tijuana, Baja California, México.
- Goldstein, B. & Fabiano, L. (2006, November). A Model of Intervention for Bilingual Children with Phonological Disorders. Two-hour seminar presented at the *American Speech, Language, and Hearing Association's (ASHA)* annual convention. Miami, FL.
- Fabiano-Smith, L. (2008, April). Speech and language intervention in bilingual children. *Adelante!* online seminar series. Bilingual Therapies, Inc. www.bilingualtherapies.com.
- Fabiano-Smith, L. (2009, December). Evidenced-based assessment and intervention with culturally and linguistically diverse children. Presentation for the National Student Speech, Language, and Hearing Association (NSSLHA). SUNY New Paltz, New Paltz, NY.
- Fabiano-Smith, L. (2010, November). Evidenced-based assessment and intervention with culturally and linguistically diverse children. Presentation for the National Student Speech, Language, and

- Hearing Association (NSSLHA). University of Arizona. Tucson, AZ.
- Fabiano-Smith, L. (2011, April). Bilingual Phonological Assessment. Presentation for the annual conference of the Arizona Speech, Language, and Hearing Association (ArSHA). Tempe, AZ.
- Fabiano-Smith, L. (2011, July). Theory, Research, and Practice in Bilingual Speech-Language Pathology. Presentation in the Department of Communication Sciences and Disorders at Northern Arizona University. Flagstaff, AZ.
- Fabiano-Smith, L. (2011, October). Evidence-based assessment with bilingual children. Presentation for the Department of Speech-Language Pathology at the Tucson Unified School District. Tucson, AZ.
- Fabiano-Smith, L. (2012, August). Assessment and Intervention with Bilingual Children. Presentation for VOCES Bilingual Speech Pathology. Tucson, AZ (honorarium received).
- Fabiano-Smith, L. (2012, October). Evidence-based intervention with bilingual children. Presentation for the Department of Speech-Language Pathology at the Tucson Unified School District. Tucson, AZ.
- Fabiano-Smith, L. (2012, November). Speech-language pathology with bilingual preschoolers: Practical information. Oral presentation provided to alumni for CEU credit at the University of Arizona Department of Speech, Language, and Hearing Sciences homecoming celebration. Tucson, AZ
- Fabiano-Smith, L. (2012, December). Evidence-based assessment and intervention for phonological disorders in bilingual children. Presentation for Texas A & M University, College of Education and Human Development. Oral presentation via Skype.
- Fabiano-Smith, L. (2012, December). Bilingual Language Development and Disorders. Presentation for the State of Arizona's *First Things First* program. Tucson, AZ.
- Fabiano-Smith, L. (2017, March). Speech and Language Development in Children. Presentation for the Finley Child Development Center on the Davis-Monthan Air Force Base. Tucson, AZ.
- Fabiano-Smith, L. (2017, April). Differentiating Language Attrition from Language Disorder in Bilingual Children. Three-hour oral presentation provided for CEU credit at the University of Arizona Department of Speech, Language, and Hearing Sciences. Tucson, AZ.
- Fabiano-Smith, L. (2017, October). Misdiagnosis of speech sound disorders in Latino preschoolers and Kindergarteners. Two-hour presentation to the Tucson Unified School District (TUSD). Tucson, AZ.
- Privette, C.; Oglivie, T.; Hernandez, R., & Fabiano-Smith, L. (2020, October). National Conversation on Anti-Racism in Multicultural and Bilingual Certificate Programs in Communication Sciences and Disorders. Two-hour webinar presented via Zoom to a national audience. Tucson, AZ.

C. Conferences

- Goldstein, B.; Fabiano, L.; & Iglesias, A. (2003, April). Phonological representation in bilingual Spanish-English speaking children. Poster presented at *The 4th International Symposium on Bilingualism (ISB4)*. Tempe, AZ.
- Goldstein, B.; Fabiano, L.; & Swasey Washington, P. (2003, July). Phonological development in monolingual English, monolingual Spanish, and bilingual Spanish-English speaking children. Poster presented at the *International Child Phonology Conference*. Vancouver, BC, Canada.
- Fabiano, L.; Goldstein, B.; & Swasey Washington, P. (2003, November). Phonological development in monolingual English, monolingual Spanish, and bilingual Spanish-English speaking children (Revised). Poster presented at the *American Speech-Language-Hearing Association (ASHA) Annual Conference*. Chicago, IL.
- Schnell, E.; Goldstein, B.; & Fabiano, L. (2003, November). Phonological analysis of word, conversation, and narrative samples in Spanish- and English speaking children. Student seminar presented by E. Schnell at the *American Speech-Language-Hearing Association (ASHA) Annual Conference*. Chicago, IL.
- Goldstein, B.; Schnell, E.; & Fabiano, L. (2003, July). Phonological analysis of word, conversation, and narrative samples in Spanish and English-speaking children. Poster presented at the *International Child Phonology Conference*. Vancouver, BC, Canada.
- Fabiano, L. & Goldstein, B. (2004, February). Phonological cross-linguistic influence in sequential bilingual Spanish-English speaking children. Poster presented at the *International Clinical Phonetics and Linguistics Association (ICPLA) Conference*. LaFayette, LA.
- Fabiano, L. & Goldstein, B. (2004, May). Phonological representation in simultaneous and sequential bilingual Spanish-English speaking children. Seminar format presented by L. Fabiano at the *International Child Phonology Conference*. Tempe, AZ.
- Fabiano, L. & Goldstein, B. (2004, June). Phonological representation in simultaneous bilingual Spanish-English speaking children: Two case studies. Poster presented at the *Symposium of Research on Child Language Disorders (SRCLD)*. Madison, WI.
- Fabiano, L. & Goldstein, B. (2004, November). Phonological representation in simultaneous and sequential bilingual Spanish-English speaking children (Revised). Poster presented at the *American Speech-Language-Hearing Association (ASHA) Convention*. Philadelphia, PA.
- Fabiano, L. & Goldstein, B. (2004, November). Phonological cross-linguistic effects in sequential bilingual Spanish-English speaking children (Revised). Poster presented at the *American Speech-Language-Hearing Association (ASHA) Convention*. Philadelphia, PA.
- Fabiano, L. & Goldstein, B. (2005, March). More than cross-linguistic effects: Examining phonological representation in bilingual Spanish-English speaking children. Poster presented by L. Fabiano at *The 5th International Symposium on Bilingualism (ISB5)*. Barcelona, Spain.
- Heilmann, J.; Fabiano, L.; Miller, J.; Iglesias, A., & Nockerts, A. (2005, June). Cross-linguistic

