

MARIA ADELAIDA RESTREPO, Ph.D., CCC-SLP
Fulbright Fellow, ASHA Fellow, Professor

CURRICULUM VITAE

Office: Department of Communication
Sciences and Disorders
University of South Florida

Phone: (813) 396-9123
E-Mail: marestrepo@usf.edu

Education

University of Arizona, Tucson

Ph.D., Speech-Language Pathology, December 1995

University of Massachusetts, Amherst

M.A., Communication Disorders in Speech-Language Pathology, February 1986

University of Florida, Gainesville

B.A., Communication Sciences and Disorders, June 1983

Santa Fe Community College, Gainesville

AA and AS in Special Education, December 1981

Professional Positions

Academic

Professor and Chair, Department of Communication Sciences and Disorders, University of South Florida

August 2022- Present (tenured)

Professor and Associate Dean for Research Operations, College of Health Solutions, Arizona State University

July 2021 – June 2022 (tenured)

Professor and Assistant Dean for Research, College of Health Solutions, Arizona State University

August 2018 – June 2021 (tenured)

Professor, Speech and Hearing Sciences Program, College of Health Solutions, Arizona State University

May 2014 – June 2022 (tenured)

Associate Professor, Department of Speech and Hearing Sciences, Arizona State University

July 2004 – May 2014 (tenured)

Faculty in Ph.D. Program in Applied Linguistics, Arizona State University,

July 2006 – 2018

Associate Professor, Department of Communication Sciences and Disorders, University of Georgia,

June 2001 - May 2004 (tenured)

Adjunct Faculty Program, Faculty of Education, Neurodevelopment Doctoral Program, Universidad de

Antioquia, Medellin, Colombia - August 2001 - 2011

Assistant Professor, Department of Communication Sciences and Disorders, University of Georgia,

November 1995 - April 2001

Other Professional Employment

NIH Doctoral Fellow, Department of Speech and Hearing Sciences, University of Arizona
1991 - 1995

Speech-Language Pathologist (per diem), Carondelet Health Systems, Tucson, AZ
1990- 1995

Speech-Language Pathologist-Bilingual Program Coordinator, Holyoke Hospital, Holyoke, MA
1987 - 1989

Speech-Language Pathologist, Western Massachusetts Speech and Language Associates, Springfield, MA
1985 - 1987

RESIDENT INSTRUCTION

Arizona State University

- SHS 790: Doctoral Seminar, Presenting your work, Grant Writing, Preparing for post doc and faculty job seminar
- SHS 591/588: Spanish/Bilingual Language Acquisition
- SHS 591: Language Assessment
- SHS 591/597: Bilingual Speech-Language Assessment and Intervention
- SHS 498: Undergraduate Research Seminar
- SHS 367: Language Science
- SHS 105: Introduction to Speech and Hearing Science
- SHS 702: Doctoral Research

The University of Georgia

- CMSD 4000: Multicultural Issues in CSD; Bilingual Issues in CSD
- CMSD 4130: Language Science
- CSD 450/650: Language Development
- CSD 452/4520: Introduction to Language Disorders
- CMSD 6550: Language Assessment and Intervention in School-Age Children
- CMSD 6740: Articulation and Phonological Disorders
- CSD 734: Language Assessment and Intervention with Preschool Children
- CSD 805: Graduate Seminar: Language Acquisition and Disorders
- CSD 704: Supervision

Student Mentorship at ASU

Doctoral Chair ASU

Norah Almurbark – current

Sindhu Chennupati – current – starting year 3

Theresa Mohen – current – Starting year 3

Mariana Silva – current – year 4

Melissa Pierce – August 2022

Beatriz De Diego –June 2019

Maria Lourdes Martinez Nieto – July 2018

Davis Henderson – May 2017

Ashley Adams – July 2017

Carol Mesa – July 2015

Ekaterina Smyk – May 2012

Maria Kapantzoglou – August 2012

Gareth Morgan – November 2011

Master Chair -ASU

Megan Figueroa – May 2012

Honor student Chair ASU

Katie Swartz – current

Emilia Buñuelos – 2021

Stephanie Edem – December 2020

Paige Elder – May 2020

Olga Fernandez - May 2013

Morgan Olsen - May 2012

SCHOLARLY ACTIVITIES

PUBLICATIONS (*invited)

Books

Gutiérrez-Clellen, V., Simón Cerejido, G., & Restrepo, M. A. (2013). *Improving the Vocabulary and Oral Language of Bilingual Latino Preschoolers: An Intervention for Speech-Language Pathologists*. Plural Publishing.

Florez, R., Restrepo, M.A., and Schwanenflugel, P. (2007). *Alfabetismo emergente: Investigación teoría y práctica. El case de la lectura*. Bogotá, Colombia: Universidad de Colombia. Unibiblos.

Chapters in books

*Restrepo, M.A. & Pierce, M. (2022). Professional development practices and content for professionals working with preschool dual language learners. In B. Goldstein (Ed). *Bilingual Language Development and Disorders in Spanish-English Speakers*. Baltimore: Brooks.

*Restrepo, M.A. & Castilla-Earls, A.P (2022). Grammatical impairments in Spanish-English speaking children. In B. Goldstein (Ed.). *Language Development: A focus on the Spanish-English Speaker*. Baltimore: Brooks.

*Restrepo, M.A. & Castilla-Earls, A.P. (2021). Language Learning and Language Disabilities: Equity Issues in the Assessment of Young Bilingual Learners. In *Language, Learning, and Disability: Issues and Opportunities in the Education of Young Bilingual Children*. Castro, D. & Ariles, A. (Eds). Multilingual Matters

*Restrepo, M.A., Adams, A. & Barragan, B. (2017). Bilingualism and Communication Disorders. In R. Heredia & J. Altarriba, (Eds). *An Introduction to Bilingualism: Principles and Processes*.

Martinez-Nieto, L., & Restrepo, M. A. (2017). Diferencias individuales en el antenimiento del español: un análisis de gramaticalidad. In C. Rojas-Nieto, & V. Oropeza-Gracia, *Diferencias Individuales En La Adquisición Del Lenguaje*. Instituto de Investigaciones Filológicas, Universidad Nacional Autónoma de México. México.

*Glenberg, A., Walker, E., & Restrepo, M.A. (2016) EMBRACING Dual Language Learners. In S. Crossley & D. McNamara (Eds). *Educational Technologies* (pp. 268-275).

*Restrepo, M.A., and Gutierrez-Clellen, (2012). Grammatical impairments in Spanish-English speaking children. In E. Goldstein (Ed). *Bilingual Language Development and Disorders in Spanish-English Speakers* (pp. 213-232) Baltimore: Brooks.

*Restrepo, M.A., and Gray, S. (2012). Professional development practices and content for professionals working with preschool dual language learners. In B. Goldstein (Ed). *Bilingual Language Development and Disorders in Spanish-English Speakers*. (pp. 365-378). Baltimore: Brooks.

*Restrepo, M.A., Morgan, G.P., and Smyk, E. (2010). Bilingual language impairment. In Guendouzi, F. Locke, M. Williams (Eds.). *The Handbook of Psycholinguistics & Cognitive Processes: Perspectives in Communication Disorders*. (pp. 515-531). Philadelphia: Taylor & Francis.

*Morgan, G., Restrepo, M.A., and Auza, A. (2009). Variability in the grammatical profile(s) of Spanish-speaking children with specific language impairment. In J. Grinstead (Ed.). *Hispanic Child Languages: Typical and Impaired Development*. (pp. 283-302). Philadelphia: John Benjamin's.

*Restrepo, M.A., and Dubasik, V. (2007). Language and literacy practices for English language learners in the preschool setting. In C.A. Bukelich (Ed.). *Creating Preschool Centers of Excellence in Language and Literacy*. (pp. 242-260). New York: Guildford.

* Restrepo, M.A., and Castilla, A.P. (2007) Language elicitation in Latino children. In J. Centeno, L. Obler, R. Anderson (Eds.). *Studying Communication Disorders in Spanish Speakers: Theoretical Research and Clinical Aspects*. (pp. 127-141). Tonawanda: Multilingual Matters.

- *Schwanenflugel, P.J., Hamilton, C.E., Bradley, B.A., Ruston, H.P., Neuharth-Pritchett, S., and **Restrepo**, M.A. (2005). Classroom practices for vocabulary enhancement in kindergarten: Lesson from PAVED for Success. In E.H. Hiebert, M. Kamil (Eds.). *Bringing Scientific Research to Practice: Vocabulary*. (pp. 155-177). New York: Lawrence Erlbaum Associates.
- ***Restrepo**, M.A., and Gutierrez-Clellen (2004). Grammatical impairments in Spanish-English speaking children. In B. Goldstein (Ed.). *Language Development: A focus on the Spanish-English Speaker*. (pp. 213-234). Baltimore: Brooks.
- *Kayser, H., and **Restrepo**, M.A. (1995). Language elicitation and analysis. In H. Kayser (Ed.). *Bilingual Speech-Language Pathology: A Hispanic Focus*. (pp. 265-288). San Diego: Singular Press.

