

# Lisa Fitton

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## **EDUCATION**

Ph.D. in Communication Science & Disorders, Florida State University (2013-2018)

*Certificate in Measurement & Statistics, August 2015*      *Advisor: Carla Wood*

M.S. in Communication Science & Disorders, Florida State University (2011-2013)

B.A. in Communicative Sciences & Disorders, Michigan State University (2008-2011)

## **PROFESSIONAL EMPLOYMENT**

2018 – *present*      Assistant Professor, Department of Communication Sciences & Disorders, University of South Carolina.

2018      Post-Doctoral Researcher, Florida Center for Reading Research, Chan Zuckerberg Education Initiative. Mentor: Hugh Catts.

2016 – 2017      Project Coordinator / Data Manager – BLOOM: Facilitating Language & Literacy Outcomes of English Language Learners. Awarded to Florida State University by the Institute of Education Sciences. (R305A130460). PI: Carla Wood.

2014 – 2016      Speech-Language Pathologist – Private Practice, North Florida Therapy Services, Gadsden County, Florida. Home-based services for Spanish-speaking families.

## **PROFESSIONAL CREDENTIALS**

2016 – *present*      Certification of Clinical Competence (CCC) in Speech-Language Pathology, American Speech-Language-Hearing Association

2018 – *present*      South Carolina Speech Language Pathology License

2016 – 2021      Florida Speech Language Pathology License

## **AWARDS**

2022      Research Mentoring-Pair Travel Award: Juliana Ronderos (mentee) & Lisa Fitton (mentor), American Speech-Language-Hearing Association Research Education Programs

2021 – 2022      Diversity and Inclusive Excellence Curriculum Grant (\$2,500), University of South Carolina

2021      Two Thumbs Up Award, Student Disability Resource Center, University of South Carolina

2017      Florida State University Doctoral Student Meritorious Research Poster Travel Stipend Award

2017      Three Minute Thesis Competition University Finalist. Florida State University.

2017      Council of Academic Programs in Communication Sciences and Disorders Ph.D. Scholarship, *Investigating the eye movements of Spanish-speaking English learners.* (\$20,000)

2017      Florida State University Graduate School Fellows Society Inductee.

2016      American Speech-Language-Hearing Foundation New Century Scholars Doctoral Scholarship *Investigating the eye movements of Spanish-speaking English learners.* (\$10,000)

2016      Florida State University Doctoral Student Outstanding Research Poster Travel Stipend Award

2016      Education and Inequality in 21<sup>st</sup> Century America: Stanford Predoctoral Training Program in Quantitative Education Policy Analysis and the Stanford Center for Education Policy Analysis.

## **SPECIALIZED TRAINING**

2021 – 2022      Selected Mentee, University of South Carolina Propel Research Mentorship Program, Office of the Vice-President for Research.

2021      Selected Mentee, American Speech-Language-Hearing Association: Lessons for Success Program

2019, July      Selected Participant, Meta-Analysis Training Institute, Loyola University Chicago.

2019      Selected Mentee, American Speech-Language-Hearing Association: Pathways Program

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|-------------|---|
| 2016 - 2018 | Office of Special Education Programs (OSEP) United States Department of Education Bilingual Oral Language and Literacy Development and Disorders Doctoral Leadership Traineeship, Florida State University. |
| 2013 – 2016 | Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training (PIRT) Fellow, Florida State University and the Florida Center for Reading Research.                                  |

## **RESEARCH FUNDING**

### **Current Research Support**

1. Eunice Kennedy Shriver National Institute of Child Health & Human Development, *Language difference or difficulty learning? Assessing early language skills to identify risk for reading difficulty among young Spanish-English dual language learners* (Award Number R21HD106072), Role: **Principal Investigator** with J. Marc Goodrich, Multiple PD/PI (Total: \$420,059), 2021 - 2023.
2. Chan Zuckerberg Education Initiative subaward from the [\*Reach Every Reader\*](#) Project, Florida Center for Reading Research, *Improving early literacy at scale through personalized diagnosis and intervention*. Role: **Subaward PI** (Subaward: \$240,151), Project PIs: Hugh Catts and Yaacov Petscher. 2019 – 2023
3. National Institutes of Health R01, *Measuring language comprehension development in the primary grades* (Award Number R01DC021177), Project PIs: Suzanne Adlof & Alison Hendricks (\$3,850,396). Role: **Co-Investigator**, 2023 - 2028.
4. National Institutes of Health R21, *Contextual word learning in children with DLD*, Project PI: Dawna Duff (Subaward to USC: \$110,347). Role: **Co-Investigator – Methodologist**, 2023 - 2026.
5. South Carolina Department of Education Reading Screener Contract Subaward, Learning Ally, *Localization of a screening tool to identify K-G1 students at risk for reading difficulty in South Carolina*. (Subaward to USC: \$199,412) Role: **Subaward PI** with Suzanne Adlof, Multiple PD/PI. 2023-2024.
6. Texas A&M University College of Education and Health Development Catapult Seed Grant Program, *Examining bilingual children's language environments with social network analysis*. Project PI: J. Marc Goodrich. Role: **Co-Investigator**, 2022-2024.

### **Completed Research Support**

1. American Speech-Language-Hearing Association Advancing Academic-Research Careers Award. *Bilingual observation of language development in siblings* (PI: M. Claire Wofford). Role: **Consultant - Methodologist**. 2022
2. National Institute on Deafness and Other Communication Disorders, *Differentiating first language loss from language impairment in bilingual children* (Award Number 5K23DC015835), Role: **Consultant – Methodologist** (15 Days Effort). Project PI: Anny Castilla-Earls, 2022.
3. National Institute on Deafness and Other Communication Disorders, *Word learning in language and reading impairment subgroups* (Award Number 1R01DC017156), Role: **Consultant – Methodologist** (1 Month Effort), Project PI: Suzanne Adlof, 2021.
4. Chan Zuckerberg Education Initiative subcontract from the [\*Reach Every Reader\*](#) Project, Harvard Graduate School of Education, *Improving early literacy at scale through personalized diagnosis and intervention* (PIs: Yaacov Petscher and Hugh Catts). Role: **Consultant**, 2018 – 2019
5. American Speech-Language-Hearing Foundation New Investigators Research Grant, *Assessment of Spanish-English Speakers' Language and Literacy Development*. Role: **Principal Investigator** (\$10,000), 2020.

### **Pending Research Support**

1. National Institutes of Health R01, *Diagnostic identification of language and reading disorders among bilingual learners*, Role: **Principal Investigator** with J. Marc Goodrich, Multiple PD/PI (Total: \$3,705,742), 2023
2. Administrative Supplement of the NICHD/NIH Grant R21HD106072, *Administrative Supplement for Language difference or difficulty learning? Assessing early language skills to identify risk for reading difficulty among young Spanish-English dual language learners*. Role: **Principal Investigator** (Total: \$82,107), 2023
3. National Institutes of Health R01 Renewal, *Early Language and Literacy Acquisition in Children with Hearing Loss*, PIs: Krystal Werfel & Emily Lund. Role: **Consultant – Methodologist** (1 Month Effort Annually), 2023

