

# CURRICULUM VITAE

## Stephanie De Anda, PhD, CCC-SLP

University of Oregon  
College of Education  
Department of Special Education and Clinical Sciences  
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### Teaching and Research Interests

My goal in teaching is to recruit and retain diverse scholars and to provide them with high quality training to serve, lead, and advocate for their own communities as scientists, educators, and clinicians. Similarly, my research program seeks to support healthy language development in underrepresented Latinx and Spanish-speaking children by bridging theory and practice across three interrelated lines of inquiry. The first two lines seek to develop appropriate (a) service delivery and interventions and (b) measures of early multilingual language acquisition that support valid and reliable diagnosis and treatment of early language impairment. These two lines of inquiry are supported by a third area of inquiry which seeks to (c) advance theories of early bilingual language processing to include children with language impairments.

### Educational Record

- 2017                      Doctoral of Philosophy (PhD), Language and Communicative Disorders  
                                 San Diego State University & University of California, San Diego
- 2011                      Bachelor of Science (BS), Cognitive Science, specialization in Human Cognition, Cum Laude,  
                                 University of California, San Diego

### Professional Credentials

- 2017–present            ASHA Certificate of Clinical Competence in Speech-Language Pathology, #14153040  
2017–present            Oregon Speech Language Pathology Credential, #16193  
2017                      Bilingual Specialization in Speech Language Pathology, San Diego State University

### Employment History

- University of Oregon**
- 2017–present            Assistant Professor  
                                 Department of Special Education and Clinical Sciences  
                                 Communication Disorders and Sciences Program
- Research Scientist
- 2017–present            Prevention Science Institute  
2017–present            Alliance for Language and Literacy

### Teaching Experience

- 2017–present            University of Oregon, College of Education
- 2014                      San Diego State University, College of Health and Human Services
- 2011–2013              University of California at San Diego, Department of Cognitive Science

## Courses Taught:

Courses taught include graduate classes on speech sound disorders and cultural and linguistic responsiveness, research methods, language development, as well as regular guest lectures on topics of cultural responsiveness and childhood apraxia of speech. At the undergraduate level I have taught language development for students in speech language pathology and other related disciplines (i.e., psychology, linguistics, cognitive science).

## Research Activities

\*indicates student/trainee co-author

### Peer-reviewed Journal Articles

25. **De Anda, S.**, Cycyk, L., Durán, L., Biancarosa, G., & McIntyre, L. (in press). Sentence diversity in Spanish-English bilingual toddlers. *American Journal of Speech-Language Pathology*.
24. **De Anda, S.**, Budd, E.L., Halvorson, S., Mauricio, A.M., McWhirter, E.H., Cioffi, C.C., Ramírez García, J., Cresko, W.A., Leve, L.D., & DeGarmo, D.S. (2022). Effects of a Health Education Intervention for COVID-19 Prevention in Latinx Communities: A Cluster-Randomized Controlled Trial. *American Journal of Public Health*, 112 (S9):S923–S927). <https://doi.org/10.2105/AJPH.2022.307129>
23. Budd, E.L., McWhirter, E.M., **De Anda, S.**, Mauricio, A.M., Mueller, M.\* , Cioffi, C.C., Nash, A., Van Brocklin, K., Yarris, K., Jackson, A., Terral, H., Ramirez-Garcia, J., OSJP Advisory Board, Cresko, W., DeGarmo, D.S., & Leve, L.D. (in press). Development and Design of a Culturally Tailored Intervention to Address COVID-19 Disparities Among Oregon’s Latinx Communities: A Community Case Study. *Frontiers in Public Health*, 10, 962862. <https://doi.org/10.3389/fpubh.2022.962862>
22. Cycyk, L., Coles, K.\* , O’Dea, K.\* , Moore, H., Sanford-Keller, H., Dolata, J., **De Anda, S.**, Gomez, M.\* , Huerta, L.\* , Libak, A., & Zuckerman, K. (2022). Serving young children with communication disabilities from Latinx backgrounds and their families with equity: Provider perspectives. *Journal of Communication Disorders*, 99. <https://doi.org/10.1016/j.jcomdis.2022.106254>
21. Hall, M., & **De Anda, S.** (2022). Estimating Early Language Input in Deaf and Hard of Hearing Children With the Language Access Profile Tool. *American Journal of Speech-Language Pathology*, 31(5), 2132-2144. [https://doi.org/10.1044/2022\\_AJSLP-21-00222](https://doi.org/10.1044/2022_AJSLP-21-00222)
20. Cycyk, L.M., **De Anda, S.**, Ramsey, K., Sheppard, B.S., & Zuckerman, K.E. (2022). Moving through the pipeline: Ethnic and linguistic disparities in special education from birth through age five. *Educational Researcher*, 51(7), 451–464. <https://doi.org/10.3102/0013189X221120262>
19. DeGarmo, D.S., **De Anda, S.**, Cioffi, C.C., Tavalire, H.R., Searcy, J., Budd, E.L., McWhirter, E.H., Mauricio, A.M., Ramírez García, J., Cresko, W.A., & Leve, L.D. (2022). Effectiveness of a COVID-19 testing outreach intervention for Latinx communities: A clustered randomized clinical trial. *Journal of the American Medical Association Network Open*, 5(6), e2216796-e2216796. <https://doi.org/10.1001/jamanetworkopen.2022.16796>
18. Friend, M., \*Lopez, O., **De Anda, S.**, Poulin-Dubois, D., Arias-Trejo, N., & \*Abreu-Mendoza, R. (2022). Maternal education revisited: Vocabulary growth in English and Spanish before 30 months of age. *Infant Behavior and Development*, 66, 101685. <https://doi.org/10.1016/j.infbeh.2021.101685>