Journal Articles (published or in press)

Language and Reading Research Consortium (LARRC), Restrepo is a member of the consortium

- Bernstein, K. A., Van Huisstede, L., Marley, S. C., Gao, Y. Pierce-Rivera, M., Ippolito, E., **Restrepo**, M. A., Millinger, J., Brantley, K., & Gantwerker, J. (2024). Gesture like a kitten and you won't forget your tale: Drama-based, embodied story time supports preschoolers' narrative skills. *Early Childhood Research Quarterly*, 66, 178–190.
<https://doi.org/10.1016/j.ecresq.2023.10.004>
- Spencer, T.D., Moran, M., Petersen, D., Thompson, M., **Restrepo**, M.A. (in press). A Design-Based Implementation Study of a Preschool Spanish-English Multitiered Language Curriculum. *Journal for the Study of Education and Development*
- Sanabria, A., **Restrepo**, M.A., Peter, B., Valentin, A., Glenberg, A. (2023). Relationships among motor, first, and second language skills among bilingual children with language disorders. *Journal of Speech, Language, and Hearing Research*, 66, pp 3536-3549. https://doi.org/10.1044/2023_JSLHR-23-00043
- Martinez-Nieto, L., Moen, T., Pierce, M., & **Restrepo**, M. A. (2023). The use of mazes over time in Spanish heritage speakers in the US. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1125131>.
- Spencer, T., Thompson, M.S., Petersen, D.B, Liu, Y; **Restrepo**, M.A. (2023). Reliability and Validity Evidence for the English and Spanish Preschool Narrative Language Measures Listening. *Early Childhood Research Quarterly*, Volume 64, 2023, pp 148-161, <https://doi.org/10.1016/j.ecresq.2023.02.005>.
- Gómez, L. **Restrepo**, M. A., Glenberg A. M. & Walker, E. (2023) Enhancing Question-Asking during Shared Reading in Immigrant Latino Families, *Journal of Latinos and Education*. DOI: [10.1080/15348431.2021.1971084](https://doi.org/10.1080/15348431.2021.1971084)
- Graham, S., Silva, M., & **Restrepo**, M.A. (2022). A meta-analysis: Effective reading instruction for emergent bilingual students. *Reading & Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-022-10399-8>
- LARRC**, Lo, M., & Xu, M. (2022). Impacts of the Let's Know! curriculum on the language and comprehension-related skills of prekindergarten and kindergarten children. *Journal of Educational Psychology*.
- Runnion, E., Pierce, M., **Restrepo**, M.A. (2022). Measuring English Narrative Microstructure in Preschool Dual Language Learners. *Language Speech and Hearing Services in the Schools*. https://doi.org/10.1044/2021_LSHSS-21-00107
- Adams, A. Glenberg, A., **Restrepo**, M.A., Walker, E. (2022). A reading comprehension intervention for DLLs with weak language and reading skills. *Journal of Speech, Language and Hearing Research*.
https://doi.org/10.1044/2021_JSLHR-21-00266
- Murphy, K.A., Springle, A.P., Sultani, M.J. McIlraith, & **LARRC** (2022). Predicting Language Performance from Narrative Language Samples. *Journal of Speech Language and Hearing Research*.
https://doi.org/10.1044/2021_JSLHR-21-00262
- Currie, N. K., Francey, G., Davies, R., Gray, S., Bridges, M. S., **Restrepo**, M. A., Thompson, M. S., Ciraolo, M. F., Hu, F., & Cain, K (2021). The process and product of coherence monitoring in young readers: Effects of reader and text characteristics. *Scientific Studies of Reading*, 25, 141-158.
- Martinez-Nieto, L. & **Restrepo**, M. A. (2022). Production and comprehension of grammatical gender by Spanish- heritage speakers: Evidence from accusative clitic pronouns. *International Journal of Bilingualism*. pages 1-19. <https://doi.org/10.1177/13670069211057318>
- Yeomans-Maldonado, G., Mesa, C., & **LARRC** (2021). The association of the home literacy environment and parental reading beliefs with oral language growth trajectories of Spanish-English bilingual children. *Journal of Early Childhood Research Quarterly*. Volume 57, 2021, Pages 271-284,
<https://doi.org/10.1016/j.ecresq.2021.07.001>.
- Pierce, M. & **Restrepo**, M.A. (2021). A review of the Narrative Language Measure –Spanish version for Use with Spanish-speaking children. *Revista de Logopedia*, Volume 41, Pages 197-203.
<https://doi.org/10.1016/j.rifa.2021.02.001>
- Lekshmi Narayanan, A. B, Gomez, L., Nguyen, T., Lim, J. E., **Restrepo**, M. A., Blais, C., Glenberg, A., & Walker, E. (2021). Parent-EMBRACE: An Adaptive Dialogic Reading Intervention. AIED2021

- Martinez Nieto, L. & Restrepo, M. A. (2021). Grammatical Gender in Spanish Child Heritage Speakers: Incomplete or Different Acquisition? *Linguistic Approaches to Bilingualism*.
<https://doi.org/10.1075/lab.20042.mar>
- De Diego, B., Pittman, A., & Restrepo, M.A., (2021). Is Oral Bilingualism an Advantage for Word Learning in Children with Hearing Loss? *Journal of Speech, Language, and Hearing Research*. (pp. 1-14)
https://doi.org/10.1044/2020_JSLHR-20-00487
- LARRC, Mesa, C., & Yeomans-Maldonado, G. (2021). Predictors of 3 Grade Reading Comprehension in Bilingual Children. *Journal of Speech, Language, and Hearing Research*. 64, pp 889- 908
https://doi.org/10.1044/2020_JSLHR-20-00379. Lead author
- Currie, N., Francey, G., Davies, R., Gray, S., Bridges, M.S., Restrepo, M.A., Thompson, M.S., Ciraolo, M.F, Hu, J., & Cain, K. (2021). The Process and Product of Coherence Monitoring in Young Readers: Effects of Reader and Text Characteristics, *Scientific Studies of Reading*, 25, 141-158 ,DOI: [10.1080/10888438.2020.1831503](https://doi.org/10.1080/10888438.2020.1831503)
- Armon-Lotem, S., Restrepo, M.A., Lipner, M., Ahituv-Shlomo, P., & Altman, C. (2020). Vocabulary Gains in Bilingual Narrative Intervention (BINARI). *Language Speech and Hearing Services in the Schools*. 52, 436-448.
https://doi.org/10.1044/2020_LSHSS-19-00117
- De Diego-Lazaro, B., Winn, K., Restrepo, M. A. (2020). Cultural Competence and Self-Efficacy after Study Abroad Experiences. *American Journal of Speech-Language Pathology*,
https://doi.org/10.1044/2020_AJSLP-19-00101.
- De Diego, B. & Restrepo, M.A. (2020). Auditory Intervention in Late-Identified Children with Hearing Loss. *Communication Disorders Quarterly*. <https://doi.org/10.1177/1525740120915427>
- De Diego, B. & Restrepo, M.A. (2020). Oral Expressive Outcomes in Late-Identified Children with Hearing Loss. *Communication Disorders Quarterly*. <https://doi.org/10.1177/1525740120915429>
- Castilla-Earls, A., Fabiano-Smith, L., Rojas, R., Pruitt-Lord, S., Bedore, L., Restrepo, M.A., Peña, E. (2020). Beyond Scores: Determining Eligibility for Dual Language Learners for Speech and Language Services. *American Journal of Speech-Language Pathology*. https://doi.org/10.1044/2020_AJSLP-19-00179
- Spencer, T. D., Moran, M. K., Thompson, M. S., Petersen, D. B., & Restrepo, M. A. (2020). Early efficacy of multi-tiered dual language instruction: Promoting preschoolers' language comprehension skills in Spanish and English. *AERA Open*, 6, 1, 1-16. <https://doi.org/10.1177/2332858419897886>
- LARRC, Jiang, H., and Logan, J. (2019). Improving Reading Comprehension in the Primary Grades: Mediated Effects of a Language-Focused Classroom Intervention. *Journal of Speech Language and Hearing Research*, 62(8), 1-17.
https://doi.org/10.1044/2019_JSLHR-L-19-0015
- Castilla-Earls, A., Perez-Leroux, A. T., Nieto, L., Restrepo, M. A. & Barr, C. (2019). Vulnerability of Clitics and Articles in Typically Developing Bilingual Children. *Bilingualism, Language and Cognition*.
<https://doi.org/10.1017/S1366728919000610>
- Adams, A. M., Glenberg, A., & Restrepo, M. A. (2019). Embodied reading in a transparent orthography. *Learning and Instruction*, 62, 27-36. <https://doi.org/10.1016/j.learninstruc.2019.03.003>
- LARRC, Mesa, C. & Yeomands-Maldonado, G. (2019). The Role of Prek Spanish in Predicting First Grade English Decoding in a sample of Dual Language Learners. *Journal of Speech, Language, and Hearing Research*, 62(6), 1755-1774.
https://doi.org/10.1044/2019_JSLHR-L-17-0146
- Mesa, C. & Restrepo, M. A. (2019). Effects of a Family Literacy Program for Latino Parents: Evidence from a Single Subject Design. *Language Speech and Hearing Services in the Schools*, 50(3), 356-372.
https://doi.org/10.1044/2018_LSHSS-18-0035
- de Diego-Lázaro, B., Restrepo, M. A., Sedey, A. L., & Yoshinaga-Itano, C. (2019). Predictors of Vocabulary Outcomes in Children Who Are Deaf or Hard of Hearing from Spanish-Speaking Families. *Language Speech Hearing Services in the Schools*, 50(1) 113-125. https://doi.org/10.1044/2018_LSHSS-17-0148
- LARRC & Muijselaar, M. M. L. (2018). The dimensionality of inference making: Are local and global inferences distinguishable? *Scientific Studies of Reading*, 22, 117-136
- LARRC, Jiang, H., Logan, J. A., & Jia, R. (2018). Modeling the Nature of Grammar and Vocabulary Trajectories from Prekindergarten to Third Grade. *Journal of Speech Language and Hearing Research*, 61(4), 910-923.
https://doi.org/10.1044/2018_JSLHR-L-17-0090
- Henderson, D., Restrepo, M.A., Aiken, L. (2018). Dynamic Assessment of Narratives Among Navajo Preschoolers. *Journal of Speech and Hearing Research*, 61(10), 2547-2560. https://doi.org/10.1044/2018_JSLHR-L-17-0313
- LARRC, Yeomands- Maldonado, G., Bengochea, A., Mesa, C. (2018). The Dimensionality of Oral Language in Kindergarten Spanish-English Dual Language Learners. *Journal of Speech and Hearing Research*, 61(11), 2779-2795.