## Recent Unfunded Grant Proposals

1. The Spencer Foundation, *Wordification – An interactive online platform for spelling instruction*. PIs: Stanley Dubinsky (PI) & Krystal Werfel (Co-PI), (Total: \$500,000). Role: **Co-Investigator - Methodologist**, 2023 (not funded)
2. University of South Carolina Advanced Support for Innovative Research Excellence (ASPIRE). *Identification of developmental language disorder among Spanish-English bilingual learners*. Role: **Principal Investigator** (\$15,000), 2023 (not funded)
3. National Science Foundation, *Developing Wordification, a computer game system for teaching English spelling*. Project PI: Stanley Dubinsky (\$743,107). Role: **Co-Investigator – Methodologist**, 2022 (not funded; revising for resubmission)
4. National Institutes of Health R01, *Establishing dose for telepractice targeting emergent literacy skills of children with hearing loss*, Project PIs: Emily Lund & Krystal Werfel (Subaward to UofSC: \$170,812). Role: **Co-Investigator – Methodologist**, 2022 (not funded; revising for resubmission)
5. University of South Carolina Research Institutes Funding Program, Office of the Vice President for Research, *Carolina Language, Literacy, and Advancement Institute*. Role: **MPD/PI with Dr. Suzanne Adlof**, 2022 (not funded).
6. National Institutes of Health R21, *A qualitative pretest of a culturally tailored storybook intervention to promote pleasure from healthy eating among preschool-aged Latino children*, Project PI: Rachel Davis (\$409,749). Role: **Co-Investigator**, 2022 (not funded; revising for resubmission)
7. Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. *Training responsive researchers and improving language & literacy*. Lead PI: Suzanne Adlof. Role: **Co-PI**, (Total: \$1,092,621). 2022 (not funded; revising for resubmission).
8. Administrative Supplement of the NICHD/NIH Grant R21HD106072, *Investigating the influence of masks on language and reading assessment performance: A focus on bilingual children*. Role: **Principal Investigator** with J. Marc Goodrich, Multiple PD/PI (Total: \$214,307), 2021 (not funded).
9. Institute of Education Sciences Development & Innovation Goal (Literacy), *Developing Wordification, a web-based game system for teaching English spelling*, Role: **Co-Investigator - Methodologist**. PIs: Stanley Dubinsky (PI) & Krystal Werfel (Co-PI), \$2,000,000. 2021. (not funded)
10. The Spencer Foundation, *Project CELL (Connections to Expand Language and Literacy): Coaching Parents to Use Language and Literacy Strategies at Home Following Kindermusik Classes* (PIs: Ciera Lorio and Lumi Hartle). Role: **Consultant - Methodologist**, 2021 (not funded)
11. National Institutes of Health NICHD R03, *Determining Appropriate Dose of Computer-Based Linguistic Spelling Instruction for Elementary Students* (PIs: Stanley Dubinsky & Krystal Werfel). Role: **Co-Investigator – Methodologist**, 2021 (not funded)
12. University of South Carolina Advanced Support for Innovative Research Excellence (ASPIRE-I), *Home Literacy Practices of Spanish-Speaking Families: Do Older Siblings Influence Toddlers' School Readiness?* Role: **Principal Investigator** (\$14,937). Clinical Collaboration with Eugenia Crosby-Quinatoa, 2020 (not funded)
13. The Spencer Foundation, *Disrupting educational inequities through action research in schools*, Role: **Principal Investigator** (\$49,992). Research-practitioner partnership with Eugenia Crosby-Quinatoa, 2020 (not funded)
14. University of South Carolina Provost Internal Grant, *Improving Approaches for Assessing the Language and Literacy Development of Spanish-English Speaking Preschoolers*. Role: **Principal Investigator** (\$15,301), 2019 (not funded)
15. National Institutes of Health, Ruth L. Kirschstein National Research Service Award Individual Predoctoral Fellowship, *Investigating the eye movements of Spanish-speaking English learners*, Role: **Principal Investigator**, 2015, 2016 (not funded)

## PUBLICATIONS

Note: Underline = Mentored students.

### Peer-Reviewed Publications

1. Castilla-Earls, A., Ronderos, J., & **Fitton, L.** (in press). Spanish morphosyntactic growth in bilingual children with and without Developmental Language Disorders: Articles, clitics, verbs, and subjunctive mood. *Invited*

manuscript for the *Journal of Speech, Language, and Hearing Research*. [https://doi.org/10.1044/2023\\_JSLHR-23-00091](https://doi.org/10.1044/2023_JSLHR-23-00091)

2. **Fitton, L.**, Goodrich, J. M., Pratt, A., Thayer, L., & **Luna, R.** (2023). Bilingual vocabulary assessment: Examining single-language, conceptual, and total scoring approaches. *Journal of Speech, Language, and Hearing Research*. [https://doi.org/10.1044/2023\\_JSLHR-22-00573](https://doi.org/10.1044/2023_JSLHR-22-00573)
3. Werfel, K., Reynolds, G., & **Fitton, L.** (2023). A longitudinal investigation of code-related emergent literacy skills in children who are Deaf and Hard of Hearing across the preschool years. *American Journal of Speech-Language Pathology*, 32(2), 629-644. [https://doi.org/10.1044/2022\\_AJSLP-22-00169](https://doi.org/10.1044/2022_AJSLP-22-00169)
4. Castilla-Earls, A., Ronderos, J., & **Fitton, L.** (2022). Can bilingual children self-report their bilingual experience and proficiency? The Houston Questionnaire. *Journal of Speech, Language, and Hearing Research*, 65(10), 3835-3853. [https://doi.org/10.1044/2022\\_JSLHR-21-00675](https://doi.org/10.1044/2022_JSLHR-21-00675)
5. Goodrich, J. M., **Fitton, L.**, & Thayer, L. (2022). Relations between oral language skills and English reading ability among Spanish-English bilingual children: A quantile regression analysis. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-022-00257-1> Preprint: <https://psyarxiv.com/t8gcs/> Special Issue Selected Manuscript: Understanding Reading Difficulties in Bilingual/Multilingual Learners.
6. Duff, D., Hendricks, A. E., **Fitton, L.**, & Adlof, S. (2022). Reading and math achievement in children with dyslexia, developmental language disorder, or typical development: Achievement gaps persist from second through fourth grades. *Journal of Learning Disabilities*. <https://doi.org/10.1177/00222194221105515> Preprint: <https://doi.org/10.35542/osf.io/vsxmn>
7. Goodrich, J. M., **Fitton, L.**, Chan, J., & **Davis, C. J.** (2022). Assessing oral language when screening multilingual children for learning disabilities in reading. *Intervention in School and Clinic*, 58(3), 164-172. <https://doi.org/10.1177/10534512221081264> Special Issue Invited Manuscript: Teacher and Speech/Language Pathologist Collaboration. Published infographic: <https://doi.org/10.17605/OSF.IO/8XYNF>
8. Wofford, M. C., Cano, J., Goodrich, J. M., & **Fitton, L.** (2022). Tell or retell? The role of task and language in Spanish-English narrative performance. *Language, Speech, and Hearing Services in Schools*, 53(2), 511-531. [https://doi.org/10.1044/2021\\_LSHSS-21-00055](https://doi.org/10.1044/2021_LSHSS-21-00055)
9. Werfel, K., Reynolds, G., & **Fitton, L.** (2022). Oral language acquisition in preschool children who are deaf and hard-of-hearing. *Journal of Deaf Studies and Deaf Education*, 27(2), 166-178. <https://doi.org/10.1093/deafed/enab043>
10. **Fitton, L.**, Johnson, L., Wood, C., Schatschneider, C., & Hart, S. A. (2021). Language variation in the writing of African American students: Factors predicting reading achievement. *American Journal of Speech-Language Pathology*, 30, 2653-2667. [https://doi.org/10.1044/2021\\_AJSLP-20-00263](https://doi.org/10.1044/2021_AJSLP-20-00263)
11. Tibi, S., **Fitton, L.**, & McIlraith, A. (2021). The development of a measure of orthographic processing in the Arabic language: A psychometric evaluation. *Applied Psycholinguistics*, 42(2), 1-24. <https://doi.org/10.1017/S0142716421000035>
12. **Henbest, V.**, **Fitton, L.**, Werfel, K., & Apel, K. (2020). The relation between linguistic awareness and spelling in adults: A comparison between scoring procedures. *Journal of Speech, Language, & Hearing Research*, 63(4), 1240-1253. [https://doi.org/10.1044/2020\\_JSLHR-19-00120](https://doi.org/10.1044/2020_JSLHR-19-00120)
13. Werfel, K., Brooks, M., & **Fitton, L.**, (2020). The comparative efficiency of speech sound interventions that differ by delivery modality: Flashcards versus tablet. *Communication Disorders Quarterly*, 42(1), 31-39. <https://doi.org/10.1177/1525740119859520>
14. **Fitton, L.**, Hoge, R., Wood, C., & Petscher, Y. (2019). Psychometric evaluation of the Bilingual English-Spanish Assessment Sentence Repetition subtest for clinical decision making. *Journal of Speech, Language, and Hearing Research*, 62, 1906-1922. [https://doi.org/10.1044/2019\\_JSLHR-L-18-0354](https://doi.org/10.1044/2019_JSLHR-L-18-0354)
15. **Fitton, L.**, McIlraith, A., & Wood, C. (2018). The impact of shared book reading on English language learners' language and literacy outcomes: A meta-analysis. *Review of Educational Research*, 88(5), 712-751. <https://doi.org/10.3102/0034654318790909>
16. Wood, C., **Fitton, L.**, Petscher, Y., Rodriguez, E., Sunderman, G. & Lim, T. (2018). The effect of ebook vocabulary instruction on Spanish-English speaking children. *Journal of Speech, Language, and Hearing Research*, 61(8), 1945-1969. [https://doi.org/10.1044/2018\\_JSLHR-L-17-0368](https://doi.org/10.1044/2018_JSLHR-L-17-0368)
17. Wood, C., **Fitton, L.**, & Rodriguez, E. (2018). Home literacy of kindergarten Spanish-English speaking children from rural low SES backgrounds. *AERA Open*, 4(2), 1-14. <https://doi.org/10.1177/2332858418769613>