- analysis of productive vocabulary in bilingual children. Poster presented at the *Symposium of Research on Child Language Disorders (SRCLD)*. Madison, WI.
- Goldstein, B. & Fabiano, L. (2005, November). Clinical implications of phonological representation in bilingual children. Seminar presented at the *American Speech- Language- Hearing Association (ASHA) Convention*. San Diego, CA.
- Goldstein, B. & Fabiano, L. (2005, November). Measures and markers in bilingual phonology. Panel presentation with Pui Fong Kan, Kathryn Kohnert, Kelly Nett-Cordero, Dongsun Yim (University of Minnesota); Christina Gildersleeve-Neumann (Portland State Univ.); Ferenc Bunta (Arizona State University; Temple Univ.); Mehmet Yavaş (Florida International University), and Jayanti Ray (Southeast Missouri Univ.). *American Speech- Language- Hearing Association (ASHA) Convention*. San Diego, CA.
- Fabiano, L. (2006, October). Phonological representation in bilingual Spanish-English speaking children. Presented at the *Center for Research in Language*. University of California San Diego. La Jolla, CA.
- Fabiano, L. & Barlow, J. (2007, May). Typological variation in the phonetic inventories of bilingual Spanish-English speaking children. Presented at the *Center for Research in Language*. University of California San Diego. La Jolla, CA.
- Bunta, F.; Fabiano, L.; Ingram, D., & Goldstein, B. (2007, May). Phonological whole-word measures in bilingual Spanish-English speaking three-year-old children. Presented by D. Ingram at the *6th Annual International Symposium on Bilingualism (ISB6)*. Hamburg, Germany.
- Fabiano, L. & Barlow, J. (2007, June). Typological variation in the phonetic inventories of bilingual Spanish-English speaking children. *Symposium on Research in Child Language Disorders (SRCLD)*. Madison, WI.
- Fabiano, L. & Goldstein, B. (2007, June). Phonological representation in bilingual Spanish-English speaking children. Presented in seminar format by L. Fabiano at the *International Child Phonology Conference*. Seattle, WA.
- Fabiano, L. & Goldstein, B. (2007, November). Phonological acquisition in bilingual Spanish-English speaking children. Presented in seminar format by L. Fabiano at the *Boston University Conference on Language Development (BUCLD)*. Boston, MA.
- Goldstein, B.; Fabiano, L.; Gildersleeve-Neumann, C., & Barlow, J. (2007, November). Phonological characteristics of bilingual preschoolers. Presented in seminar format at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Boston, MA.
- Guitérrez, R.; Shapiro, L.; Barlow, J.; Fabiano-Smith, L.; Kilpatrick, C.; Orton, J., & Merrill, J. (2008, July). Online effects of phonotactic constraints across two languages. *Workshop on Consonant Clusters and Structural Complexity*. Munich, Germany.
- Fabiano-Smith, L. & Barlow, J. (2008, October). Interaction in bilingual phonological representation: Evidence from phonetic inventories. Oral presentation presented at the *International Conference on Models of Interaction in Bilinguals*. Bangor, Wales, United

Kingdom.