https://doi.org/10.1044/2018_JSLHR-L-17-0320

- Spencer, T., Peterson, D., Thompson, M. & **Restrepo**, M.A. (2018). The Effect of Spanish and English Narrative Intervention on the Language Skills of Young Dual Language Learners. *Topics of Early Childhood Special Education*, 38(4), 204-219. <https://doi.org/10.1177/0271121418779439>
- Adams, A. M., Glenberg, A. M., & **Restrepo**, M. A. (2018). Moved by Reading in a Spanish-Speaking, Dual Language Learner Population. *Language Speech Hearing Services in the Schools*, 49(3), 582-594. https://doi.org/10.1044/2018_LSHSS-16-0032
- LARRC**, Jiang, H., Logan, J. A., & Jia, R. (2018). Modeling the nature of grammar and vocabulary trajectories from pre-kindergarten to third grade. *Journal of Speech, Language, and Hearing Research*, 61, 910-923. doi: 10.1044/2018_JSLHR-L-17-0090. PubMed PMID: 29642241.
- LARRC**, Farquharson, K., & Jiang, H. (2018). Are memory and attention equally important for reading and listening comprehension? A developmental comparison. *Reading and Writing*. 31, 1449-1477.
- Barragan, B., Martinez-Nieto, M. L, Castilla, A., **Restrepo**, M.A. & Gray, S. (2018). Performance of Low-Income Spanish-English Bilingual Children in English-only Schools on the CELF-4 edition Spanish. *Language Speech and Hearing Services in the Schools*, 49(2), 292-305. https://doi.org/10.1044/2017_LSHSS-17-0013
- LARRC**, Jiang, H., & Davis, D. (2017) Let's Know! Proximal Impacts on Prekindergarten through Grade 3 Students' Comprehension-Related Skills, *The Elementary School Journal*, 118(2), 117-206. <http://www.journals.uchicago.edu/doi/abs/10.1086/694220>
- LARRC** & Muijselaar, M. M. L. (2017). The dimensionality of inference making: Are local and global inferences distinguishable? *Scientific Studies of Reading*, 22(2), 117-136. <https://doi.org/10.1080/10888438.2017.1371179>
- LARRC** & Logan, J. (2017). Pressure points in reading comprehension: A quantile multiple regression analysis. *Journal of Educational Psychology*, 109(4), 451-464. <http://dx.doi.org/10.1037/edu0000150>
- LARRC** & Yeomans-Maldonado, G. (2017). Development of comprehension monitoring in beginner readers. *Reading and Writing*. doi:10.1007/s11145-017-9765-x **LARRC** (2017). Oral language and listening comprehension: Same or different constructs? *Journal of Speech, Language, and Hearing Research*, 60(5), 1273-1284. https://doi.org/10.1044/2017_JSLHR-L-16-0039
- Walker, E., Wong, A., Fialko, S., **Restrepo**, M. A., & Glenberg, G. (2017). EMBRACE: Applying Cognitive Tutor Principles to Reading Comprehension. To appear in Proc. 18th International Conference on Artificial Intelligence in Education. 10331 LNAI, 578-581. http://doi.org/10.1007/978-3-319-61425-0_68
- Kapantzoglou, M., Fergadiotis, G., **Restrepo**, M.A. (2017). Language Sample Analysis and Elicitation-Technique Effects in Bilingual Children with and without Language Impairment. *Journal of Speech and Hearing Research*, 60(10), 2852-2864. https://doi.org/10.1044/2017_JSLHR-L-16-0335
- Walker, E., Adams, A., **Restrepo**, M. A., Fialko, S., & Glenberg, A. M. (2017). When (and how) interacting with technology-enhanced storybooks helps dual language learners. *Translational Issues in Psychological Science*, 3(1), 66-79. <http://dx.doi.org/10.1037/tps0000100>
- LARRC**, Arthur, A., & Davis, D. L. (2016). A pilot study of the impact of double-dose robust vocabulary instruction on children's vocabulary growth. *Journal of Research on Educational Effectiveness*, 9(2), 173-200. <https://doi.org/10.1080/19345747.2015.1126875>
- Gray, S. & **Restrepo**, M.A. (2016). Listening comprehension predictors, assessment & Intervention. *Topics in Language Disorders*, 36(4), 307-311. <https://doi.org/10.1097/TLD.000000000000106>
- Bishop DVM, Snowling MJ, Thompson PA, Greenhalgh T, CATALISE consortium (2016) CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. Identifying Language Impairments in Children. *PLoS ONE* 11(7), e0158753. <https://doi.org/10.1371/journal.pone.0158753>
- Castilla-Earls, A. Perez-Leroux, A.T., **Restrepo**, M.A., Gale, D., & Chen, Z. (2016). The Complexity of the Spanish Subjunctive in Bilingual Children with SLI. *Language Acquisition*, 1-13. <https://doi.org/10.1080/10489223.2016.1192636>
- Castilla-Earls, A., **Restrepo**, M. A., Perez-Leroux, A.T., Gray, S. & Holmes (2015). Interactions Between Bilingual Effects and Language Impairment: Exploring Grammatical Markers in Spanish-Speaking Bilingual Children. *Applied Psycholinguistics*, 37(5), 1147-1173. <https://doi.org/10.1017/S0142716415000521>
- Kapantzoglou, M., Thompson, M. S., Gray, S., & **Restrepo**, M.A. (2015). Assessing Measurement Invariance for Spanish Sentence Repetition and Morphology Elicitation Tasks. *Journal of Speech Language and Hearing Research*, 59(2), 254-266. https://doi.org/10.1044/2015_JSLHR-L-14-0319
- Kapantzoglou, M., **Restrepo**, M.A., Gray, S., Thompson, M. S., & Gorin, J. (2015). Language ability groups in bilingual children: A latent profile analysis. *Journal of Speech, Language, and Hearing Research*, 58(5), 1549-1562. https://doi.org/10.1044/2015_JSLHR-L-14-0290

- LARRC**, Johanson, M., & Arthur, A. (2015). Improving the language skills of Pre-Kindergarten students: Preliminary impacts of the Let's Know! Experimental curriculum. *Child and Youth Care Forum*, 45(3), 367-392. <https://doi.org/10.1007/s10566-015-9332-z>
- LARRC** (2015). The dimensionality of language in young Spanish-English dual language learners. *Journal of Speech, Language, and Hearing Research*, 55(3), 745-766. https://doi.org/10.1044/2015_JSLHR-L-13-0266
- LARRC** (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly*, 50, 151-169.
- LARRC** (2015). The dimensionality of language ability in young children. *Child Development*, 86(6), 1948-1965. <https://doi.org/10.1111/cdev.12450>
- LARRC** (2014). Use of the curriculum research framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *Elementary School Journal*, 11(3), 459-486.
- LARRC**, Pratt, A. & Logan, J. (2014). Improving language-focused comprehension instruction in primary-grade classrooms: impacts of the let's know! experimental curriculum. *Educational Psychology Review*, 26(3), 357-377. <https://doi.org/10.1007/s10648-014-9275-1>
- Smyk, E., **Restrepo, M. A.**, Gorin, J., Gray, S. (2013). Development and validation of the Spanish-English language proficiency scale (SELPS). *Language Speech and Hearing Services in the Schools*, 44(3), 252-265. [https://doi.org/10.1044/0161-1461\(2013/12-0074\)](https://doi.org/10.1044/0161-1461(2013/12-0074))
- Restrepo**, M.A., Morgan, G., & Thompson, M. (2013). The efficacy of a Vocabulary Intervention for Dual Language Learners with language impairment. *Journal of Speech, Language and Hearing Research*, 56(2), 748-765. [https://doi.org/10.1044/1092-4388\(2012/11-0173\)](https://doi.org/10.1044/1092-4388(2012/11-0173))
- Morgan, G.P., **Restrepo**, M.A., and Auza, A. (2013). Spanish morphology of bilingual and monolingual children with and without language impairment. *Bilingualism: Language and Cognition*, 16(3), 578-593. <https://doi.org/10.1017/S1366728912000697>
- Restrepo**, M.A., Morgan G., Auza, A. & Barragan, B. (2012). Diferencias y semejanzas en la morfología del español entre niños bilingües y monolingües con y sin trastornos de lenguaje. [Differences and similarities in the morphology of bilingual and monolingual children with language impairment.] Published Abstract. *Revista Neuropsicología, Neuropsiquiatría y Neurociencias*, 12, 59-60.
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Works under preparation or under review