18. **Fitton, L.**, Bustamante, K., & Wood, C. (2017). The social validity of telepractice among Spanish-speaking caregivers of English learners: An examination of moderators. *International Journal of Telerehabilitation*, 9(2). <https://doi.org/10.5195/ijt.2017.6227>
19. **Fitton, L.**, Wofford, M. C., Bustamante, K. N., De Novi, N., Nuñez, B., & Wood, C. L. (2017). Comparing methods for assessing the English grammatical development of Spanish-speaking English learners. *Perspectives of the ASHA Special Interest Groups*, 2(16). <https://doi.org/10.1044/persp2.SIG16.45>
20. Wood, C., Bustamante, K., **Fitton, L. M.**, Brown, D., & Petscher, Y. (2017). Rapid automated naming performance of young Spanish-English speaking children. *Languages*, 2(3). 1-17. <https://doi.org/10.3390/languages2030013>
21. **Fitton, L.**, Bustamante, K., Wofford, M. C., Brown, D., Gabas, C., Hoge, R., & Wood, C. (2016). Intensifying English vocabulary instruction for English language learners. *Perspectives of the ASHA Special Interest Groups*, 1, 4-14. <https://doi.org/10.1044/persp1.SIG16.4>
22. Wood, C., McIlraith, A., & **Fitton, L.** (2016). State of practice for language and literacy research: A review of methods in ten relevant journals. *Contemporary Issues in Communication Science and Disorders*, 43, 195-207. [https://doi.org/10.1044/cicsd\\_43\\_F\\_306](https://doi.org/10.1044/cicsd_43_F_306)

### **Under Review / Revision**

Clement, A., Briseño, K., Monroy-Cuellar, D., Catts, H., Petscher, Y., & **Fitton, L.** (2023). Sentence repetition scoring reliability: Live scoring compared to audio recordings. *Manuscript under review at the Journal of Speech, Language, and Hearing Research*.

Morgan, M., Ahmed, M., Goodrich, J. M., Crosby-Quinotoa, E., & **Fitton, L.** (2023). The BiRDI Home Environment Questionnaire: A tool to promote conversation between Spanish-speaking families and early education providers in the U.S. *Manuscript in revision for Language, Speech, and Hearing Services in Schools*. [https://osf.io/9n38x/?view\\_only=42207cc21775443ab39de047e9849204](https://osf.io/9n38x/?view_only=42207cc21775443ab39de047e9849204)

Werfel, K., Lund, E., & **Fitton, L.** (2023). Preschool oral language predictors of age 6 reading and spelling children who are Deaf and Hard of Hearing. *Manuscript in revision*.

Castaldo, M., **Fitton, L.**, & Werfel, K. (2023). Complex syntax acquisition during the preschool years in children who are Deaf and Hard of Hearing. *Manuscript under review at the American Journal of Speech-Language Pathology*.

### **Preregistrations and Self-Published Resources**

Morgan, M., Ahmed, M., Goodrich, J. M., Crosby-Quinotoa, E., & **Fitton, L.** (2022, February 24). The BiRDI Home Environment Questionnaire. Public Link: <https://osf.io/9n38x>

Goodrich, J. M., **Fitton, L.**, Crosby-Quinotoa, G., Thayer, L. (2021, August). Language difference or difficulty learning? Assessing early language skills to identify risk for reading difficulty among young Spanish-English dual language learners. *Registered on Open Science Framework Registries*.

Mason, R., **Fitton, L.**, Lee-James, R., & Petscher, Y. (2020, October). Oral Language Assessment LITeracy: Choosing the Right Assessment in the Time of COVID. Preprint: <https://psyarxiv.com/fn9j4/>

Chan, J., **Fitton, L.**, & Adlof, S. (2020, May). Investigating the relations between language, reading, and math in Grade 2 children. *Registered in AsPredicted Wharton University of Pennsylvania*.

### **Acknowledgements in Peer-Reviewed Publications**

Goodrich, J. M., Peng, P., Bohaty, J., Levia, S., & Thayer, L. (2023). Embedding executive function training into early literacy instruction for dual language learners: A pilot study. *Journal of Speech, Language, & Hearing Research*, 66(2). [https://doi.org/10.1044/2022\\_JSLHR-22-00253](https://doi.org/10.1044/2022_JSLHR-22-00253) Acknowledged for contribution of providing feedback prior to manuscript submission at JSLHR.

## **PRESENTATIONS**

*Note:* Underline = Mentored students.

### **Invited Presentations**

1. **Fitton, L.** (2019, April). *Leveraging statistics to maximize assessment efficiency for bilingual children*. Seminar presentation for the Arizona State University Coffee and Cognition Seminars. Tempe, AZ.