- Fabiano-Smith, L. & Goldstein, B. (2008, November). Early, middle, and late- developing sounds in bilingual and monolingual children. Seminar format presented at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Chicago, IL.
- Fabiano-Smith, L. & Goldstein, B. (2009, June). Early, middle, and late-developing sounds in bilingual and monolingual children: An exploratory study. Oral presentation presented at the *International Child Phonology Conference*. Austin, TX.
- Fabiano-Smith, L. & Bunta, F. (2009, June). Interlanguage structural ambiguity: Voice Onset Time (VOT) in bilingual Spanish-English speaking children. Poster presented at the *International Child Phonology Conference*. Austin, TX.
- Fabiano-Smith, L. & Bunta, F. (2009, November). Interlanguage structural ambiguity: Voice Onset Time (VOT) in bilingual Spanish-English speaking children. Poster presented at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. New Orleans, LA.
- Fabiano-Smith, L. (2010, April). Acquisition of the stop-spirant alternation in monolingual and bilingual children: A preliminary investigation. Poster presented at the *International Child Phonology Conference*. Memphis, TN.
- Fabiano-Smith, L. (2010, November). Acquisition of the stop-spirant alternation in monolingual and bilingual children: A preliminary investigation. Poster presented at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Philadelphia, PA.
- Fabiano-Smith, L. (2010, November). Elicitation of phonetic inventories in bilingual preschoolers: What toys are best for each language? Poster presentation accepted at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*, 2010. Philadelphia, PA.
- Fabiano-Smith, L.; Shuriff, R.; Barlow, J., & Goldstein, B. (2010, November). Interlanguage structural ambiguity in bilingual Puerto Rican Spanish and English speaking children. Poster presentation accepted at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Philadelphia, PA.
- Fabiano-Smith, L.; Shuriff, R.; Barlow, J., & Goldstein, B. (2011, June). Between language interaction in bilingual phonological acquisition: A re-analysis of Puerto Rican Spanish. Poster presentation at the *International Child Phonology Conference*. York, England, United Kingdom.
- Fabiano-Smith, L.; Shuriff, R.; Barlow, J., & Goldstein, B. (2011, June). Dialect density in Puerto-Rican Spanish-English bilingual children. Poster presentation at *Phonetics and Phonology in Iberia, 2011*. Tarragona, Spain.
- Fabiano-Smith, L. & MacLeod, A. (2011, November). The acquisition of allophones among bilingual children: A pilot study. Poster presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. San Diego, CA.
- Alt, M.; Fabiano-Smith, L., & Oglivie, T. (2011, November). Morphophonemic crosslinguistic

- interaction in the language samples of bilingual children. Poster presentation at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA). San Diego, CA.
- Fabiano-Smith, L.; Bayley, C.; Famoyegun, A.; Gullett, V., & Oglivie, T. (2011, November). Which come first, stops or spirants? A quasi-longitudinal study. Poster presentation at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA). San Diego, CA.
- Fabiano-Smith, L.; Shuriff, R.; Barlow, J., & Goldstein, B. (2011, November). Dialect density in Puerto-Rican Spanish-English bilingual children: A re-analysis. Poster presentation at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA). San Diego, CA.
- Fabiano-Smith, L. (2012, November/December). Evaluación y manejo de los aspectos fonológicos en niños bilingües entre 2 y 5 años con trastornos. Invited oral presentation at the *XI Curso Andino de Trastornos del Aprendizaje: Instituto Colombiano de Neurociencias*. Bogotá, Colombia.
- Fabiano-Smith, L. (2012, November/December). Desarrollo típico de fonología en los niños bilingües Español-Inglés: Como distinguir diferencia del lenguaje del trastorno del lenguaje. Invited oral presentation at the *XI Curso Andino de Trastornos del Aprendizaje: Instituto Colombiano de Neurociencias*. Bogotá, Colombia.
- Crouse-Matlock, S. & Fabiano-Smith, L. (2012, November). Phonetic and phonotactic inventory elicitation in bilingual preschoolers. Poster presentation at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA). Atlanta, GA.
- Redden, K. & Fabiano-Smith, L. (2012, November). Using Percent Consonants Correct (PCC) as a diagnostic measure for Spanish-speaking children. Poster presented at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA). Atlanta, GA.
- Redden, K. & Fabiano-Smith, L. (2013, June). Using Percent Consonants Correct (PCC) as a diagnostic measure with bilingual Spanish-English speaking children. Poster presentation at the *Symposium for Research on Child Language Disorders* (SRCLD). Madison, WI.
- Fabiano-Smith, L. (2014, March). Evidence-based assessment with bilingual preschoolers. Three-hour oral presentation at the annual convention of the *California Speech, Language, and Hearing Association* (CSHA). San Francisco, CA (Invited, honorarium received).
- Fabiano-Smith, L. (2014, November). Misdiagnosis of speech sound disorders in bilingual Spanish-English speaking preschoolers: Preliminary data and possible solutions. Two-hour seminar presentation at the annual convention of the *American Speech, Language, and Hearing Association* (ASHA). Orlando, FL.
- Fabiano-Smith, L. (2015, March). Phonological structure and function in bilingual Spanish-English Speaking children: A tutorial. Three-hour oral presentation at the annual convention of the *California Speech, Language, and Hearing Association* (CSHA). Long Beach, CA. (Invited, honorarium received)

- Fabiano-Smith, L. (2015, April). Misdiagnosis of speech sound disorders in bilingual preschoolers: Pitfalls and solutions. Three-hour oral presentation at the annual convention of the *Arizona Speech, Language, and Hearing Association (ArSHA)*. Tempe, AZ. (Invited, no honorarium received)
- Sabri, M. & Fabiano-Smith, L. (2015, June). Phonological acquisition in a bilingual Arabic-English speaking child with cochlear implants: A longitudinal study. Poster presentation given at the *International Child Phonology Conference*. St. John's, Newfoundland, Canada.
- Fabiano-Smith, L. & Cuzner, L. (2015, June). The influence of between-language interaction on phonological errors in bilingual children: Theoretical and clinical implications. Thirty-minute oral presentation given at the *International Child Phonology Conference*. St. John's, Newfoundland, Canada.
- Sabri, M. & Fabiano-Smith, L. (2015, November). Phonological acquisition in a bilingual Arabic English speaking child with cochlear implants: A longitudinal study. Twenty-minute technical session submitted to the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Denver, CO.
- McDonald, S. & Fabiano-Smith, L. (2015, November). Rating language proficiency in bilingual preschoolers. Poster presentation submitted to the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Denver, CO.
- Chong, C. & Fabiano-Smith, L. (2015, November). Facilitators and barriers to graduate students from minority backgrounds in speech, language, and hearing programs. Poster presentation submitted to the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Denver, CO.
- Fabiano-Smith, L.; Gildersleeve-Neumann, C.; Restrepo, M.A., & Simón-Cerejido, G. (invited, 2015, November). Issues related to phonological treatment in bilingual populations. Panel presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Denver, CO.
- Fabiano-Smith, L. (invited, 2015, November). Phonological development in bilingual children: comparisons and contrasts with adult second language acquisition. Oral presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Denver, CO.
- Fabiano-Smith, L. & Konen, C. (2016, June). Phonological diagnostic criteria for the English of bilingual children: Preventing health disparities in Latino children. The *International Child Phonology Conference (ICPC)*. Flagstaff, AZ.
- Fabiano-Smith, L. (2017, July). Phonological Intervention with Bilingual Preschoolers: Using the Complexity Approach. *Bilingual Therapies Symposium*. Cabo San Lucas, Mexico. (Invited, honorarium received)
- Stubbe-Kester, E. & Fabiano-Smith, L. (2016, November). Strategies for monolingual SLPs working with bilingual children. Invited presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Philadelphia, PA.