- Lipner, M., Armon-Lotem, S., **Restrepo**, M. A., & Altman, C. (Submitted). Effect of Bilingual Narrative Intervention (BINARI) on Narrative Skills in the Home Language of Bilingual Kindergarten Children. *Journal of Bilingualism Language and Cognition*.
- Hoge, R., McIlraith, A. **LARRC** (Submitted). The Relation between Preschool Spanish Ability and Third Grade English Reading: A Latent Profile Analysis. *Journal of Speech and Hearing Research*.

GRANTS

University of South Florida

- Preparing Multilingual, Multicultural Leaders in Special Education Related Careers. **Restrepo**, M.A. (PI), Lopez, L., Carlo, M. (2024-2029). OSEP Doctoral Training Grant (\$750,000). Submitted.
- Bernstein, K. Millinger, Rotheram-Fuller, Marley, van Huisstede, Brantley, Gantwerker, Salazar, Edington, **Restrepo**, M.A. (CoPI) (2023-2024) EYEPlay ADAPT: Expanding A University-Theater-School District Partnership to Support Early Literacy for Preschoolers with Diverse Abilities through Drama. Spencer Foundation. Funded
- The impact of dual language models in Bilingual Narrative Intervention (BiNari) of learning on cognitive-linguistic skills (2021-2024). Armon-Lotem, S., Altman, C., & **Restrepo**, M.A (PI at USF). Binational Science Foundation. (\$250,000). Funded Moved from AZ to FL
- Reducing Hearing Health Disparities through Culturally Responsive Care: Efficacy of the Culturally Responsive Hearing Health Care (CURE-HHC). Arnold, M. (PI). National Institutes of Health - NIDCD (\$3,233,690) Submitted. Role (CoI).

Arizona State University

- Validation of the Spanish Dyslexia Screener Questionnaire. **Restrepo**, M.A.(PI), Gray, S., Carter, J., Allan, C., Khurana, N. (July 1, 2021-December 31, 2023). Flinn Foundation (\$100,000). Not funded.
- Development of a Universal Screening Test for Dyslexia for use in Pediatricians' Offices – Dyslexia Screening Questionnaire (DysQ) – Phase II (October, 2021 - September, 2022). Allen, C., Carter, J. **Restrepo**, M.A. (PI for ASU), Khurana, N., Gray, S., Stull, T. Leadership Circle, (\$150,000). Funded
- Can Drama Support Early Literacy?: An Experimental Evaluation of Early Years Educators at Play. Bernstein, K, Marley, S., Kelley, M., **Restrepo**, M.A. Brady Education Foundation. (\$300,000). Not funded.
- Preschool Intervention for Embodied Story Telling (2021-2022). Pierce, M. & **Restrepo**, M.A. Doctoral Dissertation. Health and Human Services. Office of Children and Families. (\$25,000). Funded 90YR0124
- The impact of dual language models in Bilingual Narrative Intervention (BiNari) of learning on cognitive-linguistic skills (2021-2024). Armon-Lotem, S., Altman, C., & **Restrepo**, M.A (PI at ASU). Binational Science Foundation. (\$250,000). Funded
- Speech, Language and Learning Interventions Virtual Research Symposium (2021). **Restrepo**, M. A., Gray, S. Calvin, K., Pierce, M., & McGee, S. Josiah May Foundation. (\$12,150). Not funded
- Profiling Atypical Bilingual Language Acquisition (2021-2026). **Restrepo**, M. A. & Castilla-Earls, A.P. National Institutes of Health. NIDCD. (\$3,786,297). Not funded.
- Validating the Dyslexia Screening Questionnaire for Spanish-Speaking Children (2021-2022). **Restrepo**, M.A., Gray, S., Carter, J., & Kurana, N. (2021-2022). Women in Philanthropy, (\$100,000). Not funded
- Validation of the Dyslexia Screening Questionnaire (2021). **Restrepo**, M.A., Gray, S., Carter, J., Khurana, N. Community Seed Grant, College of Health Solutions (\$20,000). Funded.

- Development and Testing of EYEPlay Onlin2: An Innovative Approach to Providing Virtual Professional (2021-2024). Development. U. S. Department of Education. Marley, S., Berenstain, K., Kelly, M. **Restrepo**, M.A. (\$1,999,894). Not funded.
- Preparing Researchers in early Intervention for children with Disabilities who are from multicultural Environments (PRIDE). Scherer, N. (PI). Alt, M., **Restrepo**, M.A., Fabiano, L. *OSEP Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA # 84.325D)*. H325D190062. Jan. 2020--Dec 2025 (\$3,000,000).
- Profiling Atypical Bilingual Language Acquisition (2020-2025). Restrepo, M.A. (PI), Castilla, A.P. Martinez-Nieto, L. (CoIs) (\$3,614,797.00). NIDCD. Not funded.
- Parent-EMBRACE: An Embodied ITS for Improving Comprehension during Parent-Child Shared Reading (2019-2021). Glenberg, A. (PI) Restrepo, M.A. (CoPI), Walker, E. (CoPI), Blais, C. (CoPI). (\$749,925). 1917636 National Science Foundation
- Supporting Early Language Development of Preschool Children with Drama Integration. Marley, S. (PI). Kelly, M., Bernstein, K., **Restrepo**, M.A. Adams, K., Kilnic, S. (10/2018-9/2022). Assistance for Arts Education Development and Dissemination. (\$2,228,135.00)
- Simultaneous Cognitive Augmentation of Two Generations Using an Embodied ITS (2019-2023). Glenberg, A (PI). Blais, C., **Restrepo**, M.A., Walker, E. (CoPIS). National Science Foundation – The Future of Work. (\$2,998,000) Not funded
- Monolingual and Bilingual Reading Comprehension in Middle and High School Students (2018-2023). Bridges, M. (PI). Gray, S., Cain, K., Thompson, M., **Restrepo**, M.A. (CoI). NIH. (\$1,075,639) Funded
- Reading Comprehension in Monolingual and Bilingual Children (2017-2022). Gray, S. (PI), Bridges, M., Cain, K., Green, S., **Restrepo**, M.A. (CoI). NIH. (\$2,821,233) Funded
- EMBRACE IT: Leveraging Background Knowledge to Enhance DLL Reading Comprehension. Glenberg, A. (PI), **Restrepo**, M.A and Walker, E. (CoIs) (2018-2023). \$3,622,285. Not funded
- Narrative Response to Intervention in Bilingual Children. Altman. C. (PI). Armon-Lotem, S., **Restrepo**, M.A., & Walters, J. (CoPIs) (2018-2019). Spencer Foundation, Small Grants Program. Submitted at Bar-Ilan University (\$50,000). Not funded
- Preparing intervention specialists for multilingual multicultural settings (PrISMS). Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Scherer, N.(PI) Helms-Tillery, K. **Restrepo**, M.A. Preparation in Special Education, Early Intervention, and Related Services (84.325K) Competition, OSEP. Sept 2016--Aug 2021 (\$1,200,000). Funded
- Bilingual narrative intervention among Russian-Hebrew and English-Hebrew preschool children. Altman, C. Walters, J. & **Restrepo**, M. A. Israel Science Foundation (2018-2022)
- EMBRACE IT: An Intelligent Tutoring System Intervention for Science Reading Comprehension of Dual Language Learners (2018-2022). \$1,499,993. Submitted to the National Science Foundation. Not funded
- EMBRACE IT: Leveraging Background Knowledge to Enhance DLL Reading Comprehension. Glenberg, A. (PI), **Restrepo**, M.A and Walker, E. (CoPIs) (2018-2023). \$2,909,000. Submitted to NIH. Not funded
- Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. Gray, S. (PI). Graham, S., Harris, K., Artiles, A., & **Restrepo**, M.A (CoPIs). US Department of Education (OSEP). Funded
- EMBRACE to Enhance Literacy Outcomes in Latino Families. **Restrepo**, M.A (PI). Glenberg, A., Walker (CoPIs). WT Grant Foundation. Not funded
- Dynamic assessment of Navajo Children’s Narratives. **Restrepo**, M.A. & Henderson, D. (2015-2017). Head Start Doctoral Dissertation \$25,000
- EMBRACEing Parents and Children to Enhance English Reading Comprehension. Glenberg PI, **Restrepo** & Walker CoPIs. (2017-2018) \$99,382.00. Women in Philanthropy
- Preparing Intervention Specialists for Multilingual Multicultural Settings (PrISMS). Scherer, N. (PI). **Restrepo**, M. A., Helms-Tillery, K. (2017 -2021). (\$1,197,184). *Personnel Preparation in Special Education, Early Intervention, and Related Services Focus Area C. Office:*
- Cognitive, Psychological, and Ecological Factors Underlying Reading Comprehension in Monolingual and Bilingual Children (2017-2023) Gray, S. (PI). Cain, K., Bridges, M. Green, **Restrepo**, M. A. NIH. Funded
- **Restrepo** Fulbright Scholars (November 2017-February 2018). The Effects of Response to Intervention in Language Minority Children in Israel. Applied August 2016. Funded. (October 2017-March 2018)