17. **De Anda, S.**, Ellis, E., & \*Mejia, N. (2022). Learning words in two languages: Examining within- and cross-language generalization. *Journal of Speech Language and Hearing Research*, 65(4), 1450-1464. [https://doi.org/10.1044/2021\\_JSLHR-21-00350](https://doi.org/10.1044/2021_JSLHR-21-00350)
16. **De Anda, S.**, Cycyk, L., Moore, H., Larson, A., King, M., & \*Huerta, L. (2022). Psychometric properties of the English–Spanish Vocabulary Inventory in toddlers with and without early language delay. *Journal of Speech Language and Hearing Research*, 65(2), 672-691. [https://doi.org/10.1044/2021\\_JSLHR-21-00240](https://doi.org/10.1044/2021_JSLHR-21-00240)
15. Cycyk, L., & **De Anda, S.** (2021). Media exposure and language experience: Examining associations from home observations in Mexican immigrant families in the US. *Infant Behavior and Development*, 63, 101554. <https://doi.org/10.1016/j.infbeh.2021.101554>
14. Cycyk, L., **De Anda, S.**, Moore, H., & \*Huerta, L. (2021). Cultural and linguistic adaptations of early language interventions: Recommendations for advancing research and practice. *American Journal of Speech-Language Pathology*, 30(3), 1224–1246. [https://doi.org/10.1044/2020\\_AJSLP-20-00101](https://doi.org/10.1044/2020_AJSLP-20-00101)
13. Hall, M., & **De Anda, S.** (2021). Measuring “Language Access Profiles” in Deaf and Hard-of-hearing Children with the DHH Language Exposure Assessment Tool. *Journal of Speech, Language, and Hearing Research*. [https://doi.org/10.1044/2020\\_JSLHR-20-00439](https://doi.org/10.1044/2020_JSLHR-20-00439)
12. \*Huerta, L., Cycyk, L., Sanford-Keller, H., \*Busch, A., Dolata, J., Moore, H., **De Anda, S.**, & Zuckerman, K. (2021). A retrospective review of communication evaluation practices of young Latinx children. *Journal of Early Intervention*, 1–19. <https://doi.org/10.1177%2F10538151211012703>
11. **De Anda, S.**, & Friend, M. (2020). Lexical-semantic development in bilingual toddlers at 18 and 24 months. *Frontiers in Psychology: Cognition*, 11, 11–13. <https://doi.org/10.3389/fpsyg.2020.508363>
10. **De Anda, S.**, Blossom, M., & Abel, A.D. (2020). Cross-morpheme generalization in children with delays in morphosyntax. *Journal of Speech, Language, and Hearing Research*, 63(10), 3501–3524. [https://dx.doi.org/10.1044%2F2020\\_JSLHR-19-00173](https://dx.doi.org/10.1044%2F2020_JSLHR-19-00173)
9. Cycyk, L., Moore, H., **De Anda, S.**, \*Huerta, L., \*Mendez, S., \*Patton, C., & \*Bourret, C. (2020). Adaptation of a caregiver-implemented naturalistic communication intervention for Spanish speaking-families: A promising start. *American Journal of Speech-Language Pathology*, 23(3), 1260–1282. [https://doi.org/10.1044/2020\\_AJSLP-19-00142](https://doi.org/10.1044/2020_AJSLP-19-00142)
8. **De Anda, S.**, Larson, A. & Cycyk, L.M. (2020). Considerations in the evaluation and assessment process for Latinx infants and toddlers. *Division for Early Childhood (DEC) Recommended Practices Monograph Series (No. 7- Assessment)*, 7, 25–40.
7. **De Anda, S.**, Blossom, M., & Abel, A.D. (2020). A complexity approach to treatment of tense and agreement deficits: A case study. *Communication Disorders Quarterly*, 41(4), 250–260. <https://doi.org/10.1177%2F1525740118822477>
6. Smolak, E., **De Anda, S.**, \*Enriquez, B., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2019). Code-switching in young bilingual toddlers: A longitudinal, cross-language investigation. *Bilingualism: Language and Cognition*, 23(3), 500–518. <https://doi.org/10.1017/s1366728919000257>
5. Friend, M., **De Anda, S.**, Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2017).

Developmental changes in maternal education and minimal exposure effects on vocabulary in English- and Spanish-learning toddlers. *Journal of Experimental Child Psychology*, 164, 250–259. <https://dx.doi.org/10.1016%2Fj.jecp.2017.07.003>

4. **De Anda, S.**, Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2017). Lexical access in the second year: A study of monolingual and bilingual vocabulary development. *Bilingualism: Language and Cognition*. 21(2), 314–327. <https://doi.org/10.1017/s1366728917000220>
3. **De Anda, S.**, Bosch, L., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). The Language Exposure Assessment Tool: Quantifying language exposure in infants and children. *Journal of Speech, Language, and Hearing Research*, 59(6), 1346–1356. [https://doi.org/10.1044/2016\\_JSLHR-L-15-0234](https://doi.org/10.1044/2016_JSLHR-L-15-0234)
2. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical processing and organization in bilingual first language acquisition: Guiding future research. *Psychological Bulletin*, 142(6), 655–667. <https://doi.org/10.1037/bul0000042>
1. **De Anda, S.**, Arias-Trejo, N., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). SES, minimal L2 exposure, and early word comprehension: New evidence from a direct assessment. *Bilingualism: Language and Cognition*, 19(1), 162–180. <https://doi.org/10.1017/s1366728914000820>

#### Manuscripts Submitted for Publication

1. **De Anda, S.**, & Hall, M. (2022). A Tutorial for incorporating language access profiles into clinical practice with DHH children. Manuscript submitted for publication.

#### Manuscripts in Preparation

3. **De Anda, S.**, Cycyk, L.M., & McIntyre, L. (in prep). Lexical skills in Spanish-dominant bilingual toddlers with and without language delays.
2. **De Anda, S.**, \*Murthi, K., & Hendrickson, K.I. (in prep). Cross-language bilingual proficiency is associated with competition dynamics during Spanish and English word recognition.
1. Hall, M., Hallock, T.M., **De Anda, S.**, Kite, B.J., & Mitchiner, J. (in prep). Characterizing the amount and type of signed input provided to deaf children from hearing families

#### Technical Reports and Working Papers

2. **De Anda, S.**, Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical access in monolingual and bilingual vocabulary development. *Proceedings of the 41<sup>st</sup> Boston University Conference on Language Development*.
1. **De Anda, S.**, Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical access in the second year: A cross-linguistic investigation of monolingual and bilingual vocabulary development. *San Diego Linguistic Papers*, 6.

#### External Funding

#### Grants Under Review

IES Development and Innovation Grant (2023-2027)  
*Development of a Technology-Supported Adaptive Intervention to Support Young Children with Communication Disorders and their Spanish-speaking Caregivers*  
The project is aimed at a developing a digital learning platform that facilitates a culturally and

linguistically responsive intervention for Spanish-speaking caregivers with toddlers and preschoolers facing communication challenges.