(Invited, no honorarium received)

- Fabiano-Smith, L., Motoyoshi, R., & Avila, M. (invited, 2017, April). Effective use of interpreters in bilingual service delivery. Invited presentation for the *Arizona Speech, Language, and Hearing Association (ArSHA)* annual conference. Tucson, AZ.
- Fabiano-Smith, L.; Cooperman, S.; Keffala, B.; Bedore, L.; Peña, E.; Hammer, C.S., & Scarpino, S. (2017, June). Normative Data on Phonological Acquisition in Bilingual Spanish-English Speaking Children: Converging Evidence from Five-Year-Olds. Panel presentation at the *11th Annual International Symposium on Bilingualism (ISB11)*. Limerick, Ireland, U.K.
- Fabiano-Smith, L. & Privette, C. (2017, June). Diagnostic accuracy in the assessment of Latino preschoolers with suspected speech sound disorders. Poster presentation at the *Symposium on Research in Child Language Disorders (SRCLD)*. Madison, WI.
- Fabiano-Smith, L. & Privette, C. (2017, July). Accurate diagnosis of speech and language disorders in bilingual preschool and school-aged children. *Bilingual Therapies Symposium*. Miami, FL. (Invited, honorarium received)
- Fabiano-Smith, L. & Privette, C. (2017, November). Diagnostic accuracy of traditional measures of phonological ability with bilingual preschoolers. Oral presentation presented at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Los Angeles, CA.
- Fabiano-Smith, L.; Gregory, K.; Mills, M.; Newkirk-Turner, B.; Pruitt-Lord, S., & Simón- Cerejido, G. (2017, November). Increasing diversity in speech, language, and hearing graduate programs. Panel presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Los Angeles, CA.
- Bunta, F.; Gildersleeve-Neumann, C.; Fabiano-Smith, L., and Prezas, R. (2017, November). The whole bilingual child: Assessment and intervention of bilingual populations. Panel presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Los Angeles, CA.
- Fabiano-Smith, L. (2018, November). Diagnostic accuracy of traditional measures of phonological ability with bilingual preschoolers. Invited presentation for the School of Speech, Language, and Hearing Sciences at San Diego State University. San Diego, CA.
- Fabiano-Smith, L. (2018, March). Assessment and diagnosis of bilingual preschoolers and Kindergarteners with suspected phonological impairment. Invited presentation at the convention of the *Utah Speech, Language, and Hearing Association (USHA)*. Salt Lake City, UT.
- Fabiano-Smith, L. (2018, October). Diagnostic accuracy of traditional measures of phonological ability in bilingual Spanish-English speaking children with suspected phonological impairments. *International Clinical Linguistics and Phonetics Association (ICPLA)*. Malta.
- Bedore, L.; Castilla-Earls, A.; Fabiano-Smith, L.; Peña, E.; Pruitt-Lord, S.; Restrepo, M.A., & Rojas, R. (2018, November). The Bilingual IEP Toolkit: How to advocate against the use of standard