- Preschool EMBRACE: An adaptive technology across the classroom and home to improve language comprehension of low-income, Dual Language Learners (2017-2021). **Restrepo**, M.A. (PI), Walker, E. & Glenberg, A. Institute of Education Sciences (\$1,600,000). Not funded
- Understanding and improving Reading Comprehension. Gray, S. (PI). Green, S., Cain, K., Logan, J. (PIs of individual projects or data core). **Restrepo**, M. A. (Investigator project 1). P01 Submitted to NIH. Not funded
- Bilingual English Spanish Screener for Language Impairment (BESSLIC). **Restrepo**, M.A. (PI), Branum-Martin, L., Grey, S. Submitted. Institute of Education Sciences. \$1,600. Not funded
- Development of a Dual Language Narrative Curriculum for Dual Language Learners (2014-2017). Spencer, T. (PI), Petterson, D (CoPI). & **Restrepo**, M.A. (CoPI). Institute of Education Sciences (R305A140093). Funded. \$1,600,000.00
- DIP: EMBRACEing English Language Learners with Technology (2013-2017). Glenberg, A. (PI), **Restrepo**, M. A. (CoPI), and Walker, E. (CoPI). National Science Foundation (1324807). Funded \$1,349,915.00
- Effective Teachers and Effective Teacher Education (2013-2017). Connor, C. (PI). Carlisle, J., Kelsey, B. & **Restrepo**, M. A (consultant). Institute of Education Sciences. Funded. \$1,600,000.00
- Making Individualized Literacy Instruction Available to All Teachers: Adapting the Assessment-to Instruction (A2i) Software for Real-World Contexts (2013-2017). Connor, C. (PI), Fishman, B., McNamara, D. & **Restrepo**, M. A (consultant). Institute of Education Sciences. Funded. \$1,500,000.00
- Dialogic Reading Implementation for Language and Literacy Skills (DRILLS) in Spanish-speaking families with children with hearing impairment. **Restrepo, M.A.** (PI) and Runnion, E. (CoPI). Arizona Community Foundation. Funded \$18,000
- Language Bases of Reading Comprehension (2010-2015). Institute of Education Science (Col). L. Justice PI. Gray, S., Hogan, H., Catts, H. (CoPis). **Restrepo, M.A.** (Col). Funded. \$20,000,000
- Prolecin: Promoción de la Lectura Inicial y Prevención de las Dificultades en la Comprensión de Lectura. Colciencias to Universidad Nacional de Colombia. PI Rita Florez and M. Adelaida **Restrepo** Co PI. (2009-2010). Funded
- Dialogic Reading, Inferencing, Scaffolded Conversations (DRIVES) Professional training for Head Start Teachers (2008-2011). Health and Human Services (90YR0018). **Restrepo**, M. A. PI. Funded \$750,000
- Spanish Screener for Language Impairment in Children (June 2008-May 2012). Institute of Educational Sciences. **Restrepo**, M. A. (PI.), Gorin, J. and Gray, S. (CoPIs). Funded \$1,600,000.00. R324A080024
- Vocabulary and oral language for academic readiness for preschool children with language disorders (2006-2009). Institute of Educational Sciences (R305G05025). Gutierrez-Clellen, PI, **Restrepo**, CoPI. Funded \$1,425,540.00
- Literacy, Language and Culture Focus for Early Childhood Educators. ASU-Head Start Hispanic Partnership: Professional Development in ECE (2005-2010). Health and Human Services. Collaborator. Funded \$749,799.00
- Vocabulary and Abstract Language Enhancement (VALE) to Improve Reading Comprehension in Bilingual Children (2005-2008). Institute of Educational Sciences (R305G05025). **Restrepo**, M.A. (PI). Gray, S. (CoPi) – Funded \$1,498,791.00

The University of Georgia

- Goizueta Foundation. Working group for the Center of Hispanic Education Advancement. Participated in planning, writing the proposal, and development of the Center. Funded \$3.5 million, of which \$831,337 were for the Center.
- PAVEd for Success, US Department of Education, Early Childhood Education Professional Development Program Grant (S349A010167). (2001-2003). CoPIs: Hamilton, Schwanenflugel, Neuharth-Pritchett, **Restrepo**. Funded \$881,300.00.
- State of Art Digital Language Research Laboratory, UGA Foundation (2000). J Hall PI. **Restrepo**, M.A. (Col) - Funded \$345,541.00.
- Increasing multimedia materials in the classroom. Office of instructional support (1999). The University of Georgia. Funded \$3,000.
- The Relation of Language Skills and Attention Deficit Disorders in Spanish-Speaking Children (1997). College of Education, Summer Research Grant. Funded \$5,012.
- Validation of Language Measures for Preschool Spanish-Speaking Children (1996-1997). The University of Georgia Research Foundation. Funded \$8,237.
- Teacher's and Technology (1996). Georgia, Board of Regents Grant. **Restrepo** and Bothe. Funded \$20,008.
- Multicultural Undergraduate Students Access to Research Gants. COE Multicultural Education Grant (1995-1996). Funded \$3,000.

RECOGNITION AND OUTSTANDING ACHIEVEMENT

- **Fulbright Scholar, 2017-2018**, Israel

- **Fellow**, American Speech Language and Hearing Association **2013**
- American Speech-Language-Hearing Association Clinical Practice Research Institute **Awardee** (2013)
- **Dr. Manuel Servin Faculty Award**, Chicano/Latina Faculty and Staff Association, April 2012
- Roster Member, **Fulbright Specialist** (February, 2012-2016)
- **ASU Presidential Award on Social Embeddedness** for the work with Tempe Early Reading First Grant, Spring 2006
- Selected **Fellow. University Affiliated Programs**, The University of Georgia, 1996-2004
- **International Fellow**. International Fellows Program, The University of Georgia. Awarded in spring, 1998

AREAS IN WHICH RESEARCH IS DONE

- Identification of Latino children with language disorders. Theories of specific language impairment. Linguistic characteristics of Spanish-speaking and bilingual children developing normally, with attention deficit and hyperactivity disorders, and with specific language impairment. Language loss. Language intervention in at risk Latino children with typical language and language disorders to improve oral and literacy skills.

EDITORSHIP

- Journal of Speech, Language, and Hearing Research: Editor Language (January 2022-Present)
- Journal of Speech, Language, and Hearing Research: Editorial reviewer, (1995, 1997-1999, 2000-2003, 2006, 2010-2012, 2020; 2021). Guest AE (2006, 2008, 2012, 2013, 2014, 2017).
- Lingua – editorial reviewer (2012).
- Early Childhood Research Quarterly (2013, 2014) Reviewer. 2018, 2019, 2020
- Child Development. Editorial reviewer (2003).
- Journal of Educational Research Effectiveness: Reviewer (2013, 2014).
- The Journal of Learning Disabilities. Editorial reviewer (1996-1998).
- American Journal of Speech-Language Pathology. Guest AE (2006, 2008, 2012, 2013-2014, 2021)
- Language Speech and Hearing Services in the Schools. Associate Editor (2006-2009). Guest editor 2012. Reviewer 2020, 2021)
- Journal of Child Language. Editorial reviewer (2006, 2007, 2019, 2021).
- Asia Pacific Journal of Speech, Language and Hearing. Editorial reviewer (2007).
- Journal of Research in Childhood Education. Editorial reviewer (2007).
- School Psychology Quarterly. Editorial Board (2007-2011).
- The International Multilingual Research Journal. Editorial reviewer (2011).
- Applied Psycholinguistics. Editorial reviewer (2007, 2012, 2017, 2019).
- Revista de la Facultad de Medicina de la Universidad Nacional de Colombia. Editorial Board (2008-present).
- Early Childhood Services. Guest Editor (2008-2009).
- Bilingualism: Language and Cognition. Editorial reviewer (2010-2011).
- Journal of Early Intervention. Editorial reviewer (2012).
- Clinical Linguistics and Phonetics. Editorial Reviewer (2012).
- Psychological Assessment. Editorial Reviewer (2012, 2013).
- International Journal of Bilingual Education and Bilingualism (2014).
- Revista de Logopedia (2020)
- Reading and writing (2020)

PRESENTATIONS, CONVENTIONS AND CONFERENCE PAPERS

REFEREED

Gray, S., Thompson, M., Davies, R., Cain, K., Ciruolo, M., Hu, J., **Restrepo**, M.A., Bridges, M. (July, 2023). Concurrent predictors of reading comprehension in monolingual English sixth graders. Symposium panel and the Society for Scientific Studies of Reading Annual Conference, Port Douglas, Australia.