Role: Co-I with Lauren Cycyk, PhD & Heather Moore, PhD

## Currently Funded Grants

NIH NICHD NRSA F31 (2022–2024)

*Grammatical Productivity in the Assessment of Spanish-English Bilingual Children*

This doctoral fellowship grant is aimed at developing and implementing a new productivity measure for Spanish speaking children with and without Developmental Language Disorder. (PI; Predoctoral Trainee: Alicia Escobedo)

Role: Consultant

NIH Rapid Acceleration of Diagnostics – Underserved Populations Grant (RADx-UP) (2020–2022)

*Scaling Up SARS-CoV2 Testing to Serve Latinx Communities*

This project addresses a community-tailored outreach program for COVID-19 testing for the Latinx population within six counties in Oregon. It will examine the rural-urban distinction, with a sensitivity to geographical approach that will be imperative for later vaccine efforts.

(PIs: Leslie Leve, PhD; Bill Cresko, PhD; Dave DeGarmo, PhD)

3P50DA048756-02S2 / \$4,166,575

Role: Co-I

NIH NICHD R03 (2020–2022)

*Word Recognition in Dual Language Learners: The Mechanisms Underlying Listening and Reading in Two Languages*

The study investigates the lexical competition underlying the spoken and visual processing of words in bilingual school-age children (PI: Kristi Hendrickson, PhD)

1R03HD102404-01A1 / \$100,000

Role: Co-I

NIH NIDCD K23 (2020–2025)

*Building a Vocabulary: Lexical-semantic Development in Latino Children with Early Language Delay*

This project examines the emergence of lexical-semantic skill in Spanish learners with dual language exposure and early language delay.

K23DC018033 / \$970,000

Role: PI

## Completed Grants

University of Iowa Obermann Center Interdisciplinary Research Grant (2018 – 2019)

*The Influence of Socioeconomic-status on Spoken Word Recognition in School-Aged Children*

The convening grant supports a collaboration across labs to examine the influence of Socioeconomic Status on children’s spoken word recognition.

\$6,000

Role: Co-PI with Kristi Hendrickson, PhD

NIH NICHD NRSA F31 (2014–2017)

*Lexical structure in Monolingual and Bilingual Spanish-Speaking Children in US*

Lexical structure in monolingual and bilingual Spanish-Speaking Children in the US. The goal of this project is to investigate how vocabularies are organized within and across languages in bilingual and monolingual Spanish speaking infants.

1F31HD081933 / \$102,549

Role: PI

NIH NICHD Diversity Supplement (2012–2014)

*The Path to Language and Literacy*

This diversity supplement supports 2 years of doctoral training and research under a parent R01 (PI: Margaret Friend, PhD).

HD068458-02W1 / \$81,960

Role: Pre-doctoral Trainee

## Not Funded

IES Education Research Grant (2022–2026)

*Success with Stories: A Transformative Approach to Parent Training*

The project involves the development and validation of a mobile platform for delivering a parent literacy training program: Success with Stories (SWS). In particular, the mobile platform will be adapted to be culturally and linguistically responsive to children raised in English- and Spanish-learning contexts.

Role: Co-I with Lekeitha Morris, PhD & Monica Bellon-Harn, PhD

NIH NCI R21 (2021–2023)

*The effects of a Brief Imagery Intervention on the Primary Psychological and Behavioral Predictors of Poor Weight Loss Outcomes in Men and Women with Obesity*

Eye-tracking is used to assess the behavioral changes in attention to images of food and the self following an intervention targeting imagery specifically in people with poor weight loss outcomes (PI: Nichole Kelly, PhD).

Role: Consultant

NIH NIDCD R21 (2020–2025)

*Language Access, Language Proficiency, and Psychological Outcomes in Deaf Children*

The project aims to understand the role of language access and language proficiency on executive function and social-emotional skills in deaf and hard of hearing preschoolers (PI: Matt Hall, PhD).

Role: Consultant

Internal  
Funding

## Completed Grants

University of Oregon Faculty Research Award (2019–2020)

*Spoken Language Comprehension: the Influence of Socioeconomic Status and Poverty in School Age*

The project aims to collect pilot data on spoken word processing. This preliminary study will establish feasibility in support of a future grant proposal with collaborating labs.

Role: PI

\$5,500

University of Oregon-Oregon Health & Science University Collaborative Seed Grant (2017–2018)

*Addressing Disparities in the Assessment and Treatment of Communication Disorders for Young Children from Latino Backgrounds*

This collaborative project brings together an interdisciplinary team of researchers, medical professionals, and clinicians across institutions in Oregon to identify the source of Latino health disparities in the assessment and treatment of child communication disorders.

Role: Consultant

\$15,000

*\*indicates student/trainee co-author*

### Invited Presentations

16. Hall, M. & **De Anda, S.**, Casseli, N. (2021, November 16-19). *Translating research to practice in sign language acquisition: New concepts, new tools, new data* [Invited presentation]. Annual American Speech-Language and Hearing Association conference, webinar.
15. **De Anda, S.**, (2021, July 14). *How a research career can align with your values*. [Invited presentation]. SPROUT Lecture Series, Cal State University Los Angeles, webinar.
14. **De Anda** (2021, May 17). *A Review of Target Selection Procedures: Incorporating Motor Learning Principles and Complexity* [Invited presentation]. Salem-Keiser School District, Salem, OR, webinar.
13. **De Anda, S.** (2021, February). *Early bilingual language development: How science can perpetuate and dispel myths* [Invited presentation] University of Iowa Communication Disorders and Sciences Department, webinar.
12. **De Anda, S.** (2020, November). *Assessing the Language Environment in the Context of Bilingualism* [Invited presentation]. Temple University Communication Sciences Disorders Department, webinar.
11. **De Anda, S.** (2020, November). *Measurement in Early Childhood: Building Pathways to Empowerment & Continuous Improvement* [Invited panelist]. Early Childhood Precision, Innovation, and Shared Measurement (EC PRISM), Institute for Child Success, webinar.
10. **De Anda, S.** & Meyer, J. (2020, August). “Stop the Silence: How to be Anti-Racist in Communication Sciences and Disorders”. [Invited presentation]. National Student Speech-Language and Hearing Association (NSSLHA), webinar.
9. **De Anda** (2020, March). *Complexity for speech sound disorders*. [Invited presentation]. Early Childhood Cares, Eugene, OR, webinar (cancelled due to pandemic).
8. **De Anda, S.** (June 2019). *Language Input to Young Children: Measuring and Manipulating Variation* [Invited presentation]. University of California at Irvine’s Center for Hearing Research Symposium, Irvine, CA.
7. **De Anda, S.** (October 2017). *Using Complexity to Treat Grammatical Deficits in Children* [Invited address]. Annual Oregon Speech-Language & Hearing Association Conference, Salem, OR.
6. **De Anda, S.** & Friend, M. (May 2017). *How Two Languages Interact in Early Bilingual Language Acquisition* [Invited address]. Annual Speech-Language Awareness and Information Day, San Diego State University, San Diego, CA.
5. **De Anda, S.**, Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (September 2016). *Exploring Cross-Language Links in Young Bilinguals* [Invited presentation]. Department of Basic Psychology, University of Barcelona, Barcelona, Spain.
4. **De Anda, S.**, Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (September 2016). *Early Language Interaction in Bilingual Toddlers* [Invited presentation]. Collaborative Conference on Language, Literature & Linguistics, Barcelona, Spain.

3. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (Aril 2016). *Separating Fact and Fiction about Bilingualism in Young Children* [Invited presentation]. San Diego Women, Infants, & Children (WIC) program, San Diego, CA.
2. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (December 2013). *Dual Language Acquisition: The effect of minimal exposure, maternal input, and SES on emerging language* [Invited presentation]. Developmental Science Forum, San Diego State University, San Diego, CA.
1. **De Anda, S.** & Friend, M. (October 2012). *Language Exposure, Maternal Education, and Vocabulary Comprehension in Young Children* [Invited presentation]. Laboratorio de Psicolinguística, Universidad Nacional Autónoma de México, México.

## Oral Presentations

31. Cycyk, L.M., **De Anda, S.**, \*Rodriguez, A., \*Lyons, Z., Pakulak, E., \*Bermudez, B., & Lucero, A. (2023, June 26-30). Parent and Child Code-Switching Patterns: Similar or Different? In **S. De Anda** (Organizer), *Code-switching During Language Acquisition: Examining Parent and Child Language in Spanish-English Speakers in the U.S.* [Symposium]. International Symposium on Bilingualism, Sidney, Australia. <https://www.isb14.com/>
30. Hendrickson, K.I., \*Sanchez-Malendez, H., \*Upadhyay, S., \*Trinh, M., & **De Anda, S.** (2023, March 23-25). *Word Recognition in Dual Language Learners: The Mechanisms Underlying Listening and Reading in two Languages.* [Oral presentation]. Society for Research and Child Development Biennial Meeting, Salt Lake City, UT.
29. Hall, M., & **De Anda, S.** (2023, March 5-7). *Using the D-LEAT to Collect DHH Children's Language Histories: A Hands-On Workshop.* [Oral presentation]. Early Hearing Detection and Intervention Annual Conference, Salt Lake City, UT. <https://ehdiconference.org/index.cfm>
28. \*NoorAli, S., & **De Anda, S.** (2022, November 17-19). *Grammar and Vocabulary Development in Urdu-English Bilingual Children: a Literature Review.* [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, New Orleans, LA. <https://convention.asha.org/>
27. Cycyk, L.M., **De Anda, S.**, & \*Dillehay, K.M. (2022, November 17-19). *Maternal Mental Health: Impact on Maternal Input and Early Child Language Outcomes in Spanish-Exposed Toddlers.* [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, New Orleans, LA. <https://convention.asha.org/>
26. Adler Mosqueda, E., **De Anda, S.**, Patricelli, M., & Griffith, K. (2022, October 14-15). *Working with Interpreters as Speech-Language Pathologists: An Introduction.* [Oral presentation]. Oregon Speech-Language and hearing Association Fall Conference, Salem, OR. <https://www.oregonspeechandhearing.org/fall-conference>
25. Ramirez Garcia, J., Cioffi, C., Mauricio, A.M., Budd, E.L., **De Anda, S.**, McWhirter, E.H., Ramos, J., Seeley, J., & Level, L.D. (2022, September 8-10). *Implementation and Community-Engaged Research Processes in a COVID-19 Mitigation Research Trial with Latinx Populations in 38 Community Sites.* [Oral presentation]. Society for Implementation Research Collaboration Conference 2022, San Diego, CA. <https://societyforimplementationresearchcollaboration.org>
24. DeGarmo, D., Cioffi, C.C., **De Anda, S.**, Budd, E.L., Tavalere, H., Searcy, J., Mauricio A.M., Mueller, M., Ramos, J., Cresko, B., & Leve, L.D. (2021, October 11-12). Intent to treat evaluation of Promotores de Salud: Addressing health disparities of Latinx Oregonians In **S. De**



**Anda** (Moderator), *An Overview from Development to Results of Oregon Saludable: Juntos Podemos, A Collaborative Approach to Reducing COVID-19 Disparities in Oregon's Latinx Communities*. [Symposium]. Oregon Public Health Association Annual Conference, webinar. <https://www.oregonpublichealth.org/opha-conference>

23. Budd, E.L., McWhirter, E.H., **De Anda, S.**, Mueller, M., Yarris, K., Oregon Saludable Advisory Board, & Leve, L.D. (2021, October 11-12). Development and design of a culturally tailored intervention to address COVID-19 disparities among Latinx communities across Oregon. In **S. De Anda** (Moderator), *An Overview from Development to Results of Oregon Saludable: Juntos Podemos, A Collaborative Approach to Reducing COVID-19 Disparities in Oregon's Latinx Communities*. [Symposium]. Oregon Public Health Association Annual Conference, webinar. <https://www.oregonpublichealth.org/opha-conference>
22. Cycyk, L., **De Anda, S.**, Ramsey, K., Sheppard, B., & Zuckerman, K., (2021, November 18-20). *Disparities in Early Intervention and Early Childhood Special Education for Communication Concerns: Evidence from Oregon* [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.
21. **De Anda, S.**, Ellis, E., & \*Mejia, N. (2021, November 18-20). *Promoting Within- and Cross-language Generalization During Word Learning in Bilingual Preschoolers* [Oral presentation]. Presentation submitted to the Annual American Speech-Language and Hearing Association Convention, Washington D.C.
20. **De Anda, S.**, & Hall, M. (2021, November 18-20). *Incorporating Language Access Profiles into Assessments of Children Who are Deaf and Hard of Hearing* [Oral presentation]. Presentation submitted to the Annual American Speech-Language and Hearing Association Convention, Washington D.C.
19. **De Anda, S.**, Cycyk, L., Moore, H., \*Huerta, L., Larson, A., & King, M., (2021, November 18-20). *Validity and Reliability of the English-Spanish Vocabulary Inventory*. [Oral presentation]. Presentation submitted to the Annual American Speech-Language and Hearing Association Convention, Washington D.C.
18. **De Anda, S.**, & Ellis, E., (2020, November 19-21). *Learning Words in Two Languages: Examining Within- and Cross-language Generalization* [Oral presentation]. Presentation accepted to the Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).
17. Hall, M. & **De Anda, S.**, (2020, November 19-21). *Language Access Profiles Can Reveal Shifts in Communication Mode among Children with Hearing Loss* [Oral presentation]. Presentation accepted to the Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).
16. **De Anda, S.**, Cycyk, L., Moore, H., Larson, A., King, M., & \*Huerta, L. (2020, November 19-21). *Measuring Vocabulary in Multilingual Infants and Toddlers: Psychometrics of the English-Spanish Vocabulary Inventory* [Oral presentation]. Presentation accepted to the Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).
15. Hall, M. & **De Anda, S.**, (2020, November 19-21). *Language Access Profiles in Children who are Deaf or Hard of Hearing* [Oral presentation]. Presentation accepted to the Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).
14. Cycyk, L., **De Anda, S.**, Zuckerman, K., Ramsey, K., Moore, H., Dolata, J., Sanford-Keller, H., \*Huerta, L., Busch, A., Gómez, M., & McIntyre L. (2020, November 19-21). *Disparities in*