- scores. Panel presentation at the annual convention of the American Speech, Language, and Hearing Association (ASHA). Boston, MA.
- Fabiano-Smith, L. (2020, June, Cancelled). Phonological assessment of bilingual Spanish-English speaking preschoolers: The language combination effect. Oral presentation for the *International Child Phonology Conference*. San Juan, Puerto Rico.
- Fabiano-Smith, L. (2020, July, Cancelled). Phonological assessment of bilingual Spanish-English speaking preschoolers: The language combination effect. Oral presentation for the annual convention of the *Spanish Association of Logopedics, Phoniatrics, and Audiologists (AELFA-IF)*. Barcelona, Spain.
- Fabiano-Smith, L. (2020, September, Cancelled). Phonological assessment of bilingual Spanish English speaking preschoolers: The language combination effect. Oral presentation for the *International Clinical Phonetics and Linguistics Association (ICPLA)*. Glasgow, Scotland, UK.
- Esquivias, M.; Frisby, A.M.; Garivaldo, B.; Griffin, S.; Hernandez, G.; Ramirez, A.; Smith, L.; Tinder, D.; Wong, A., & Fabiano-Smith, L. (2020, November, Cancelled). Supporting and advocating for underrepresented communities: Developing student clubs. Poster presentation accepted for the annual convention of the American Speech, Language, and Hearing Association (ASHA). San Diego, CA.
- Fabiano-Smith, L. & Privette, C. (2020, November, Cancelled). Combining languages and measures for accurate diagnosis of bilingual preschoolers with speech sound disorders. Oral presentation accepted at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. San Diego, CA.
- Fabiano-Smith, L. (2021, November). Linking Assessment and Treatment for Bilingual Children with Speech Sound Disorders. Oral presentation at the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Washington, DC.
- Privette, C. & Fabiano-Smith, L. (2021, November). Phonological Development for Spanish- and African American English Bilingual Preschoolers. Pre-recorded technical session for the annual convention of the *American Speech, Language, and Hearing Association*. Washington, DC.
- Nair, V.K.K.; Brea-Spahn, M.R.; Soto-Boykin, X., & Fabiano-Smith, L. (2021, November). New Ideas, Shifting Paradigms: Reimagining Diversity and Inclusion in CSD. Pre-recorded seminar for the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Washington, DC.
- Brea-Spahn, M.R.; Soto-Boykin, X.; Nair, V.K.K.; Chiou, H.S., & Fabiano-Smith, L. (2021, November). Shifting Language Perceptions in CSD: On Linguistic Racism and Justice. Pre-recorded seminar for the annual convention of the *American Speech, Language, and Hearing Association (ASHA)*. Washington, DC.
- Fabiano-Smith, L. (2022, November). Phonological Assessment through a Social Justice Lens. Annual convention of the American Speech, Language, and Hearing Association. New Orleans, LA.
- Fabiano-Smith, L. (invited, 2023, February). Phonological Acquisition in Bilingual Spanish English Speaking Preschoolers: The Language Combination Effect. Woolfolk Distinguished Lecture Series. Department of Speech, Language, and Hearing Sciences. University of Texas at Austin. Austin, TX.

Rodriguez-Guerra, M.; Privette, C., & Fabiano-Smith, L. (2023, April). "They sent me to speech therapy because I spoke Spanish." Misdiagnosis of disability on bilingual US Spanish speakers. XXIII Spanish in the U.S./Spanish in Contact with Other Languages. Dallas, TX.

Fabiano-Smith, L.; Privette, C., & An, L. (2023, April). Phonological assessment of bilingual Spanish English speaking preschoolers: The language combination effect. Annual convention of the National Black Association of Speech, Language, and Hearing (NBASLH). Washington, D.C.

Garivaldo, B. & Fabiano-Smith, L. (accepted, 2023, June). Reframing bilingual research: Insider perspectives through a translanguaging lens. 14th Annual International Symposium on Bilingualism. Sydney, New South Wales, Australia.

Fabiano-Smith, L.; Lahr, M.; Guevara, L.; Garivaldo, B.; Coco, L.; Cassel-Stallings, M., & Dinkel, L. (accepted, 2023, August). Using Item Response Theory (IRT) to develop an evidence-based phonological assessment process for 5 bilingual preschoolers. International Association for Communication Sciences and Disorders (IALP). Auckland, New Zealand.

Fabiano-Smith, L.; Sieg, S., & Barlow, J. (accepted, 2023, July). The Role of Markedness in Between Language Interaction in Latinx Preschoolers: Evidence from Substitution Errors. International Clinical Linguistics and Phonetics Association (ICPLA). Salzburg, Austria.

D. Invited Workshops

Assessment and Intervention with Bilingual Children (2004, April). Continuing Education Teleconference for *Interactive Therapy Group*. Syracuse, NY (honorarium received).

Assessment and Intervention with Bilingual Children (2005, July). Continuing Education Teleconference for *Fairfax County Bureau of Special Children's Services*. Fairfax, VA (honorarium received).

Spanish Transcription Using Bilingual S/E Systematic Analysis of Language Transcripts (SALT) (2007, February). *San Diego Unified School District*. San Diego, CA (honorarium received).

- 4-week (12 hour) seminar for speech-pathologists in Spanish transcription using Bilingual S/E SALT program.
- Clinical discussion and application of language sample collection and analysis.

Language Sample Analysis Using Bilingual S/E Systematic Analysis of Language Transcripts (SALT) (2007, April). *San Diego Unified School District*. San Diego, CA.

- Two-hour seminar on language transcript analyses using the new bilingual database in the latest edition of the SALT program.

Adquisición y Trastornos Fonológicos en Niños Monolingües y Bilingües (Phonological Acquisition and Disorders in Monolingual and Bilingual Children) (Fall 2007, Universidad Autónoma de Querétaro in Querétaro, México)

- Twenty-five hour course
- Typical phonological development in Spanish-speaking children, characteristics of phonological delay and disorder in Spanish-speaking children and bilingual Spanish-English speaking children, evidence-based assessment and treatment methods, syndromes, and assessment and treatment of cleft palate.

- Assessment of graduate students for course credit

Working with Bilingual Children: Practical Information You Need to Know (2009, March). *Speech and Hearing Association of the Hudson Valley*. Kingston, NY (honorarium received).

- Six-hour seminar on evidence-based practice in the field of speech-language pathology focusing on culturally and linguistically diverse populations.

Evidence-Based Assessment and Treatment of Bilingual Children with Communication Disorders (2011, September). *University of Arizona Grunewald-Blitz Speech and Hearing Clinic*. Tucson, AZ.

- Six-hour seminar on evidence-based practice in the field of speech-language pathology focusing on culturally and linguistically diverse populations.