## **Refereed Presentations**

1. Thayer, L., Goodrich, J. M., & **Fitton, L.** (2023, March). *Investigating the links between relative language proficiency and conceptual vocabulary*. Poster presentation at the Society for Research in Child Development Biennial Meeting. Salt Lake City, UT. (International)
2. Briseño, K., Banaszak, P., Dukes, V., Wagoner, A., & **Fitton, L.** (2023, February). *Analyzing and addressing educational disparities associated with trauma and poverty*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Myrtle Beach, SC. (State).
3. Moore, M., Bolar, J., Feeney, S., & **Fitton, L.** (2023, February). *The importance of literacy for language development in bilingual children*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Myrtle Beach, SC. (State).
4. Curry, E., Orihuela, M., Gebhardt, J., & **Fitton, L.** (2023, February). *Impact of error type on bilingual sentence repetition task scores*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Myrtle Beach, SC. (State).
5. Goodrich, M., **Fitton, L.**, Thayer, L., Pratt, A., & Luna, R. (2023, February). *Bilingual vocabulary assessment: Examining three scoring approaches*. Panel presentation at the Pacific Coast Research Conference. Corondo, CA. (National)
6. **Fitton, L.**, Pratt, A., & Chow, J. (2022, November). *Practical evidence in bilingual language assessment: Implications for evaluation, decision making, and interdisciplinary collaboration*. Seminar presentation at the American Speech-Language-Hearing Association. New Orleans, LA. (National)
7. Thayer, L., **Fitton, L.**, Crosby-Quinatoa, G., & Goodrich, J. M. (2022, November). *Bilingual exposure, narrative language, and norm-referenced assessment: Relations across Spanish and English*. Technical Research presentation at the American Speech-Language-Hearing Association. New Orleans, LA. (National)
8. **Fitton, L.**, Goodrich, J. M., Crosby-Quinatoa, G., & Thayer, L. (2022, July). *Accounting for contextual factors when evaluating cross-linguistic relations of early literacy skills*. Bilingual Development: Examining Cross-Linguistic Influences Session. Symposium presentation at the Society for the Scientific Study of Reading. Los Angeles, California. (International)
9. Briseño, K., Vargas, A., Banaszak, P., Aveta, R., Transou, M., Canupp, E., & **Fitton, L.** (2022, April). *Equity in research: Increasing access among marginalized communities*. Poster presentation at the 13th Annual James E. Clyburn Health Disparities Lecture, Arnold School of Public Health, University of South Carolina. Columbia, SC.
10. Coleman, S. K., Vargas, A., Roberts, M., & **Fitton, L.** (2022, February). *Phonological variation among dual language learners*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Myrtle Beach, SC. (State). Award Winning Poster: Best Poster for SCSHA 2022.
11. Briseño, K., Aveta, R., Banaszak, P., Transou, M., Canupp, E., & **Fitton, L.** (2022, February). *Increasing access among marginalized communities*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Myrtle Beach, SC. (State)
12. **Fitton, L.**, Hoge, R., Watson, K., Luna, R., Feliz Cabrera, J., & Campos, K. (2021, November). *What can errors tell us? Examining variation in the sentence repetition of Spanish-English speaking children*. Virtual poster presentation at the American Speech-Language-Hearing Association Convention. (National)
13. Wofford, M. C., Cano, J., Goodrich, J. M., & **Fitton, L.** (2021, November). *Tell or retell? Task, language and validity in Spanish-English narrative performance*. Virtual poster presentation at the American Speech-Language-Hearing Association Convention. (National)
14. **Fitton, L.**, & Goodrich, J. M. (2021, July). *Predicting risk for reading difficulty among young dual language learners: Combining Spanish and English*. Virtual poster presentation at the Society for the Scientific Study of Reading Conference. (International)
15. Chan, J., **Fitton, L.**, Adlof, S. M. (2021, June). *Investigating the role of language and literacy in children's mathematics achievement: A quantile regression approach*. Virtual poster presentation at the Symposium on Research in Child Language Disorders. (National)
16. Tibi, S., **Fitton, L.**, & McIlraith, A. L. (2020, October). *The development of a standardized measure of orthographic processing in Arabic*. Virtual presentation at the Annual Meeting of the Psychonomic Society. (International)
17. Ehrhorn, A., Wade-Woolley, L., Adlof, S. M., Johansson, E., Rogers, L., & **Fitton, L.** (2020, February). *Structured literacy instruction for rising third graders with severe reading difficulties: A collaboration between Richland Library and the University of South Carolina Department of Communication Sciences & Disorders*. Oral session at the South Carolina Speech-Language-Hearing Association Convention. Columbia, SC. (State)

18. Morgan, M., Keith, S., & Fitton, L. (2020, February). *Enhancing educational opportunities for dual language learners in schools: A partnership model*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Columbia, SC. (State).
19. Campos, K., Feliz-Cabrera, J., Harris, B., & Fitton, L. (2020, February). *Influencing factors in development: Supporting dual language learners effectively*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Columbia, SC. (State).
20. Fitton, L., Briseño, K., Becerra, D., & Campos, K. (2020, February). *Problem-solving in identifying dual language learners who qualify for SLP services*. Poster presentation at the South Carolina Speech-Language-Hearing Association Convention. Columbia, SC. (State).
21. Crosby-Quinotoa, G., Fitton, L., & Archer, J. C. (2020, February). *Culturally responsive practice: Supporting all families in clinical practice*. Oral session at the South Carolina Speech-Language-Hearing Association Convention. Columbia, SC. (State)
22. Webber, M., & Fitton, L. (2019, November). *Assessing grammatical form productions in Spanish-English speaking children in narrative retell language samples*. Poster presentation at the American Speech-Language-Hearing Association Convention. Orlando, FL. (National)
23. Fitton, L., & McIlraith, A. (2019, November). *Friends don't let friends dichotomize continuous variables! (And what to do instead)*. Two-Hour Seminar at the American Speech-Language-Hearing Association Convention. Orlando, FL. (National)
24. Fitton, L., & Hoge, R. (2019, July). *A continuum-based perspective of language and literacy development for Spanish-English speaking children*. Poster presentation at the Society for the Scientific Study of Reading Conference. Toronto, Canada. (International)
25. Fitton, L., & Crosby-Quinotoa, R. (2019, February). *What to do when you don't speak the language*. Oral session at the South Carolina Speech-Language-Hearing Association Convention. Greenville, SC. (State)
26. Hooker, J., McIlraith, A. L., Fitton, L., & Adlof, S. (2018, November). *When a measure doesn't measure up: Guidelines for creating and improving assessments for clinical research*. Oral seminar at the American Speech-Language-Hearing Association Convention. Boston, MA. (National)
27. Fitton, L., McIlraith, A. L., Hoge, R., & Farquharson, K. (2018, November). *Complementary approaches to analysis in single case research: HLM & GCA*. Oral seminar at the American Speech-Language-Hearing Association Convention. Boston, MA. (National)
28. McIlraith, A. L., Timm, C., & Fitton, L. (2018, November). *The thesis project: What to know before you start*. Technical research session at the American Speech-Language-Hearing Association Convention. Boston, MA. (National)
29. Fitton, L., & Borovsky, A. (2018, November). *The English word recognition of Spanish-English speaking children*. Technical clinical session at the American Speech-Language-Hearing Association Convention. Boston, MA. (National)
30. Fitton, L., Tibi, S., & McIlraith, A. L. (2018, July). *The development of a standardized measure of orthographic processing in Arabic*. Symposium presentation at the Society for the Scientific Study of Reading. Brighton, United Kingdom. (International)
31. Johnson, S., & Fitton, L. (2018, February). *The relationship between language proficiency and early literacy: A comparison of English learners and their monolingual peers*. Poster presentation at the Georgia Speech-Language-Hearing Association Convention. Atlanta, GA. (Regional)
32. Bustamante, K., Fitton, L., Brown, D., Wood, C., & Petscher, Y. (2017, November). *Young Spanish-speaking English learners' English rapid automatized naming: Relations to English literacy measures*. Poster presentation at the American Speech-Language-Hearing Association Convention. Los Angeles, CA. (National)
33. Fitton, L., Hoge, R., Wood, C., & Petscher, Y. (2017, November). *The dimensionality & criterion validity of the sentence repetition subtest of the Bilingual English-Spanish Assessment*. Oral technical research session at the American Speech-Language-Hearing Association Convention. Los Angeles, CA. (National)
34. Tibi, S., McIlraith, L., & Fitton, L. (2017, November). *The development & validation of an Arabic measure of orthographic processing*. Oral technical research session at the American Speech-Language-Hearing Association Convention. Los Angeles, CA. (National)
35. McIlraith, A., Fitton, L., Hooker, J., Brown, J., & Hogan, T. (2017, November). *A practical guide to research design*. Poster presentation at the American Speech-Language-Hearing Association Convention. Los Angeles, CA. (National)