- Early Intervention and Early Childhood Special Education for Communication Concerns: Evidence from Oregon* [Oral presentation]. Presentation accepted to the Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).
13. **De Anda, S.,** & Hall, M., (2020, November 19-21). *Assessing Language Input in Infants and Toddlers Who are Deaf and Hard of Hearing* [Oral presentation]. Presentation accepted to the Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).
  12. Friend, M., \*Lopez, O., **De Anda, S.,** Poulin-Dubois, D., Arias-Trejo, N., & Abreu-Mendoza, R. (2020, July 13-17). *Language Specificity in Maternal Education Revisited: Vocabulary Growth Before 30 Months of Age* [Oral presentation]. International Association for the Study of Child Language, Philadelphia, PA.
  11. **De Anda, S.** (2020, March 7). *A Review of Target Selection Procedures: Incorporating Motor Learning Principles and Complexity* [Oral presentation]. Communication Disorders and Sciences Continuing Education Workshop, Eugene, OR.
  10. Cycyk, L.M., Moore, H., **De Anda, S.,** & \*Huerta, L. (2019, November 21-23). *Adapting a Caregiver-Implemented Naturalistic Language Intervention for Latinx Families: Results of a Multi-Phase Pilot Study* [Oral presentation]. American Speech-Language and Hearing Association Convention, Orlando, FL.
  9. Larson, A., Cycyk, L.M., & **De Anda, S.** (2019, November 21-23). *Recommended Practices in the Assessment of Infants and Toddlers from Latinx Backgrounds* [Oral presentation]. American Speech-Language and Hearing Association Convention, Orlando, FL.
  8. \*Huerta, L., Busch, A., Cycyk, L., Zuckerman, K., Sanford-Keller, H., Dolata, J., **De Anda, S.,** Moore, H., & McIntyre, L.L. (2019, October 11-12). *Current Practices in Communication Assessment of Young Latinx Children: Opportunities for Professional Development* [Oral presentation]. Oregon Speech-Language and Hearing Convention, Salem, OR.
  7. **De Anda, S.** (2019, July 23-28). Towards a Developmental Approach in the Study of Bilingual Language Representation and Processing In **S. De Anda** & K. Byers-Heinlein (Co-chairs), *Moving Away from the Adult Bilingual: What Early Development Can Tell Us About Bilingualism* [Symposium]. International Symposium on Bilingualism, Alberta, Canada.
  6. **De Anda, S.** (2019, April 20). *Introduction to Complexity for Treatment of Speech Sound Disorders* [Oral presentation]. Workshop on Speech-Language Pathology in the Pediatric Setting, Eugene, OR.
  5. **De Anda, S.,** \*Enriquez, B., Zesiger, P., Poulin-Dubois, & Friend, M. (2017, July 17-21). Code-Switching in Young Spanish-English Bilingual Toddlers and Their Parents In M. Friend (Chair), *Expressive Language in Dual Language Learners* [Symposium]. International Association for the Study of Child Language, Lyon, France.
  4. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, January 27-29). *Cross-Language links in Young Bilinguals* [Oral presentation]. Conference on Bilinguals in the Hispanic and Lusophone world, Tallahassee, FA.
  3. Friend, M., **De Anda, S.,** Poulin-Dubois, D., & Zesiger, P. (2015, May 20-24). *Vocabulary Growth, in Spanish and English Monolingual and Dual Language Toddlers* [Oral presentation]. International Symposium on Bilingualism, Rutgers University, NJ.

2. **De Anda, S.**, Friend, M., Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2014, July 14-18). The Influence of Environmental Variables on Early Vocabulary: Evidence from English and Spanish In M. Friend (Chair), *The Emerging Lexical-Semantic System: Findings from a Cross-Language, Direct Assessment of Word Comprehension* [Symposium]. International Association for the Study of Child Language, Amsterdam, NL.
1. **De Anda, S.** (2013, March 8-9). *Variability in Early Language: Assessing Effects of Socioeconomic Status and Language Exposure* [Oral presentation]. San Diego State University Student Research Symposium, San Diego, CA.

## Poster Presentations

44. **De Anda, S.**, Cycyk, L., & McIntyre, L.M. (2022, November 17-19). *Lexical Skills in Spanish-Dominant Bilingual Toddlers With and Without Language Delays*. [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, New Orleans, LA. <https://convention.asha.org/>
44. Hall, M., Hallock, T., **De Anda, S.**, Kite, B.J., & Mitchiner, J (2021, June 8-10). “*Not good enough*”, or just “*not enough*”? *Quality and quantity of signed input in DHH children from hearing families* [Poster presentation]. The 14th conference of Theoretical Issues in Sign Language Research, Osaka, Japan. <https://cscenter.co.jp/tislr2022/>
43. **De Anda, S.**, Cycyk, L., Durán, L., Biancarosa, G., & McIntyre, L. (2021, August 23-24). *Describing Sentence Diversity in Spanish-English Bilingual Toddlers* [Poster presentation]. University of Warwick Late Talker Workshop, Coventry, UK. [https://warwick.ac.uk/fac/cross\\_fac/ias/calendar/late-talker-workshop-2021/](https://warwick.ac.uk/fac/cross_fac/ias/calendar/late-talker-workshop-2021/)
42. Cycyk, L., \*Carino, I., **De Anda, S.**, & Batz, R. (2021, November). *Maternal Input to Spanish-speaking Toddlers: Are there interactional or linguistic differences by child language status?* [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.
41. \*Rodriguez, A., Cycyk, L., **De Anda, S.**, \*Bermudez, B., Lucero, A., & Pakulak, E., (2021, November 18-20). *Parental Code-Switching: Examining Frequency, Patterns and Functions in Child-Directed Speech to Spanish-English Dual Language Learners* [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.
40. Friend, M., **De Anda, S.**, Poulin-Dubois, D., Arias-Trejo, N. , Abreu-Mendoza, R. (2021, April 7-9). *Maternal Education Revisited: Vocabulary Growth before 30 months of Age in Spanish- and English-dominant children* [Poster presentation]. Society for Research in Child Development Biennial Conference, webinar.
39. Cycyk, L.M., \*Coles, K., \*O’Dea, K., Zuckerman, K., Sanford-Keller, H., **De Anda, S.**, Moore, H., Dolata, J., \*Huerta, L., \*Gomez, M., & \*Libak, A.J. (2020, October 9-10). *Serving Young Latinx Children with Disabilities: Oregon’s Challenges and Resources* [Poster Presentation]. Annual Oregon Speech-Language and Hearing Association Conference, Salem, OR.
38. \*Rodriguez, A., Cycyk, L., **De Anda, S.**, \*Bermudez, B., Lucero, A., & Pakulak, E. (2020, November 19-21). *Examining the Frequency and Function of Code-Switching in Child-Directed Speech to Spanish-English Dual Language Learners* [Poster Presentation]. Presentation accepted for the Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).