Using the Systematic Analysis of Language Transcripts (SALT) for the assessment of language skills in bilingual Spanish-English speaking children (2014, October-November). *Voces, Inc.* Tucson, Arizona (honorarium received).

- 12-hour workshop instructing local speech-language pathologists (SLPs) how to transcribe and analysis the language samples of bilingual children
- Dissemination of evidence-based methods of assessment to local clinicians

Evidence-Based Approaches to Assessment and Treatment of Bilingual Children with Communication Disorders (2016, January) *Coachella School District*, Indio, CA (honorarium received).

- 6-hour workshop instructing local speech-language pathologists (SLPs) on evidence-based approaches to assessment, diagnosis and treatment
- Special focus on discriminating difference from disorder in bilingual speech and language

Assessment and Intervention with Bilingual Spanish-English speaking children: A Complexity Approach (2021, February) Indiana University STEP Program, Zoom presentation (honorarium received)

- 4-hour workshop detailing the complexity approach to intervention
- Hands on activity using the Phonological Assessment and Treatment Target Selection (PATT) forms in both English and Spanish
- Lecture on the role of markedness in phonological treatment

E. Guest Classroom Lectures

SLHS 261R Anatomy and Physiology of the Speech Mechanism (Professor: Julie Miller) (Spring 2015, University of Arizona)

- Two-hour lab session on the oral-peripheral exam
- Cranial nerves and muscles of the face discussed in lecture and small group activity format

LLSS 580 Graduate Seminar: Childhood Bilingualism (Professor: Naomi Lapidus Shin) (Fall 2013, University of New Mexico)

- Students read my published work prior to the class meeting
- Hour-long question and answer session via Skype on theories of bilingual speech and language acquisition and clinical practice with bilingual populations

SLHS 511 Tool School (Professor: Janet Hawley) (Fall, 2011-2014, University of Arizona)

- Three-hour lecture on language sampling using Bilingual SALT
- Instruction on using contrastive analysis in the assessment and diagnosis of children from culturally and linguistically diverse backgrounds
- Instruction on using the SALT database to aid in diagnosis of disorder in bilingual children

SLHS 471/571 Articulation Disorders and Therapy (Professor: Kate Bunton) (Fall 2011-2015, University of Arizona)

- Two, 1-hour, 15 minute lectures on evidence-based assessment of articulation and phonological disorders in bilingual children
- Both theory and clinical application discussed

SLHS 255 Hearing, Health, and Society (Professor: James Dean) (Fall 2012 & Fall 2014, University of Arizona)

- One-hour lecture on what it's like to be a parent of a child in the NICU
- Issues for audiologists to consider from a parent's perspective

SLHS 367 Phonetics (Professor: Edwin Maas) (Spring 2011-2015, University of Arizona)

- Four, 1-hour lectures on Spanish phonetics
- Phonetic inventory, phonological patterns, and transcription conventions discussed
- Clinical application to bilingual populations and dialect speakers addressed

SPH 470 Pediatric Communication Disorders (Professor: Kate Bunton) (Spring 2011, University of Arizona)

- One hundred-and-twenty minute lecture on bilingual speech language pathology: Assessment, diagnosis, and treatment.

SPH 207 Survey of Human Communication and Its Disorders (Professor: Pélagicie Beeson) (Fall 2010, University of Arizona)

- Forty-minute lecture on bilingualism and language difference versus language disorder

CMD 306 Language Development in Children (Professor: Lois Heymann) (Fall 2008 and 2009, SUNY New Paltz)

- One-hour lecture on clinical issues related to cultural and linguistic diversity

ENG 399 Research Methods for the Humanities and Social Sciences (Professor: Goretta Vianney-Benca) (Fall 2008, SUNY New Paltz)

- One-hour lecture on manuscript conventions in the field of communication disorders

NYSSLHA, Department of Communication Disorders (Fall 2008, SUNY New Paltz)

- Lecture on the etiology, assessment, and treatment of cleft lip and palate
- Focus on outreach groups that aid children with cleft lip and palate in developing countries

Phonetics and Phonology (Professor: Jessica Barlow) (Fall 2007, San Diego State University)

- Two-hour lecture on phonetic transcription of Spanish and Spanish-influenced English
- Emphasis on clinical applications of non-standard dialect transcription

Phonetics and Phonology (Professor: Jessica Barlow) (Fall 2006, San Diego State University)

- Two-hour lecture on theory and research underlying bilingual phonological assessment and intervention
- Assessment and intervention strategies for bilingual children with phonological disorders

TEACHING

Trainings

Faculty Learning Community, University of Arizona, Fall 2014

- 2-hour training sessions per week for the length of the semester
- Pairings with senior faculty in the integration of active learning strategies in the sciences

Leader in Classroom Diversity and Inclusion, University of Arizona, Spring 2017

- Six-hour training on classroom diversity and inclusion

Teaching assistant to Dr. Dennis Perez Speech-Language Pathology 101 (Fall 2000, SUNY College at Fredonia) Introduction to Communication Disorders for Non-Majors (3 credits)

- Attended each class session
- Taught short lectures once a week
- Assisted students in laboratory activities related to recording and analysis of speech samples
- Corrected exams and held weekly office hours

Teaching assistant to Dr. Aquiles Iglesias for Communication Sciences 521 (Fall 2005, Temple University): Language Disorders: Preschool Years (3 credits)

- Attended each class session
- Taught four, three-hour lectures throughout the semester
- Held office hours for discussion of material