36. **Fitton, L.**, McIlraith, A., Hooker, J., Sparapani, N., Wood, C., & Adlof, S. (2017, November). *Adapting to the modeling revolution: A guide to SEM & HLM*. Oral seminar at the American Speech-Language-Hearing Association Convention. Los Angeles, CA. (National)
37. Wood, C., **Fitton, L.**, Petscher, Y., Rodriguez, E., Sunderman, G., & Lim, T. (2017, July). *The effect of ebook vocabulary instruction on Spanish-English speaking children*. Poster presentation at the Society for the Scientific Study of Reading Conference. Halifax, Canada. (International)
38. Bustamante, K., **Fitton, L.**, Brown, D., Petscher, Y., & Wood, C. (2017, May). *Rapid automated naming of young Spanish-English speaking children*. Spoken presentation at the Sunshine State Teachers of English to Speakers of Other Languages Conference. West Palm Beach, FL. (State)
39. Bustamante, K., **Fitton, L.**, Wood, C., & Leech, R. (2016, November). *Examining ELL parent & service provider perceptions: Telepractice survey & trial evaluation results*. Poster presentation at the American Speech-Language-Hearing Association Convention. Philadelphia, PA. (National) Meritorious Poster Submission.
40. **Fitton, L.**, Hart, S., & Schatschneider, C. (2016, November). *The interrelationship between reading comprehension and word-level spelling*. Oral technical research session at the American Speech-Language-Hearing Association Convention. Philadelphia, PA. (National)
41. **Fitton, L.**, McIlraith, A., Wood, C., Diehm, E., Brown, J., & Adlof, S. (2016, November). *When real life happens: A practical approach to interpreting & conducting rigorous research*. Oral seminar at the American Speech-Language-Hearing Association Convention. Philadelphia, PA. (National)
42. Wood, C., Rodriguez, E., **Fitton, L.**, Wofford, M. C., Bustamante, K., Hoge, R., Gabas, C., Brown, D., & Sunderman, G. (2016, November). *The effectiveness of a vocabulary intervention for English learners*. Poster presentation at the American Speech-Language-Hearing Association Convention. Philadelphia, PA. (National)
43. **Fitton, L.**, Wood, C., Rodríguez, E., Sunderman, G., Petscher, Y., & Lim, T. (2016, September). *Vocabulary acquisition and bridging to L1 with young heritage speakers*. Spoken presentation at the Second Language Research Forum. New York, NY. (International)
44. **Fitton, L.**, McIlraith, A. L., & Wood, C. (2016, July). *The impact of shared book reading on young ELs' English outcomes: A meta-analysis*. Poster presentation at the Society for the Scientific Study of Reading Conference. Porto, Portugal. (International)
45. **Fitton, L.**, Mellen, C., & Wood, C. (2015, November). *Training students to implement interventions in schools*. Poster presentation at the American Speech Language-Hearing Association Convention. Denver, CO. (National)
46. **Fitton, L.**, Rodriguez, E., Wood, C. (2015, November). *Spanish-speaking English language learners' distractor selection on a receptive vocabulary task*. Poster presentation at the American Speech Language-Hearing Association Convention. Denver, CO. (National)
47. **Fitton, L.**, Wood, C. & Horton, R. (2015, July). *Dialect feature use in writing: Relation to reading achievement and high-stakes assessment*. Poster presentation at the Society for the Scientific Study of Reading Conference. Waimea, HI. (International)
48. **Fitton, L.**, & Wood, C. (2014, November). *Dialect use in written narratives: Non-mainstream American English and standardized test scores*. Poster presentation at the American Speech Language-Hearing Association Convention. Orlando, FL. (National)
49. **Fitton, L.**, Wood, C. (2014, November). *Language specificity of dual language learners' emergent literacy skills*. Poster presentation at the American Speech Language-Hearing Association Convention. Orlando, FL. (National)
50. Wood, C., **Fitton, L.**, Rodriguez, E., & Lebet, J. (2014, November). *Home literacy of kindergarten Spanish-English speaking children from rural low SES family backgrounds*. Poster presentation at the American Speech-Language-Hearing Association Convention, Orlando, FL. (National)
51. **Fitton, L.**, & Wood, C. (2013, November). *Perceptions regarding bilingualism and telepractice of families of Spanish-English dual language learners*. Poster presentation at the American Speech Language-Hearing Association Convention. Chicago, IL. (National)

#### **Non-Refereed Presentations**

1. Morgan, H., Borland, R., & Vargas, A., & **Fitton, L.** (2023, April). *Language development among Spanish-English speaking kindergarten students: Comparing scores before and after the onset of the COVID-19 pandemic*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
2. Feeney, S., Visikamalla, H., Roberts, M., Gebhardt, J., & **Fitton, L.** (2023, April). *Hearing loss: Speech, socio-emotional impact, and accessibility*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local) First Place Award Winner for Undergraduate Health Sciences



3. Mahmood, K., Carabo, A., Briseño, K., & Fitton, L. (2023, April). *Early identification of literacy, language, and speech delays promotes educational success among low socioeconomic populations*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
4. Hutz, E., Briseño, K., & Fitton, L. (2023, April). *Understanding the impact of school resources on literacy from a public health perspective*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
5. Luna, R., Thayer, L., Crosby-Quinatoa, E., Goodrich, J.M., & Fitton, L. (2022, April). *Conceptual vocabulary scores as a diagnostic tool for Spanish-English bilingual learners*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local) Second Place Award Winner.
6. Clement, A., Dorrien, A. G., Post, A., & Fitton, L. (2022, April). *Validity of scoring sentence repetition from kindergartners*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
7. Orihuela, M., Coleman, S. K., Feeney, S., Crosby-Quinatoa, E., & Fitton, L. (2022, April). *Speech, language, and hearing difficulties among bilingual children*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
8. Morgan, H., Vargas, A., Monroy-Cuellar, D., Goodrich, J. M. & Fitton, L. (2022, April). *The association between bilingual exposure and scores on measures of language ability*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
9. Boykin, C., Sterne, M. & Fitton, L. (2022, April). *Disrupting inequities experienced by children from under-resourced areas: A focus on early literacy assessment through the Reach Every Reader Project*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local) Second Place Award Winner.
10. Aveta, R., Canupp, E., Briseño, K., Banaszak, P., Transou, M., & Fitton, L. (2022, April). *Equity in education: Increasing access among marginalized communities*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
11. Santiago, B., Monroy-Cuellar, D., & Fitton, L. (2021, April). *Empirical, social, and practical advantages of a bilingual education setting*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
12. Rodriguez, A., Harms, M., Goodrich, J. M., & Fitton, L. (2020, April). *Early language and literacy skills of Spanish-speaking dual language learners*. Poster presentation at the University of Nebraska-Lincoln Spring Research Fair. Lincoln, NE. (Local)
13. Morgan, M., & Fitton, L. (2019, April). *The performance of Spanish-English speaking children on phonological awareness tests as compared to their monolingual English-speaking peers*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
14. Rives, C., Feliz-Cabrera, J., & Fitton, L. (2019, April). *The relation of language proficiency and gender to the PTONI in Spanish-speaking English language learners*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
15. Nuñez, B., Fitton, L., Gabas, C., & Wofford, M. C. (2018, April). *Bilingual language intervention: Which language, why, and how?* Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)
16. Nolan, B., Fitton, L., & Borovsky, A. (2017, April). *Unilateral hearing loss: A case study of Spanish dominant twins*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)
17. Timm, C., Fitton, L., & Borovsky, A. (2017, April). *Analyzing the relationship between vocabulary size and the duration and accuracy of response of English learners*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)
18. Clark, J., Nagel, M., Fitton, L., Wood, C., Hart, S., & Schatschneider, C. (2016, April). *Relationship between dialect use and socioeconomic status in African American children*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)
19. De Novi, N., & Fitton, L. (2016, April). *Young ELLs' recognition of English vocabulary*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)
20. Mellen, C., Fitton, L., McIlraith, A., & Wofford, M. C. (2016, April). *Narrative measures' relationship with the degree of language variation*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)
21. Welch, E., Mellen, C., Richard, A., & Fitton, L. (2016, April). *Effective professional development for instructors new to working with ELLs*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)

22. Mellen, C., & Fitton, L. (2015, April). *BLOOM efficiency tracking after training intervention*. Poster presentation at the Florida State University National Student Speech Language-Hearing Association Conference. Tallahassee, FL. (Local)

## **TEACHING EXPERIENCE**

### **Courses Taught as Instructor of Record:**

Cultural Responsiveness in Clinical Practice: Selected Topics in Speech Pathology (COMD 710), University of South Carolina. Spring 2022, Spring 2023.

School-Age Language and Literacy Development and Disorders (COMD 720), University of South Carolina. Spring 2020, Spring 2023.

Preschool Language Development and Disorders (COMD 706), University of South Carolina. Fall 2018, Fall 2019, Fall 2020, Fall 2021.