37. Moore, H., Cychk, L., **De Anda, S.**, \*Quaife, C., & \*Garza, X. (2020, November 19-21). *Caregiver Naturalistic Communication Interventions: Characterizing Caregiver's Chosen Home Routines* [Poster Presentation]. Presentation accepted for the Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).
36. Cychk., L., & **De Anda, S.** (2020, November 19-21). *Maternal Mental Health, Input, and Child Language Outcomes for Toddlers Exposed to Spanish and English* [Poster Presentation]. Presentation accepted for the Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).
35. \*Huerta, L., \*Busch, A., Cychk, L., Sanford-Keller, H., **De Anda, S.**, Moore, H., Dolata, J., Zuckerman, K., Gomez, M., & McIntyre, L. (2020, November 19-21). *Current Practices in Communication Evaluation of Young Latinx Children: Are We Meeting Best Practice Guidelines?* [Poster Presentation]. Presentation accepted for the Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).
34. **De Anda, S.**, Cychk, L., & Friend, M. (2020, July 6-9). *Psychometrics of a Behavioral Assessment of Spanish and English Vocabulary Across the Third Year* [Poster Presentation]. International Congress for Infant Studies, Glasgow, Scotland.
32. **De Anda, S.**, \*Anderson, L. (2019, November 21-23). *Word Learning in Bilinguals: Promoting Cross-Language Generalization* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, Orlando, FL.
31. **De Anda, S.**, Cychk, L.M., Moore, H., & \*Huerta, L. (2019, November 21-23). *Assessing Vocabulary in Bilingual Infants and Toddlers: Preliminary Evidence from a Parent Report Tool* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, Orlando, FL.
30. Cychk, L.M., **De Anda, S.**, Kapantzoglou, M., & Iglesias, A. (2019, October 21-23). *Using All-Day Language Recordings to Analyze Children's Input: Methodological guidance for selecting segments for analysis* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, Orlando, FL.
29. Hall, M., & **De Anda, S.** (2019, September 26-28) *Language Access Profiles: A better way to characterize DHH children's early communicative input* [Poster Presentation]. Conference of Theoretical Issues in Sign Language Research, Hamburg, Germany.
28. **De Anda, S.**, & Friend, M. (2019, March 21-23). *Examining Semantic Word Knowledge in Spanish-English Monolinguals and Bilinguals* [Poster Presentation]. The Society for Research in Child Development, Baltimore, MD.
27. Cychk, L., **De Anda, S.**, Kapantzoglou, M., & Iglesias, A. (2019, March 21-23). *Language Sample Analysis of All-Day Language Recordings: Are there differences in existing sample selection methods?* [Poster Presentation] The Society for Research in Child Development, Baltimore, MD.
26. **De Anda, S.**, Blossom, M., & Abel, A. (2018, November 15-17). *A Single-Subject Study of a Complexity Approach to Treatment of Tense & Agreement Delay* [Poster Presentation]. American Speech Language & Hearing Science Annual Conference, Boston, MA.
25. Moore, H., Cychk, L., **De Anda, S.** & \*Huerta, L. (2018, November 15-17). *LAPE en español: Adapting a Caregiver-Implemented Naturalistic Communication Intervention for Spanish-Speaking Families* [Poster Presentation]. American Speech Language & Hearing Association Annual Conference, Boston, MA.

24. \*Rice, A., Cycyk, L., Durán, L., & **De Anda, S.** (2018, November 15-17). *¡Viva Mexico! The influence of a short-term study abroad program on speech-language pathology students' cultural competence* [Poster Presentation]. Presentation accepted for the American Speech Language & Hearing Association Annual Conference, Boston, MA.
23. \*Rice, A., Cycyk, L., Durán, L., & **De Anda, S.** (2018, October 12-13). *A short-term study abroad program for speech-language pathology students' cultural competence* [Poster Presentation]. Presentation accepted for the Oregon Speech Language & Hearing Association Annual Conference, Salem, OR.
22. \*Thayer, L., **De Anda, S.**, & Friend, M. (2018, June 29-July 3). *Lexical Access and Organization in Monolingual and Bilingual 18-month-olds* [Poster Presentation]. International Congress on Infant Studies, Philadelphia, PA.
21. **De Anda, S.**, & Friend, M. (2018, June 29-July 3). *A Comparison of Lexical-Semantic Processing in Monolingual and Bilingual Toddlers* [Poster Presentation]. International Congress on Infant Studies, Philadelphia, PA.
20. \*Zuel, B., \*Dahlen, R., \*Fewx, J., **De Anda, S.**, & Cycyk, L. (2018, May 17). *Comparing Language Exposure Measures in Dual Language Contexts* [Poster Presentation]. University of Oregon Undergraduate Research Symposium, Eugene, OR.
19. \*Thayer, L., **De Anda, S.**, & Friend, M. (2018, March 2-3). *Lexical Access and Organization in Monolingual and Bilingual 18-month-olds* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.
18. Hall, M., & **De Anda, S.** (2018, March 18-20). *From 'Communication Mode' to 'Language Access Profiles' When Working with DHH Children* [Poster Presentation]. Annual Early Hearing Detection and Intervention Meeting, Denver, CO.
17. **De Anda, S.**, Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, April 6-8). *Word Knowledge and Lexical Processing in Bilingual Toddlers* [Poster Presentation]. Society for Research in Child Development, Austin, TX.
16. \*Campos, A., **De Anda, S.**, & Friend, M. (2017, March 4-5). *Translation Equivalents and Code-Switching in Bilingual Preschoolers* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.
15. \*Thayer, L., **De Anda, S.**, & Friend, M. (2017, March 4-5). *How Vocabulary Supports Lexical Processing in Young Bilinguals* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.
14. \*Kortright, K., \*Moon, H., **De Anda, S.**, & Friend, M. (2017, March 4-5). *Understanding Variability in Executive Function Skill in Toddlers* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.
13. **De Anda, S.**, Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016, November 4-6). *Lexical Access in the Second Year: A Cross-linguistic Investigation of Mono- and Bilingual Vocabulary Development* [Poster Presentation]. Boston University Conference on Language Development, Boston, MA.
12. \*Enriquez, B., **De Anda, S.**, & Friend, M. (2016, March 5-6). *Code-Switching in Young Spanish-English Bilingual Toddlers and Their Parents* [Poster Presentation]. Student Research Symposium at San Diego State University, San Diego, CA.