Instructor Communication Sciences 725 (Summer 2006, Temple University): Articulation Disorders in Special Populations (2 credits)

- Etiology and assessment and intervention strategies for cleft palate, childhood apraxia of speech, adult apraxia of speech, dysarthria, and neurogenic communication disorders of speech

Instructor CMD 405 Tests and Assessment (Spring 2010, SUNY New Paltz)

- Three-credit course for undergraduate students in Communication Disorders
- Focus on the construction and use of norm-referenced tests in the field of speech-language pathology
- Focus on the assessment process and the tools and measures involved in diagnosis

Instructor CMD 302 Phonetics (Spring 2009-Spring 2010, SUNY New Paltz)

- Three-credit course for undergraduate students in Communication Disorders
- Focus on theoretical background and clinical use of phonetic transcription, weekly lab instruction and practice with broad and narrow IPA transcription, transcription of disordered speech, and transcription of Spanish and various dialects of English

Instructor CMD 420 Seminar in Communication Disorders (Fall 2008-Spring 2010, SUNY New Paltz)

- Four-credit, writing intensive, undergraduate course for majors in Communication

Disorders

- Focus on research underlying assessment and treatment of cleft palate, dysarthria, motor speech disorders in adults, articulation and phonological disorders, child and adolescent language disorders, fluency disorders, and voice disorders

Instructor CMD 525 Advanced Diagnosis of Speech and Language Disorders (Fall 2008-Spring 2010, SUNY New Paltz)

- Four credit course for graduate students in Communication Disorders
- Evidence-based assessment techniques, psychometrics, assessment considerations associated with various speech and language disorders
- Preparation for and completion of assessment of clients in the departmental clinic, complete with report-writing and therapy planning

Instructor SLHS 512 Evaluation Process in Speech-Language Pathology (Fall 2010, Spring 2012, University of Arizona)

- Evidence-based assessment techniques, psychometrics, assessment considerations associated with various speech and language disorders
- Preparation for and completion of assessment of clients in the departmental clinic, complete with report-writing and therapy planning

Instructor SLHS 270 Scientific Thinking in Speech-Language Pathology (Spring/Fall 2011, University of Arizona)

- Research methods and design in the social sciences
- Developing research questions within the field of communication sciences and disorders
- Reading and applying peer-reviewed scientific publications

Instructor SLHS 473 Communication Disorders II (Spring 2012-present, University of Arizona)

- Discussion of language-based communication disorders across the lifespan
- Case study analysis of real clients, applying lecture material from the course
- Assessment and intervention approaches based on current literature

Instructor SLHS 435/535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (Spring 2013-present, University of Arizona)

- Discussion of cultural competence in service delivery
- Bilingual assessment, diagnosis, and intervention
- Contrastive analysis for nonmainstream dialects

Instructor SLHS 696a Doctoral Readings in Theories of Monolingual and Bilingual Speech and Language Development (Fall 2015, University of Arizona)

- Co-taught course with Dr. Mary Alt
- 2 credit, discussion-based course focusing on seminal readings in linguistic theory related to communication representation, production, and developmental trends in children

Instructor SLHS 597a Topics in Bilingual Service Delivery (Fall 2017 - present, University of Arizona)

- 1 credit course co-taught with Rui Motoyoshi, bilingual clinical instructor
- Guest lecturers from the community guide students through systems that are often experienced by under-served populations
- Experiences across the categories of language, volunteerism, research, and cultural competence are gained by students on and off campus

Instructor CSD 2071 Birth to Three (Fall 2022, University of Pittsburgh)

- Three-credit course on assessment and treatment of communication disabilities in children ages 0-3
- Seminal readings, focus on bilingualism and misdiagnosis, and activity-based learning strategies

Instructor CSD 3048 Intro to PhD Studies (spring 2023, University of Pittsburgh)

- Three-credit course on development of theoretical foundations, science communication, and professionalism
- Focus on preparation of an NIH F31 proposal and study section review process

THESIS COMMITTEES

Dissertation Advisor

Brandon Garivaldo, University of Arizona, Department of Speech, Language, and Hearing Sciences

Dissertation Co-Advisor

Akinjide Famoyegun, University of Arizona, Department of Speech, Language, and Hearing Sciences

Janelle Flores, University of Arizona, Department of Speech, Language, and Hearing Sciences

Chelsea Privette, University of Arizona, Department of Speech, Language and Hearing Sciences

Miriam Rodríguez-Guerra, University of Arizona, Department of Spanish and Portuguese

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Yilan Liu, University of Arizona, Second Language Acquisition and Teaching (SLAT) Program

Trianna Oglivie, University of Arizona, Department of Speech, Language, and Hearing Sciences

Laura Coco, University of Arizona, Department of Speech, Language, and Hearing Sciences

Genesis Arizmendi, University of Arizona, Department of Speech, Language, and Hearing Sciences

Jessie Erikson, University of Arizona, Department of Speech, Language, and Hearing Sciences

Jessica Aguilar, University of Arizona, Department of Speech, Language, and Hearing Sciences

Megan Figueroa, University of Arizona, Department of

Linguistics

Andréa Davis, University of Arizona, Department of Linguistics

Kathy Carbonell, University of Arizona, Department of Speech, Language, and Hearing Sciences

Patricia Bárcenas Acosta, Universidad Autónoma de Querétaro, Facultad de Lenguas y Letras

Dissertation Outside Reader

Factors Affecting Norming: A Developmental Study of English Language Learners. Patricia Swasey- Washington, Temple University (November 6, 2009)

Master's Thesis Advisor

Markedness and Between-Language Interaction in Bilingual Phonology. Sabrina Sieg, University of Arizona

Differentiating Spanish-Speaking Children with and without Phonological Disorders using Percent Consonants Correct (PCC). Katherine Redden, University of Arizona.