Directed Independent Study in Speech and Language Pathology: Language and Literacy Assessment with Children from Multilingual & Multidialectal Backgrounds (COMD 408), University of South Carolina. Fall 2021.

Introduction to Speech-Language Pathology and Audiology (COMD 500), University of South Carolina. Spring 2021.

Statistical Inference and Decision-Making in Speech-Language Pathology: Doctoral Seminar (COMD 800), University of South Carolina. Spring 2021.

Directed Independent Study in Speech and Language Pathology: Bilingual Language and Reading Development (COMD 408), University of South Carolina. Spring 2020.

Research Evaluation (SPA 4800), Florida State University. Supervisor: Kaitlin Lansford, PhD, Spring 2016.

### **Workshops / Brown Bag Presentations**

*Note: Underline = Mentored students.*

Summer Series Facilitator: *Equity & Inclusion in Communication Sciences & Disorders*. COMD Department at the University of South Carolina. Three-part summer workshop series (2021).

Statistics and Methodology Workshop Facilitator: *Stats Chats in Communication Sciences & Disorders*. COMD Department at the University of South Carolina. Semesterly workshops (2019-2022).

Ahmed, M., Wilcox, J., Morgan, M., Vickery, H. B. & Fitton, L. (2021, February). *Practical communication skills to promote family-school engagement in elementary schools: Spanish-English focus*. Riverbank Elementary School Professional Development workshop. Lexington, SC.

Fitton, L., Davis, C. J., & Keith, S. (2020, March). *Supporting dual language learners in the classroom*. Willow Drive Elementary School Professional Development workshop. Sumter, SC.

Fitton, L., Crosby-Quinotoa, G., Davis, C. J., Morgan, M., & Campos, K. (2020, January). *Enhancing education and educational assessment for Spanish-English speaking dual language learners*. Lexington District 2, Riverbank Elementary Professional Development workshop. Columbia, SC.

Fitton, L., Crosby-Quinotoa, G., Campos, K., Hudgins, S., & Davis, C. J. (2019, December). *Supporting dual language learners in the classroom*. South Carolina Child Care Training System Professional Development workshop. Columbia, SC.

### **Guest Lectures:**

Guest Lecture "Single Case Design in Communication Science and Disorders." Research Evaluation (SPA 4800), Florida State University. Instructor: Kaitlin Lansford, PhD., Spring 2018.

Guest Lecture "Cultural and Linguistic Diversity: Considerations for Assessment and Intervention." Foundations of Developmental Communication Disorders (SPA 5460), Florida State University, Instructor: Juliann Woods, PhD., April 2016.

Guest Lecture "Evaluating the Introduction of a Research Article." Professional Tools in Speech-Language Pathology (SPA 5055), Florida State University, Instructor: Carla Wood, PhD., March 2016.

Guest Lecture entitled "Literacy Development and Disorders." Introduction to Speech-Language Pathology (SPA 2001), Florida State University. Instructor: Shannon Hall-Mills, PhD., February 2016.

Guest Lecture "Culturally-Sensitive Collaboration and Working with Interpreters." Seminar in Speech Pathology (SPA 6825), Florida State University. Instructor: Carla Wood, PhD, October 2015.

Guest Lecture “What is Hearing Loss? How is it detected?” Methods for Teaching Students with Low Incidence Disabilities (EEX 5237), Florida State University. Instructor: Mary Frances Hanline, PhD, March 2015.

Guest Lecture “Working with Culturally/Linguistically Diverse Populations.” Clinical Methods (SPA 4056), Florida State University. Instructor: Katherine Bedsole, M.S., March 2014.

## **MENTORSHIP**

### **Funding for Mentored Students**

#### **Funding Awards for Mentored Graduate Students**

Juliana Gebhardt (2022 – 2026). Grace Jordan McFadden Professors Program for University of South Carolina doctoral students (\$40,000).

Ellen Cooper (2022-*present*). *Impact of training and experience on hearing loss health literacy in speech-language pathologists*. Support to Promote Advancement of Research and Creativity (SPARC) Graduate Research Grant, University of South Carolina. \$5000. Role: Mentor with Krystal Werfel

Martine Moore (2023). Sharonda Coleman-Singleton Memorial Scholarship, South Carolina Speech-Language-Hearing Association Award.

Paige Banaszak (2022). Sharon G. Webber Endowed Fellowship, Communication Sciences & Disorders, University of South Carolina.

Andrea Vargas (2022). Arnold School of Public Health Graduate Student Award for Excellence in Contributions to Diversity, Equity & Inclusion Research or Practice. University of South Carolina.

Emily Fisher (2021-2022). *Students Preparing for Academic and Research Careers (SPARC) Award*. American Speech-Language-Hearing Association. Role: Secondary Mentor (Primary Mentor: Suzanne Adlof)

#### **Funding Awards for Mentored Undergraduate Students**

Taylor Ringler: 2023-2024 South Carolina Honors College Research Grant Program. \$3000.

Harshitha Visikamalla: 2023-2024 South Carolina Honors College Research Grant Program. \$3000.

Seín Jusino-Sanchez: 2023 Undergraduate Magellan Journey Program at the University of South Carolina. \$1000.

Santiago Avendano: 2023 Undergraduate Magellan Journey Program at the University of South Carolina. \$1000. 2023-2024 South Carolina Honors College Research Grant Program. \$3000.

Ever Curry: 2022 Undergraduate Magellan Journey Program at the University of South Carolina. \$1000. 2023 South Carolina Honors College Research Grant Program. \$1500. 2023-2024 South Carolina Honors College Research Grant Program. \$3000.

Reagan Borland: 2023 South Carolina Honors College Research Grant Program. \$1500. 2023-2024 South Carolina Honors College Research Grant Program. \$3000

Kalika Bridwell: 2022-2023 South Carolina Honors College Research Grant Program. \$3000.

Mallory Bindner: 2022-2023 South Carolina Honors College Research Grant Program. \$3000.

Samantha Feeney: 2022-2023 South Carolina Honors College Research Grant Program. \$3000. 2023 – South Carolina Honors College Senior Thesis Grant. \$500

Hannah Morgan: 2022-2023 South Carolina Honors College Research Grant Program. \$3000.

Mariana Orihuela: 2021 - Undergraduate Magellan Journey Program at the University of South Carolina. \$1000. 2022 - Support for Minority Advancement in Research Training (SMART) Undergraduate Program at the University of South Carolina. \$1000.

Gisselle Del Valle: 2022 - Support for Minority Advancement in Research Training (SMART) Undergraduate Program at the University of South Carolina. \$1000.

Alexis Clement & Anna Grace Dorrien (2021-2022). *Validity of scoring sentence repetition from kindergarteners*. Undergraduate Magellan Scholar Program at the University of South Carolina. \$6000

Daniella Monroy Cuellar (2021-2022). Support for Minority Advancement in Research Training (SMART) Undergraduate Program at the University of South Carolina. \$1000.

Molly Morgan (2020). *Acquiring background information from the Spanish-speaking caregivers of dual language learners*. Undergraduate Magellan Scholar Program at the University of South Carolina. \$2750.

Sarah Kate Coleman (2020-2021). SURF Grant Recipient, University of South Carolina.

## **Graduate Student Mentorship**

### Doctoral Student Mentorship

Juliana Gebhardt (2022 – *present*). University of South Carolina. Role: Primary Mentor

Ellen Cooper (2021 - *present*). University of South Carolina. Role: Primary Mentor. Off-Campus Mentor: Krystal Werfel.

### Doctoral Student Committees

Supraja Srikumar (2023 – *present*). Doctoral Advisory Committee. University of South Carolina. Chair: Suzanne Adlof.

Marren Brooks (2021-*present*). Dissertation Committee and Comprehensive Exams Committee Member. University of South Carolina. Chair: Krystal Werfel.

Catherine Timm Fulkerson (2023 – *present*). External Dissertation Committee Member. Florida State University. Chair: Hugh Catts.