Restrepo, M.A., Thompson, M., Davies, R., Cain, K., Ciruolo, M., Hu, J., Gray, S., Bridges, M. (July, 2023). Investigating predictors of reading comprehension in Spanish English bilingual 6th grade students. Symposium panel and the Society for Scientific Studies of Reading Annual Conference, Port Douglas, Australia.

Chenupatti, S., **Restrepo**, M., Glenberg, A., Walker, E., Blaaise, C., & Lopez, L. (2023, June). Parent Training using EMBRACE Intelligent Tutoring System to Teach Question-Asking during Shared Book Reading in Latino Families Poster

- presentation at the Symposium in Research In Child Language Disorders. Madison, WI.
- Restrepo**, M.A., Calvin, K., Thompson, M. S., Gray, S., Cain, K., Bridges, M., Davies, R., Hu, J., Ciraolo, M. (2023, June). *The Dimensionality of Oral Language in Bilingual 6thGrade Children*. Poster presentation at the Symposium in Research in Child Language Disorders. Madison, WI.
- Restrepo**, Marly, van Huisstede, L., Pierce, M., Bernstein, K., Kelley, M. (2023, June). *An examination of mediators of socioeconomic status effects on literacy, language, and emotion competencies*. Poster presentation at the Symposium in Research in Child Language Disorders. Madison, WI.
- Bridges, M., Nelson-Strouts, K., Gray, S., **Restrepo**, M.A., Thompson, M., Hu, J., Davies, R. & Cain, K. (2023). *Use of a Think-Aloud Procedure to Examine Adolescent Reading Strategies*. Poster presented at Pacific Coast Research Conference, Coronado, CA.
- Chennupati, S., Acosta, J., **Restrepo**, M. A., Glenberg, A., Gómez, L., Walker, E. (2022, November 17-19). *Parent Teaching Using Intelligent Tutoring System to Improve Question-Asking during Shared Reading in Latine Families*. American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Bridges, M., Nelson-Strouts, K., Gray, S., Cain, K., **Restrepo**, L., Thompson, M., Hu, J., & Davies, R. (2023, February). Use of a think-aloud procedure to examine adolescent reading strategies. Poster to be presented at Pacific Coast Research Conference, San Diego, CA.
- Mesa, C., **Restrepo**, M.A., & Gray, S., (2022, July). Usability and Teacher Perception of a Supplemental Language-based Curriculum for Spanish–English Bilingual Children. [Paper Presentation]. Society for the Scientific Studies of Reading Conference, Newport, CA.
- Van Huisstede, L., Bernstein, K., Gao, B., Pierce, M., Ippolito, E., Marley, S. C., **Restrepo**, M. A., & Millinger, J. (2022, April). *Embodiment during story re-telling supports character emotion recall in preschoolers*. [Paper presentation]. Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination: Expanding Perspectives, St. Louis, Missouri
- Gómez Franco, L., Narayanan, A., Nguyen, T., Blais, C., Walker, E., **Restrepo**, M. A., Glenberg, A. (2021, April). *Using EMBRACE to Encourage Dual-Language Dialog and Reading Comprehension*. [Paper presentation]. Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination: Expanding Perspectives, St. Louis, Missouri
- Martínez-Nieto, L. & **Restrepo**, M.A. (2021, June). *Diferencias en el uso del género gramatical en español entre niños bilingües con TEL y niños con desarrollo típico*. Congreso de Hispanoparlantes del Trastorno de Lenguaje. Barcelona, Spain.
- Bernstein, K.A., Gao, Y., Pierce, M., Marley, S.C., Van Huisstede, L., Millinger, J., Adams, K., **Restrepo**, M.A., & Kelley, M. (2021, April). *“It’s all the senses”: Preschool teachers’ theories of embodied learning during drama-infused story time* [Paper Presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Conference.
- Pierce, M. & **Restrepo**, M.A. (2020, November). *Results of the CELF-P2 Spanish for DLL Head Start Students Across One Year. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled)*.
- Edem, S., Pierce, M., & **Restrepo**, M.A. (2020, November). *The Development of Expressive Past Tense in Spanish-English Dual Language Learners*. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- Martínez-Nieto, L., **Restrepo**, M.A, Elder, P., y Dilallo, J. (October, 2021). *Diferencias en el uso del género gramatical en español entre niños bilingües con TEL y niños con desarrollo típico*. Congreso Hispanohablante sobre el Trastorno Específico del Lenguaje (CHITEL) CHITEL conference. Canceled or postponed.
- De Diego, B. & **Restrepo**, M.A. (2019, October). *Auditory Intervention after Auditory Deprivation: A Single Case Research Study with Nicaraguan Children who are DHH*. Presentation at the 10th Annual Global Coalition for Hearing Health, Tempe, AZ.
- Martínez-Nieto, L. & **Restrepo**, M.A. (2019, September). *Grammatical gender in Spanish child heritage speakers: a cross-generational effect?* Oral presentation at the IX AEAL 2019: IX International Conference on Language Acquisition, Madrid, Spain.
- Gray, S., **LARRC**, & Thompson, M. (2019, July). *Equivalence of a Unidimensional Model of Reading Comprehension Across Young Monolingual English and Spanish-English Dual-Language Learners*. Oral presentation at the Society for the Scientific Studies of Reading, Toronto, Canada.
- Adams, A., **Restrepo**, M.A., Peter, B., Walker, E., & Glenberg, A. (2019, July). *The role of oral and manual fine motor skills in predicting language and reading performance among dual language learners*. Poster presentation at the Society for the Scientific Studies of Reading, Toronto, Canada.
- Pierce, M., Martínez-Nieto, L., **Restrepo**, L. (2019). *Links Between L1 Morphology and Semantics and L2 Morphology after 5 Years [Presentation]*. Bilingual Acquisition of Language and Literacy Conference. Berlin, Germany, May 22-24, 2019.

- De Diego, B., Pittman, A., & **Restrepo** M.A. (2019, June). Inhibitory Control and Bilingual Word Learning. Poster presentation at the International Symposium on Bilingualism 12 (ISB12), Edmonton, Alberta, Canada.
- McGee, S., **Restrepo**, M.A., Gray, S., Alt, M., Hogan, T., Kuo, T., Brinkley, S., & Cowan, N. (2019, June). *Word Learning in Bilingual 6th Graders Receiving English-Only Instruction*; Learning rate differences from monolingual peers. Poster presentation at the International Symposium on Bilingualism 12 (ISB12), Edmonton, Alberta, Canada.
- Restrepo**, M.A. (2019 June). *Assessment methods in diagnosis and intervention planning for bilingual children*. Oral presentation at the International Symposium on Bilingualism 12 (ISB12), Edmonton, Alberta, Canada.
- Gomez, L., **Restrepo**, M.A., Walker, E., & Glenberg, A. (2019, March). *Enhancing Latino Parent Question-Asking Strategies During Shared Reading*. Poster presentation at the 2019 SRCD Biennial Meeting, Baltimore, Maryland.
- Bedore, L., Castilla, Earls, A., Fabian, L., Pena, L., Pruitt, S., **Restrepo**, M.A., & Rojas, R. (2018, November). The Bilingual IEP Toolkit: How to advocate for against the use of standard score. American Speech-Language and Hearing Association Annual Convention, Boston, MA.
- Henderson, D. & **Restrepo**, M.A. (2018, November). Dynamic Assessment among Navajo Preschoolers. Oral presentation at the American Speech-Language and Hearing Association, Boston, MA.
- De Diego, Beatriz, & **Restrepo**, M.A. (2018, November). Cultural competence in speech and hearing students after study abroad. Poster presentation at the American Speech, Language and Hearing Association, Boston, MA.
- De Diego, B. & **Restrepo**, M.A. (2018, June). Auditory and Language Intervention after Auditory Deprivation: A Single Case Study with Nicaraguan Children. Symposium on Research in Child Language Disorders, Madison WI.
- De Diego, B. & **Restrepo**, M. A. (2018, November). Using tele intervention to train a local provider in rural Nicaragua. Poster presentation at the American Speech-Language and Hearing Association, Boston, MA.
- Restrepo**, M.A., Armon-Lotem, S., Altman, C., Petersen, D., Spencer, T. Lipner, M., Haddad, E., Scadden, B, (2018). Best practices in cultural and linguistic adaptations for valid narrative assessment and intervention. Oral presentation at the American Speech-Language and Hearing association.
- Restrepo**, M.A., Spencer, T. Thompson, M. & Petersen, D. (2018, June). Does CELF-P English and Spanish predict performance on response to intervention? Oral presentation at the BiSLI Conference. Reading, England.
- Spencer, T., Petersen, D., Thompson, & **Restrepo**, M. A. (2017, November). Spanish English intervention improves the language skills of DLLs. Oral Presentation at the American Speech Language and Hearing Association, Anaheim, CA.
- DeDiego, B, **Restrepo**, M. A., Sedey, A., & Yoshinaga-Itano, C. (2017, November). Word Class Patterns in Spanish-Speaking Children with Hearing Loss. Poster presentation at the Annual American Speech-Language and Hearing Association, Anaheim CA.
- Adams, A., **Restrepo**, M.A., Fialko, S. Walker, E, Glenberg, A. (2017, July). Interactive Storybooks Using Embodied Cognition Principles to Improve Reading Comprehension for Dual Language Learners. Oral presentation at the Society for the Scientific Studies of Reading, Halifax, Canada.
- Martinez L & **Restrepo**, M.A., LARRC (2017, June). Spanish and English language growth in bilingual children with and without language impairment: A five-year longitudinal study. Poster presentation at the International Symposium on Bilingualism, Limerik, Ireland.
- Martinez- Nieto, L. & **Restrepo**, M.A., LARRC (2017, June). A longitudinal analysis of Spanish grammatical skills in Spanish-English bilingual children with and without language impairment. Poster presentation at the International Association for the Study of Child Language, Lyon, France.
- DeDiego, B, **Restrepo**, M. A., Sedey, A., & Yoshinaga-Itano, C. (2017, Spring). Language Outcomes of Latino Children Who Are Deaf or Hard of Hearing: A Multi-State Sample. EHDl Conference.
- DeDiego, B & **Restrepo**, M. (2017, May). Barcelona, Spain.
- Del Cid, D., Spencer, T. D., Petersen, D. B., **Restrepo**, M. A., & Thompson, M. S. (2017). Spanish and English curriculum improves the language skills of dual language learners. Poster presented at the Annual Four Corners Association for Behavior Analysis Conference, Flagstaff, AZ.
- Adams, A., Glenberg, A., & **Restrepo**, M. A. (2016). An Embodied Reading Intervention for Spanish Monolinguals. Paper presented at the ASUofA Cognitive Science Conclave, Tempe, AZ.
- Henderson, D. & **Restrepo**, M.A. (2016, November). Navajo Children's Performance on the CELF – 4 and PPVT – 4 Presentation at the Annual Convention of the American Speech Language and Hearing Association, Philadelphia, PA.
- Castilla-Earls, A., Perez-Leroux, A.T., **Restrepo**, M.A., Martinez-Nieto, L. (2016, September). Vulnerability of Clitics and Articles in Spanish-English Bilinguals. Presented at VIIIth International Conference of Language Acquisition, Mallorca, Spain.