11. **De Anda, S.**, Blossom, M., & Abel, A. (2015, November 12-14). *A Complexity Approach to Treatment of Tense and Agreement Deficits in Children with SLI* [Poster Presentation]. American Speech Language & Hearing Science Annual Conference, Denver, CO.
10. \*Lopez, L., \*Alba, L., **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015, March 19-21). *Predicting Language Production at 30 months from Comprehension at 16 and 22 months* [Poster Presentation]. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
9. \*Alba, L., \*Lopez, L., **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015, March 19-21). *Does early receptive vocabulary predict expressive vocabulary at 30 months in Spanish-speaking children?* [Poster Presentation] Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
8. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, November 13-15). *Maternal input and children's vocabulary: A direct comparison between English and Spanish monolingual preschoolers in the US* [Poster Presentation]. Society for Research in Child Development Special Topics Meeting on Parenting At Risk, San Diego, CA.
7. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, September 11-13). *The Language Exposure Questionnaire: Quantifying exposure for research on young infants and children* [Poster Presentation]. Society for Research in Child Development Special Topics Meeting on Developmental Methodology, San Diego, CA.
6. **De Anda, S.**, Abreu-Mendoza, R., Arias-Trejo, N. & Friend, M. (2014, July 3-5). *Vocabulary size and SES effects in Mexican Spanish infant learners* [Poster Presentation]. International Conference on Infant Studies, Berlin, Germany.
5. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, July 3-5). *Factors Affecting Lexical Growth in Spanish Speaking Infants* [Poster Presentation]. International Conference on Infant Studies, Berlin, Germany.
4. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2013, August 1-2). *Assessing the Continuum of L2 Exposure: Effects on Early Vocabulary Comprehension* [Poster Presentation]. NIH Summer Scholars Workshop, Bethesda, MD.
3. **De Anda, S.**, Poulin-Dubois, D., Zesiger, P., & Friend, M. (2013, July 19-22). "Effects of SES and Maternal Input on Early Language: New Evidence from a Direct Assessment of Vocabulary Comprehension." [Poster Presentation]. Workshop on Infant Language Development, San Sebastian, Spain.
2. Friend, M., Zesiger, P., Deak, G., **De Anda, S.**, Conboy, B., & Poulin-Dubois, D. (2013, April 18-20). *Bilingual Language Assessment: Why Direct Assessment Matters* [Poster Presentation]. Society for Research in Child Development, Seattle, WA.
1. **De Anda, S.**, & Friend, M. (2013, April 18-20). *Assessing the Effects of SES and Language Exposure on Early Comprehension* [Poster Presentation]. Society for Research in Child Development Biennial Meeting, Seattle, WA.

## Instructional and Advising Activities

### Current

#### Instructional

#### Courses Taught

\* = graduate, \*\* = undergraduate

#### University of Oregon

CDS 608/620: Evidence Based Practice, Fall, Winter, Spring 2021, 2020, 2019; 38 enrolled\*

CDS 652: Speech Sound Disorders, Fall 2021, 2020, 2019, 2018, 2017, 35 enrolled\*

CDS 450: Language Development, Winter 2020, 70 enrolled\*\*

CDS 631: Practice with Culturally Diverse Populations, Spring 2019, 2020, 35 enrolled\*

CDS 401: Independent Research, Winter 2019, 2020, 2 enrolled\*\*

### Clinical

#### Supervision

Clinical Supervisor, BOOST Bilingual Preschool for Spanish Speaking Children, Summer 2019

Clinical Supervisor, ACE hours for working with interpreters, Winter 2018, 2019, 2020

### Graduate

#### Student

#### Committees

#### University of Oregon

##### Doctoral Dissertations

###### Chair

Sabreen NoorAli, Communication Disorders and Sciences, 2021–present

###### Committee Member

Gabriella Luther, Counseling Psychology and Human Services, 2022–present

Angel (Fang-Yu) Lin, Special Education and Clinical Sciences, 2021–present

Jill Potratz, Linguistics, 2020–present

Qi Wei, Special Education and Clinical Sciences, 2021–2022

Lidia Huerta, Communication Disorders and Sciences, 2019–2021

##### Masters Theses

###### Chair

Anayaset Sandino, Communication Disorders and Sciences, 2022–present

Kavya Murthi, Communication Disorders and Sciences, 2021–2022

###### Committee Member

Kali Mcafferty, Communication Disorders and Sciences, 2021–2022

Alyssa Campos, Communication Disorders and Sciences, 2019–2020

Shaundra Cook, Communication Disorders and Sciences, 2018–2019

Ariel Rice, Communication Disorders and Sciences, 2017–2018

##### Masters Evidence-Based Practice Final Capstone Projects, Communication Disorders and Sciences Program, Faculty Mentor

Ashley Loth, 2022–present

Melanie Hendrickson, 2022–present

Ilsa Trummer, 2022–present

Tamara Smith, 2022–present

Mara Paley, 2021–2022

Dominique D’Orazi, 2021–2022

Giselle Marquez, 2021–2022

Lily Murch, 2020–2021

Rachel Foley, 2020–2021

Lauren Hudgins, 2020–2021

Jessica Johns, 2020–2021

Rachael Dahlen, 2020–2021

Molly McCullough, 2019–2020

Jasmine Guantez, 2019–2020

Iris Chin, 2019–2020  
Maeghan Scriven, 2019–2020  
Laurel Foss, 2018–2019  
Leigh Anderson, 2018–2019  
Laurel Smith, 2018–2019  
Dani Dorroh, 2017–2018  
Anna Coddington, 2017–2018