Carly Moser (2021-2023). Dissertation Committee and Comprehensive Exams Committee Member. University of South Carolina. Chair: Jessica Klusek.

Juliana Ronderos (2021-2022). External Dissertation Committee Member. University of Houston. Chair: Arturo E. Hernandez and Anny Castilla-Earls.

Anna Ehrhorn (2020-2022). Dissertation Committee Member. University of South Carolina. Chair: Suzanne Adlof.

### Masters Student Thesis Director

Paige Banaszak (2022-2023). *Academic impacts of intergenerational trauma: Assessing the relationship between ACE scores of parents and the language development of their elementary-aged children*. University of South Carolina, Masters Thesis Committee Chair.

Andrea Vargas (2022-2023). *The correlation between bilingual children's self-reported language preference and their scores on dual-language standardized assessments*. University of South Carolina, Masters Thesis Committee Chair.

### Masters Student Thesis Committees

Lauren Riggelman (2023- ). *Assessment of African American English and linguistic awareness*. University of South Carolina, Masters Thesis Committee. Chair: Suzanne Adlof.

Katherine Vlach (2022-2023). *Phoneme stability in speech production of cognate and non-cognate nouns in a bilingual with aphasia*. University of South Carolina, Masters Thesis Committee. Chair: Dirk Den Ouden.

Emily Fisher (2022). *Measuring orthographic influences on phonological processing in beginning readers: An eyetracking study*. University of South Carolina, Masters Thesis Committee. Chair: Suzanne Adlof.

Tegan Osborne (2021-2022). *Early literacy and print awareness among children who are deaf and hard of hearing*. University of South Carolina, Masters Thesis Committee and On-Campus Mentor. Chair: Krystal Werfel.

Marissa Castaldo (2020). *Complex syntax acquisition in children with hearing loss*. University of South Carolina, Masters Thesis Committee. Chair: Krystal Werfel.

Logan Douglass (2018-2019). *Developing a school-age language screening assessment*. University of South Carolina, Masters Thesis Committee. Chair: Krystal Werfel.

### Masters Student Mentored Research Experiences

Ivet Juarez Lemus (2023-). Graduate Research Experience Mentor. University of South Carolina.

Jasmine Bolar (2022- ). *Breaking Barriers Fellow*. Graduate Research Assistant, University of South Carolina.

Martine Moore (2022- ). *Breaking Barriers Fellow*. Graduate Research Assistant, University of South Carolina.

Allison Wagoner (2022-2023). Graduate Research Assistant, University of South Carolina.

Sabrina Bellew (2022-2023). Graduate Research Assistant, University of South Carolina.

Andrea Vargas (2021-2023). Graduate Research Assistant, University of South Carolina.

Morgan Roberts (2021-2023). Graduate Research Assistant, University of South Carolina.

Paige Banaszak (2021-2023). Graduate Research Assistant, University of South Carolina.

Sarah Kate Coleman (2021-2023). Graduate Research Assistant, University of South Carolina.

C. Jamie Davis (2020-2021). University of South Carolina. Graduate research director.

Kaela Hill (2020-2021). University of South Carolina. Graduate research director.

Brianna Harris (2020). University of South Carolina. Graduate research director.

Mackinlee Slate (2019-2020). University of South Carolina. Graduate research director.

Clare Devlin (2018-2019). University of South Carolina. Graduate research director.  
Madeline Webber (2018-2019). *Assessing grammatical form productions in Spanish-English speaking children in narrative retell language samples*. University of South Carolina. Graduate research director.  
Sarah Johnson (2016-2018). *The relationship between language proficiency and early literacy: A comparison of English learners and their monolingual peers*. Florida State University, Masters Program Research Mentor.  
Elizabeth Rodriguez (2014-2015). *Home literacy of kindergarten Spanish-English speaking children from rural low SES family backgrounds*. Florida State University, Masters Program Research Mentor.

## **Undergraduate Student Mentorship**

### Undergraduate Student Thesis Director

Ever Curry (2023- ). Role: USC Honors College Thesis Director.  
Harshitha Visikamalla (2023- ). Role: USC Honors College Thesis Director.  
Taylor Ringler (2023- ). Role: USC Honors College Thesis Director.  
Avery Cranford (2023- ). Role: USC Honors College Thesis Director.  
Hannah Morgan (2022-2023). *Language development among Spanish-English speaking kindergarten students: Comparing scores before and after the onset of the COVID-19 pandemic*. Role: Honors Thesis Director.  
Samantha Feeney (2022-2023). *Language differences among Spanish-English bilingual children at risk for hearing impairment*. Role: USC Honors College Thesis Director.  
Sarah Kate Coleman (2020-2022). *Phonological variation among young Spanish-English dual language learners on an English sentence repetition task*. Role: USC Honors College Thesis Director.  
Natasha De Novi (2016-2017). *The relationship between narrative retell measures and vocabulary measures for ELs*. Undergraduate Thesis Director, Florida State University.

### Undergraduate Thesis Committees

Catherine Timm (2016-2017). *Speed of eye-gaze selection on a vocabulary task*. Undergraduate Thesis Committee, Florida State University.  
Allison Dahl (2014-2015). *Transfer of vocabulary knowledge across languages in kindergarten – 1<sup>st</sup> grade English language learners*. Undergraduate Thesis Committee, Florida State University.

### Undergraduate Student Mentored Research Experiences

Leslie Rangel (2023-). Undergraduate research experience Mentor, University of South Carolina  
Sein Jusino-Sanchez (2023-). Undergraduate research experience Mentor, University of South Carolina  
Santiago Avendano (2023-). Undergraduate research experience Mentor, University of South Carolina.  
Harshitha Visikamalla (2023-). Undergraduate research experience Mentor, University of South Carolina.  
Reagan Borland (2021-). Undergraduate research experience Mentor, University of South Carolina.  
Ever Curry (2022-). Undergraduate research experience Mentor, University of South Carolina.  
Kataryna Garcia (2023). Undergraduate research experience Mentor, University of South Carolina.  
Gisselle Del Valle (2022-2023). Undergraduate research experience Mentor, University of South Carolina.  
Mallory Bindner (2022-2023). Undergraduate research experience Mentor, University of South Carolina.  
Samantha Feeney (2022-2023). Undergraduate research experience Mentor, University of South Carolina.  
Kendall Mahmood (2022-2023). Undergraduate research experience Mentor, University of South Carolina.  
Hannah Morgan (2021-2023). Undergraduate research experience Mentor, University of South Carolina.  
Alayna Carabo (2021-2023). Undergraduate research experience Mentor, University of South Carolina.  
Elise Canupp (2021-2022). Undergraduate Independent Study & Research Experience, University of South Carolina.  
Mariana Orihuela (2021-2022). Undergraduate research experience Mentor, University of South Carolina.  
Daniella Monroy-Cuellar (2021-2022). Undergraduate research experience Mentor, University of South Carolina.  
Rose Aveta (2021-2022). Undergraduate research experience Mentor, University of South Carolina.  
Madison Sterne (2020-2022). Undergraduate research experience Mentor, University of South Carolina.  
Caroline Boykin (2020-2022). Undergraduate research experience Mentor, University of South Carolina.  
Abbie Harrelson (2020-2022). Undergraduate research experience Mentor, University of South Carolina.  
Alexis Clement (2019-2022). Undergraduate research experience Mentor, University of South Carolina.  
Anna Grace Dorrien (2019-2022). Undergraduate research experience Mentor, University of South Carolina.  
Berenisa Santiago (2019-2021). Undergraduate research experience Mentor, University of South Carolina.