- Thompson, M., Spencer, T., Petersen, D. & **Restrepo**, M.A. (2016, July). Interchangeability of the Narrative Language Measures for English- and Spanish-speaking Preschoolers: An Analysis with Methodological Recommendations. SSSR Annual Conference, Porto, Portugal.
- Martinez-Nieto, L., **Restrepo**, M.A., Gray, S. LARRC Consortium. (2016, May). La estabilidad morfológica en niños bilingües. IX Congreso Internacional Cerebro y Mente, Guadalajara, Mexico.
- Restrepo**, M.A. (2016, February). Bilingual vs. English-only Intervention for Bilingual Preschool Children with and without Language Impairments. CREI conference, San Diego, CA.
- Restrepo**, M.A., Yeomans-Maldonado, G., Mesa, C., Catts, H., O'Connell, A., & LARRC (2016, February). PreK Spanish Oral language Predictors of English Decoding Skills in First Grade. Poster presentation at the Pacific Coast Research Conference. Coronado Island, CA.
- Bárceñas, T., Kapantzoglou, M., Fergadiotis, G., & **Restrepo**, M.A., (2015, November). Morphosyntax & Language Sample Elicitation Effects in Spanish-Speaking Children With & Without Language Impairment. Poster presented at the Annual Convention of the American Speech Language and Hearing Association, Denver, CO.
- Spencer, T., Petersen, D., Duran, L., Mendez, L., & **Restrepo**, M.A. (2015, November). Advances in Language Assessment & Intervention for Latino Preschoolers. Presentation at the Annual Convention of the American Speech Language and Hearing Association, Denver, CO.
- Riordan, M., **Restrepo**, M.A., Gray, S. & Smyk, E. (2015). Validation of the Spanish-English Language Proficiency Scale – Revised. Poster Presentation at the Annual Convention of the American Speech Language and Hearing Association, Denver, CO.
- Restrepo**, M.A.; Simon-Cereijido, G., Gildersleeve-Neumann, C., & Fabiano-Smith, L. (2015, November). Intervention Research for Bilingual Children With Speech & Language Disorders. SID 14 Invited Presentation.
- Restrepo**, M.A., Riordan, M., Castilla-Earls, A. (2015, August). Variability in Bilingual Development: Interactions between the Acquisition of English and the Maintenance of Spanish.
- Restrepo**, M.A. & Martinez, M.L. (2015, June). Differences between monolingual and bilingual children on the SSLIC measure. Presentation at the First Bilingual Specific Language Impairment Conference, Tours, France.
- Language and Reading Research Consortium (2015, February). Exploring the Impact of Vamos a Aprender: Preliminary Results. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Adams, A., Barragan, B., Henderson, D., **Restrepo**, M.A., & Gray, S. (2014, November). L2 proficiency as a function of L1 in children with typical development and language impairment: A mathematical model. Paper presented at the Annual American Speech- Language-Hearing Association Convention, Orlando, FL.
- Kapantzoglou, M., **Restrepo**, M. A., Gray, S., Thompson, M. S., & Gorin, J. (2014, November). How are Children Grouped in an Unclassified Sample Based on CELF-4 Spanish? A Latent Profile Analysis. Poster session at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.
- Henderson, D. & **Restrepo**, M. A. (2014, November). Culture & Language Considerations Among Navajo Assessments & Interventions. Paper presented at the Annual American Speech-Language-Hearing Association Convention, Orlando, FL.
- Martinez-Nieto, L., Barragan, B. **Restrepo**, M.A. (2014, November). The diagnostic accuracy of CELF-4 Spanish on children from low income & parental education. Poster presented at the Annual American Speech-Language-Hearing Association Convention, Orlando, FL.
- Adams, A., **Restrepo**, M.A., & Glenberg, A. (2014, October). An embodied intervention enhances Spanish reading comprehension. Paper presented at the annual Experimental Psycholinguistics Conference, Madrid, Spain.
- Castilla, A. **Restrepo**, M.A., Perez-Lerouz, A. T., Gray, S. & P. Holmes (2014, October). The Interactions between Bilingual Effects and Specific Language Impairments in Spanish-Speaking Children. Paper presented at the annual Experimental Psycholinguistics Conference, Madrid, Spain.
- Martinez-Nieto, L., **Restrepo**, M.A, Gray, S. (October,2014) "La influencia de la L2 en el mantenimiento del español: un análisis de gramaticalidad" Presented at Encuentro "Diferencias Individuales en la Adquisición del Lenguaje" (DIAL-2014), Mexico City, Mexico.
- Restrepo**, M. A. (2014, October). Language Development and Disorders in Bilingual Children. Presentation at the American Academy of Child and Adolescent Psychiatry annual convention. Clinical Practice presentation.
- Restrepo**, M. A. & Language and Reading Research Consortium (2014, October). Diferencias Individuales en la Adquisición de inglés como Segundo idioma. Encuentro de diferencias individuales. Ciudad de México, Universidad Autónoma de México.
- Adams, A., **Restrepo**, M.A., & Glenberg, A. (2014, July). The effectiveness of Moved by Reading for bilingual children. Paper presented at the annual Society for the Scientific Studies of Reading Conference, Santa Fe, NM.