**Northwestern University**

**Doctoral Candidacy (qualifying research projects)**

**Committee Member (external)**

Hannah Feiner, 2022

Undergraduate  
Student  
Committees and  
Advisees

**Clark Honors College Undergraduate Theses Committee  
Chair**

Abbey Ward, University of Oregon Honors College, 2018 – 2020 \**Thesis earned UO's  
Scientific Frontiers Award*

**Student Mentorship, UO Early Dual Language Development Lab, Faculty Co-Director**

4 graduate and undergraduate students, 2017–2018  
14 graduate and undergraduate students, 2018–2019  
14 graduate and undergraduate students, 2019–2020  
11 graduate and undergraduate students, 2020–2021  
9 graduate and undergraduate students, 2021–present

**Honors and Senior Thesis, Doctoral Student Mentor, co-mentor: Margaret Friend, PhD**

Lauren Thayer, Psychology, San Diego State University, 2016–2018  
Kelly Kortright, Psychology, San Diego State University, 2014–2016  
Laura Alba, Psychology, San Diego State University, 2014–2015  
Lukas Lopez, Psychology, San Diego State University 2014–2015

Previous  
Courses Taught

San Diego State University  
Instructor, SLHS 513: Language Development & Disorders, 2014

University of California, San Diego  
Teaching Assistant, COGS 156: Language Development, 2013  
Teaching Assistant, HDP 120: Language Acquisition, 2013  
Instructional Apprentice, COGS 101C: Cognitive Science & Language, 2011

**Service Activities**

National and Professional Service

**Committees and Advisory Boards**

2021–present Providing Opportunities for Women in Education Research (POWER)  
Mentorship Committee Member

2021–present Network for Equity in Education Policy (NEEP), College of Education, UO  
Standing Member



- 2020–present National Institutes of Health  
 Study Section Member  
 Language and Communication (LCOM)  
 Early Career Development (K) Review  
 Special Small Panel Review
- 2019–present Early Childhood Measures Repository Advisory Board, UO Center for Teaching and Learning and  
 Institute for Child Success  
 Member
- 2019 ASHA Research Mentor-Protégé Award,  
 Faculty Mentor

**Ad Hoc Review**

- 2022–present *Infant Behavior and Development*  
*Perspectives of the Special Interest Groups (American Speech Language and Hearing Association)*
- 2020–present *American Journal of Speech-Language and Hearing Research*  
*Journal of Speech-Language and Hearing Research*
- 2019–present *Language Learning and Development*
- 2017–present *Applied Psycholinguistics*
- 2017–present *Bilingualism: Language & Cognition*
- 2016–present *Journal of Experimental Child Psychology*  
*Child Development*  
*PLoS ONE*  
*British Journal of Developmental Psychology*

University and College Service

- Fall 2022-present University of Oregon, College of Education  
 Dean Search Committee Member
- Winter 2022 Vice President for Research and Innovation Search Committee  
 Facilitator for Faculty Meetings with Finalists
- Spring 2021, Prevention Science Institute  
 Winter 2022 Outreach Coordinator Hiring Committee, Member  
 Promotion Committee, Member
- 2019, 2020 University of Oregon, College of Education  
 Scholarship Review Committee
- Spring 2019 Duck Days Scholarship Event,  
 Invited Faculty
- Spring 2018 Oregon Research Schools Network  
 College of Education Curriculum Committee

Winter 2017, Fall 2019, Spring 2021 National Student Speech-Language and Hearing Association (NSSHLA), Student Outreach, Invited faculty presentation

## Department Service

Spring 2020–present Communication Disorders and Sciences Program Curriculum Review Workgroup, Lead

Spring 2020–present Communication Disorders and Sciences Program Student Recruitment and Retention Workgroup Member

Winter 2019, 2020 Speech-Language Pathology Practice in the Pediatric Setting, Conference Organizer

2017–present Communication Disorders and Sciences Program Equity and Inclusion Committee, Member

2019–present Communication Disorders and Sciences Program Master’s Evidence Based Practice Capstone Projects Lead Coordinator

2018–present 2017 Alternative Education Credits (ACE) Master’s Student Workshops Lead presenter  
Working with interpreters as speech-language pathologists  
Counseling for speech-language pathologists

Summer 2018 Summer Academy to Inspire Learning at UO, Guest Speaker

2017–present Graduate Student Recruitment  
American Speech-Language Hearing Conference, Oregon Speech-Language Hearing Convention

## Community Service and Outreach

### Community Service

2017–present Bilingual parent workshop “Apoyando el aprendizaje de dos idiomas en casa” (“Supporting learning two languages at home”), presentations given for community partners  
Early Childhood Cares (Eugene, OR)  
Camino del Rio Elementary School (Eugene, OR)  
Women Infants and Children (Eugene, OR)  
Relief Nursery (Eugene, OR)  
Centro LatinoAmericano (Eugene, OR)

2017–2019 Language and Play Everyday en español Parent Class, faculty co-lead and supervisor  
Early Childhood Cares (Eugene, OR)

### Committees

2020–present Oregon Saludable: Juntos Podemos COVID-19 Latinx testing campaign, Co-lead of Community Engagement Workgroup

John G. Shedd Institute for the Arts, Hearing Loop Council  
Volunteer

2017–present

### **Awards and Professional Activities**

#### **Awards and Honors**

Dr. Martin Luther King Jr. Social Justice Award Nominee, University of Oregon, Division of Equity and Inclusion, December 2021  
American Speech-Language and Hearing Association Research Mentor-Protégé Award, 2019  
International Congress for Infant Studies, Outstanding Dissertation of the Year, 2018  
American Speech-Language and Hearing Association Lessons for Success Award, 2018  
Society for Language Development, Student Award, 2016  
Boston University Conference on Language Development, Student Travel Fund, 2016  
San Diego State University Center for Cognitive Neuroscience, Travel Fund, 2016  
International Congress for the Study of Child Language, Travel Fund, 2015; 2017  
International Congress for Infant Studies, Travel Funds, 2014  
Speech Language and Hearing Sciences Graduate Student Travel Fund, 2012

#### **Professional Affiliations**

Member, Sigma Xi  
Member, The American Speech-Language-Hearing Association  
Member, The Oregon Speech-Language & Hearing Association  
Member, The Society for Research in Child Development  
Member, International Association for the Study of Child Language