Rose Luna (2019-2022). Undergraduate research experience Mentor, University of South Carolina.  
 Alexandra McDermont (2021). Undergraduate research experience Mentor, University of South Carolina.  
 Kathryn Watson (2020-2021). Undergraduate research experience Mentor, University of South Carolina.  
 Jacob P. Wilcox (2020-2021). Undergraduate research experience Mentor, University of South Carolina.  
 Manaal Ahmed (2019-2021). Undergraduate research experience Mentor, University of South Carolina.  
 Jaddey Feliz-Cabrera (2018-2021). Undergraduate research Mentor, University of South Carolina.  
 Kaiela Campos (2018-2021). Undergraduate research experience Mentor, University of South Carolina.  
 Paige Banaszak (2019-2020). Undergraduate research experience Mentor, University of South Carolina.  
 Kristin McConnell (2021). Undergraduate research experience Mentor, University of South Carolina.  
 Molly Morgan (2018-2021). Undergraduate research experience, University of South Carolina.  
 Hannah Pridgen (2019-2021). Undergraduate research experience Mentor, University of South Carolina.  
 Alvaro Verástegui (2020). Undergraduate research experience Mentor, University of South Carolina.  
 Daniela Becerra (2019-2020). Undergraduate research experience Mentor, University of South Carolina.  
 Alexis Trejo (2020). Practicum Mentor, Arnold School of Public Health, University of South Carolina.  
 Jessica Bruce (2019-2020). Undergraduate research experience Mentor, University of South Carolina.  
 Lauren Opitz (2019-2020). Undergraduate research experience Mentor, University of South Carolina.  
 Amelia Hruska (2019-2020). Undergraduate research experience Mentor, University of South Carolina.  
 Shelby Keith (2019-2020). Undergraduate research experience Mentor. University of South Carolina.  
 Lucy Rios (2018-2019). Benedict College undergraduate research mentor.  
 Kimberly Briseño (2019-2020). Undergraduate research experience Mentor, University of South Carolina.  
 Anayeli Castro (2019). Undergraduate research experience Mentor, University of South Carolina.  
 Courtney Rives (2018-2019). Undergraduate research experience Mentor, University of South Carolina.  
 José Armando Flores (2018-2019). Benedict College undergraduate research mentor.  
 Karla Cerritos (2016-2017). *Dual language exposure and development of grammatical concepts in Spanish-speaking English learners in kindergarten*. Undergraduate Research Opportunity Program, Florida State University.  
 Aislinn Tirney (2016-2017). *The relation between expressive and receptive vocabulary scores and reading readiness in English language learners*. Undergraduate Research Opportunity Program, Florida State University.  
 Natasha De Novi (2014-2015). *The implementation of e-books to increase literacy and language levels in young ELLs*. Undergraduate Research Opportunity Program, Florida State University.  
 Bibiana Nuñez (2017, Spring). *Grammatical morpheme production according to sampling method*. Directed Independent Study Supervisor, Florida State University.

## **PROFESSIONAL AND COMMUNITY SERVICE**

### **Professional Memberships**

American Speech-Language-Hearing Association (ASHA)  
 American Speech-Language-Hearing Association Special Interest Group 10, Issues in Higher Education  
 American Speech-Language-Hearing Association Special Interest Group 14, Cultural and Linguistic Diversity  
 National Black Association for Speech-Language and Hearing (NBASLH)  
 Providing Opportunities for Women in Education Research (POWER)  
 South Carolina Speech, Language and Hearing Association (SCSHA)  
 Society for the Scientific Study of Reading (SSSR)  
 Society for Research on Educational Effectiveness (SREE)  
 The Society for Text & Discourse

### **Service to the Field**

*Principal Member*, Institute of Education Sciences: Reading, Writing, & Language Development Education Research Review Panel (FY 2022 – FY 2026)  
*Reviewer*, National Institutes of Health Special Emphasis Panel: Speech, Language and Communication (2022)  
*Reviewer*, Institute of Education Sciences: Reading, Writing, & Language Development Grant Panel (FY 2021)  
*Editorial Board Member*, Language, Speech, and Hearing Services in Schools (2020, 2021, 2022)  
*Mentoring Committee*, Providing Opportunities for Women in Education Research (2021- *present*)  
*Ad Hoc Reviewer*, Society for Research on Educational Effectiveness Conference: Research Methods Section (2021)  
*Ad Hoc Reviewer*, Society for the Scientific Studies of Reading Conference (2022)

*Ad Hoc Reviewer*, American Speech-Language Hearing Foundation Graduate Student Scholarships (2021)  
*Ad Hoc Reviewer*, American Speech-Language-Hearing Association Convention Call for Papers (2019, 2020)  
*Ad Hoc Reviewer*, Scientific Studies of Reading (2021)  
*Ad Hoc Reviewer*, Journal of Communication Disorders (2020, 2021)  
*Ad Hoc Reviewer*, Language & Education (2020, 2021)  
*Ad Hoc Reviewer*, International Journal of Bilingual Education and Bilingualism (2020)  
*Ad Hoc Reviewer*, Educational Assessment (2019-2020)  
*Ad Hoc Reviewer*, Reading & Writing (2019-2020)  
*Ad Hoc Reviewer*, Journal of Educational Psychology (2019-2020)  
*Ad Hoc Reviewer*, International Journal of Bilingualism (2019)  
*Ad Hoc Reviewer*, Review of Educational Research (2018-2021)  
*Ad Hoc Reviewer*, American Journal of Speech-Language Pathology (2019-2021)  
*Ad Hoc Reviewer*, Journal of Speech, Language, and Hearing Research (2018-2023)  
*Ad Hoc Reviewer*, Language, Speech, and Hearing Services in Schools (2014-2019)  
*Ad Hoc Reviewer*, Applied Psycholinguistics (2017)

#### University Service

*Faculty Advisor*, University of South Carolina Gamecock Ultimate Frisbee Club. (2020-present)  
*Research: Next Steps to Success Panelist*, University of South Carolina Office of Undergraduate Research (2022)  
*Review Committee Member*, University of South Carolina Magellan Scholar Program (2020)  
*Presentation Reviewer*, Discover USC Three-Minute Thesis Competition (2019, 2021)  
*Presentation Reviewer*, Discover USC Social Sciences (2019)

#### College Service

*COMD DEI Ambassador*, Arnold School of Public Health Diversity, Equity, and Inclusion Diversity, Equity, & Inclusion (DEI) Faculty and Staff Ambassador (2023 – 2025)  
*Member*, Arnold School of Public Health Diversity, Equity, and Inclusion Committee (2021, 2022)

#### Departmental Service

*Chair*, COMD Diversity, Equity, and Inclusion Committee, University of South Carolina (2021-2022)  
*Member*, COMD Diversity, Equity, and Inclusion Committee, University of South Carolina (2019-present)  
*Member*, COMD Breaking Barriers Fellowship Committee, University of South Carolina (2020-present)  
*Academic Advisor to COMD Graduate Students*, University of South Carolina (2019-present)  
*Clinical Supervisor of Graduate Students in Speech-Language Pathology*, University of South Carolina Montgomery Speech-Language-Hearing Center (Fall 2019, Fall 2020)  
*Member*, COMD PhD Committee, University of South Carolina (2018-present)  
*Summative Assessment COMD Part B Evaluator*, University of South Carolina (2019, 2021)  
*Member*, COMD Elaine Frank Fellowship Selection Committee, University of South Carolina (2019)  
*Member*, COMD Admissions Committee, University of South Carolina (2018)  
*Specialty Supervisor for Bilingual Assessment & Intervention*, Florida State Speech & Hearing Clinic (2016-2018)

#### Community Service

*Bilingual Language Screening Consultant*, Cayce, Saluda River, & Wood Elementary Schools (2021-present)  
*Bilingual Language Screening Coordinator & Consultant*, Riverbank Elementary School (2019-present)  
*Volunteer Spanish-English Interpreter Coordinator*, Lexington 2 Schools: Riverbank Elementary (2020-2022)  
*Speech & Language Screening Coordinator*, FAMU Developmental Research School (2015-2016)  
*Volunteer Interpreter Coordinator*, Florida State University, Leon and Gadsden County Schools (2014-2016)

### **SPECIALIZED SKILLS**

#### Languages

Native: English

Professional Working Proficiency: Spanish

### Statistical Software Proficiency

R Programming – skilled user

Mplus – skilled user

SPSS – competent

IRTPro - competent