Phonological Development in a Bilingual Arabic-English Speaking Child with Cochlear Implants. Manal Sabri, University of Arizona.

Parental Judgements of Language Proficiency: Clinical Implications for Bilingual Speech-Language Pathology". Sara McDonald, University of Arizona.

Facilitators and Barriers to the Completion of Doctoral Degrees by Latino Students in Communication Sciences and Disorders. Caety Chong, University of Arizona.

Master's Thesis Committee Member

The Role of Variability in Orthographic Learning in Adult Bilinguals. Rebekkah Diamond, University of Arizona

The Role of Variability in Semantic Learning. Ashley Borgoyne, University of Arizona

El Desarrollo de Fonología Infantil. Ana Susana Mejia, Universidad Autónoma de Querétaro.

Undergraduate Honors Thesis Advisor

Reliable Measures of Phonological Accuracy in the English of Bilingual Latino Children. Claire Konen, University of Arizona.

Cognitive Savings in Bilingual Phonological Acquisition. Stephanie Fowler, University of Arizona.

Improving Parents as Reporters and Clinicians as Interviewers: New Approaches to Measuring Language Proficiency in Bilingual Children. Abigail Wickliffe, University of Arizona.

Dialect-Specific Phonological Tools for Spanish-Speaking Children. Marissa Kryger, University of Arizona.

Acquisition of the Stop-Spirant Alternation in Bilingual Spanish-English-Speaking Children: An Acoustic Analysis. Olivia Maefski, University of Arizona.

Interlanguage Structural Ambiguity in Puerto-Rican Spanish-English Bilingual Children. Rebecca Shuriff, SUNY New Paltz.

FUNDED RESEARCH MENTORING

Undergraduate Biology Research Program (UBRP) Advisor

Elicitation of Phonetic Inventories in Bilingual Children: What Toys are Best? Sharon Crouse- Matlock, University of Arizona, 2011

Undergraduate Research Opportunities Consortium (UROC) Mentor

Misdiagnosis of Speech Sound Disorders in Latino Children. Felicia Saltwater, University of Arizona, Summer 2016

Phonetic Inventory Complexity in Bilingual Children. Ariana Frisby, University of Arizona, Summer 2018

Phonetic Inventory Complexity in Bilingual Children. Morgan Myers, University of Arizona, Summer 2018

Gliding in Bilingual Spanish-English Speaking Children: Evidence of Between-Language Interaction. Lara Guevara, University of Arizona, Summer 2019

Biomedical Research Abroad: Vistas Open! (Bravo!) Program

Socioeconomic Factors and Specific Language Impairment (SLI) in Monolingual Spanish-Speaking Children. Jennifer DiLallo, University of Arizona, 2015

Acquisition of the Stop-Spirant Alternation in Bilingual Spanish-English and Spanish-Catalan Speaking Children. Susan Plasencia, University of Arizona. 2012

American Speech, Language, and Hearing Association (ASHA)

Design and Validation of a Parent Report Measure of Input to Bilingual Infants.

**Foundation Research Award
Co-Advisor**

Christina Myers, University of Arizona. 2012

AWARDED GRANTS AND CONTRACTS

<i>Phonological Development in Bilingual Preschoolers</i> 2009-2010 Research and Creative Projects Award, SUNY New Paltz. Leah Fabiano-Smith, P.I.	\$2,145.00
<i>Initial Consonant Deletion in Spanish-Speaking Children: Typical or Disordered?</i> The University of Arizona Foundation and the Office of the Vice President for Research, Graduate Studies, and Economic Development Faculty Seed Grant Program (Fall 2011-Spring 2012) Leah Fabiano-Smith, P.I. [100%]	\$9,135.00
<i>Misdiagnosis of Speech Sound Disorders in Latino Children</i> National Institutes of Health (NIH) Eunice Kennedy Shriver National Institute of Health and Human Development (NICHD R21) May, 2015 – April 2018 Leah Fabiano-Smith, P.I. [100%]	\$225,885.00
<i>Assessment of Speech Sound Disorders in Latino Children: An Evidence-Based Procedure</i> National Institutes of Health (NIH) National Institute on Deafness and other Communication Disorders (NIDCD R01) July 2018 - July 2023 Leah Fabiano-Smith, P.I.	\$2,500,000.00

LIST OF COLLABORATORS ON GRANTS, PRESENTATIONS, AND PUBLICATIONS

A. Collaborators on grants, grant applications, and publications from the last five years

Andrea MacLeod, University of Alberta - Edmonton
Ferenc Bunta, University of Houston
Ken Bleile, Northern Iowa University Robert
Kraemer, University of Utah
Suzanne Curtin, University of Calgary
Elena Plante, University of Arizona
John Ehiri, University of Arizona
Martha Moore-Monroy, University of
Arizona
Sydney Pettygrove, University of Arizona
Jason Hurwitz, University of Arizona
Irma Ramos, University of Arizona
Carlos Iziarry, University of New Mexico

B. Thesis advisors or sponsors

Brian Goldstein, Temple University
Aquiles Iglesias, Temple University
Jessica Barlow, San Diego State University

Leah Fabiano-Smith, PhD

Date: 4-24-2023