- Kapantzoglu, M. **Restrepo**, M.A., Gray, S., Thompson, M. & Gorin, J. (2014, June). Bilingual Children with Language Impairment. Are there only two Groups? Poster presentation at the Annual Symposium On Research in Child Language Disorders, Madison, WI.
- Runnion, E., Ratiu, I., **Restrepo**, M.A., Gray, S., Gorin, J., Thompson, M. (2014, June). Comparing Measurement Structure of a Language Screener between Spanish-speaking children with and without language impairment. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Castilla-Earls, A., **Restrepo**, M. A., Perez-Leroux, A., Gray, S., (2014, June). Language Impairments vs. Bilingual Effects in Spanish-Speaking Children. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Adams, A., **Restrepo**, M.A., & Glenberg (2013, November). An English-Only & Bilingual Version of the Moved by Reading Intervention in an ELL Population. Poster presentation at the American Speech Language and Hearing Annual Convention, Chicago, IL.
- Barragan, B., **Restrepo**, M.A., Castilla, A., Oliveros, W. & Gray, S. (2013, November). Performance of Low-Income Spanish-Speaking Children in English-Only Schools on the CELF-4 Spanish. Presentation at the American Speech Language and Hearing Annual Convention. Chicago, IL.
- Castilla, A., **Restrepo**, M.A., Gray, S. (2013, November). Language Impairments vs. Bilingual Effects in Spanish-Speaking Children. Poster presentation at the American Speech Language and Hearing Annual Convention, Chicago, IL.
- Restrepo**, M.A., Gray, S. and the LARRC Consortium (2013, July). Language Bases of Language Comprehension in Preschool Bilinguals Learning to Read in English as a Second Language. Symposium Presentation at Society for the Scientific Studies of Reading annual conference, Hong Kong.
- Restrepo**, M. A., Smyk, E., Gray, S. (2013, July). English Language Learners' Performance on Language Sample Measures Across Second Language Proficiency Levels. Symposium Presentation at Society for the Scientific Studies of Reading annual conference. Hong Kong.
- Gray, S., **Restrepo**, M.A., O'Connell, A., Pentimonti, J., & the LARRC Consortium (2013, November). Dimensionality of Language in Young Spanish-English Dual-Language Learners. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Martinez Nieto, L., Jackson Maldonado, D., Maldonado, R., & **Restrepo**, M.A. (2013, June). Language Loss or Incomplete Acquisition? The Case of the Middle "se" in Bilingual Children. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Kapantzoglou, M., Restrepo, M.A., Gray, S., Thompson, M., & Gorin, J. (2013, June). Latent Language Ability Groups in Bilingual Children. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Runnion, E., Schlessinger, N. **Restrepo**, M.A., Gray, S., & Gorin, J. (2013, June). Measurement Structure of Linguistic and Processing Skills on a New Measure to Screen Spanish-speaking Students. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Barragan, B., **Restrepo**, M.A., Yel, N., Gray, S., Gorin, J. (2013, June). Spanish Sentence Repetition Task for Screening LI in Bilingual Spanish-English Speaking Children. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Runnion, E. & **Restrepo**, M.A. (2012, June). English Narrative Growth in Bilingual Preschoolers. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Martinez-Nieto, L., Jackson Maldonado, D., **Restrepo**, M.A., Maldonado, R. (2012, June). The Use of Spanish Clitic "se" in Bilingual Children. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Smyk, E., **Restrepo**, M.A., Gorin, G., & Gray, S. (2012, April). Development of a Spanish-English Language Proficiency Scale (SELPS). Language Testing Research Conference, NJ.
- Restrepo**, M. A., Kapantzoglou, M., Gorin, J., & Gray, S. (2011, December). Item Development for a Screener for LI in Spanish-Speaking Children Living in an English Context. Poster presentation at the European Union COST meeting for Bilingual SLI, St. Paul's Bay, Malta.
- Smyk, E., **Restrepo**, M.A., Gorin, G., & Gray, S. (2011, November). Validation of a Global Oral English Language Proficiency Scale. Presentation at the Annual Convention of the American Speech Language and Hearing Association, San Diego, CA.
- Kapantzoglou, M., Thompson, M. S., **Restrepo**, M. A., Gorin, J., Gray, J. (2011, June). Assessing Measurement Bias in Spanish Sentence Repetition and Morphology Tasks. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M. A., Gorin, J., Gray, S., Zamudio, I., and Morgan, G. (2011, June). Spanish Screener for Language Impairment Task Development: Analyses of Revised Items. Poster presentation at the Annual Symposium on Research in Child

Language Disorders, Madison, WI.

- Smyk, E., **Restrepo**, Gorin, J., and Gray, S. (2011, June). Developing a Language Proficiency Measure: The Potential Confound of Language Ability. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Figueroa, M., Smyk, E., and **Restrepo**, M. A. (2011, June). English Grammatical Profiles of Typical Sequential Spanish-English Bilinguals. Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M.A., Williams, S., and Capone, A. (2011, April). Improving Early Childhood Teacher Quality Instruction With DRIVES: The Role of Individual Mentoring. Poster Symposium Presentation at the Biennial Conference of the Society for Research in Child Development, Montreal, Canada.
- Restrepo**, M.A., Williams, S., and Capone, A. (2011, April). Professional Development to Improve Early Literacy and Oral Language Skills for Dual Language Learners in Head Start Preschools. Poster Symposium Presentation at the Biennial Conference of the Society for Research in Child Development, Montreal, Canada.
- Kapantzoglou, M., Fergadiotis, G., & **Restrepo**, M. A. (2010, August). Lexical diversity and language sample elicitation effects in Spanish-speaking children with and without language impairment. Paper session at the 28th World Congress of the International Association of Logopedics and Phoniatrists (IALP), Athens, Greece.
- Mesa, C. **Restrepo**, M. A., Gray, S., and Gorin, J. (2010, November). Lexical Organization in English Language Learners with and without Language Impairment. Poster presentation at the Annual Convention of the American Speech Language and Hearing Association, Philadelphia, PA.
- Restrepo**, M. A., Gray, S., Gorin, J. Morgan, G. P., and Barona, N. (2010, October). Item development of a screener for children living in Spanish-speaking children living an English context. LiBoBiS Conference, Aalborg, Denmark.
- Restrepo**, M. A., Gorin, J., Gray, S., Morgan, G. P., and Barona, N. (2010, March). Development of a language impairment screener for Spanish-speaking children - SSLIC: Phase 2 – Task Development. Poster presentation at the Annual meeting of the Institute of Educational Sciences. Washington, D.C.
- Restrepo**, M. A., Gorin, J., Gray, S., Morgan, G. P., and Barona, N. (2010, March). Development of a language impairment screener for Spanish-speaking children - SSLIC: Phase I – Task Development. Poster presentation at the Annual Society for Research in Educational Effectiveness, Washington, D.C.
- Smyk, E. and **Restrepo**, M.A., and Gorin, J. (2009, November). A Global Rating scale of Language Proficiency in Spanish-English Children. Presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Kapantzoglou, M., and **Restrepo**, M. A. (2009, November). Can Dynamic Assessment of Word Learning Identify Language Impairment in Children? Poster presentation at the annual meeting of the American Speech Language-Hearing Association, New Orleans, LA.
- Restrepo**, M. A., Morgan, G., Gray, S., Gorin, J., and Srivastava, P. (2009, November). Development of a Spanish Screener for Language Impairments in Children (SSLIC). Presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Restrepo**, M.A. (2009, September). Desarrollo y resultados de una prueba de tamizaje - morfología. Paper presented at the XI Encuentro de Adquisición del Lenguaje, Querétaro, México.
- Restrepo**, M.A., Gorin, J., Gray, S., Morgan, G.P., Srivastava, P, and Barona, N. (2009, June). Spanish Screener for Language Impairment in Children. Poster presentation at the Annual Institute of Education Sciences, Washington, D.C.
- Morgan, G.P., Srivastava, O., **Restrepo** M.A., and Auza, A. (2009, June). Rapid Automatic Naming in Bilingual Spanish-English and Monolingual Spanish-Speaking Children with and without Language Impairments. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M.A., Thompson, M., Morgan, G.P., Smyk, E., and Kapantzoglou, M. (2009, June). Vocabulary Intervention in Bilingual Children with SLI. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Smyk, E., **Restrepo**, M.A., Morgan, G., and Kapantzoglou, M. (2009, June). Development of Parallel Measures for Story Retelling and Comprehension Tasks for Spanish-Speaking First Graders. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Kapantzoglou, M., Martinez, L., **Restrepo**, M.A., Morgan, G.P. (2009, June). Effects of a Supplemental Bilingual Program on Spontaneous Language Skills Measured Through Story Retelling in Bilingual Children with Language Impairments. Poster presentation at the Symposium on Research in Child Language Disorder, Madison, WI.
- Restrepo**, M.A., Gray, S., and Morgan, G. (2008, June). Effects of English-Only and Bilingual Vocabulary Instruction in Primarily Spanish-Speaking Kindergarteners. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI and Annual Conference, Institute of Education Sciences, Washington, D.C.
- Morgan, G. P., **Restrepo**, M. A., and Auza, A. (2008, June). Crossing Borders: Do Spanish grammatical skills of predominately Spanish-speaking children living in the US differ from monolingual Spanish-speaking children living in Mexico? Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

- Smyk, E., **Restrepo**, M.A., Gray, S., and Morgan, G. P. (2008, June). Effects of Bilingual and English-Only Interventions on the Summarization Skills of Predominantly Spanish-Speaking Kindergarteners. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Larkin, E., **Restrepo**, M. A., and Morgan, G. (2007, November). The Validity of the Bilingual Syntax Measure in Kindergartener. Presentation at the annual convention of the American Speech, Language and Hearing Association, Boston, MA.
- Morgan, G., Auza, A., and **Restrepo**, M. A. (2007, November). Grammatical Profile(s) of Monolingual Spanish-Speaking Children with Language Disorders. Presentation at the annual convention of the American Speech, Language and Hearing Association, Boston, MA.
- Dubasik, V., and **Restrepo**, M. A. (2007, November). Bilingual & English-Only Intervention In Bilingual Preschoolers With LI. Presentation at the Annual Convention of the American Speech, Language and Hearing Association, Boston, MA.
- Morgan, G., **Restrepo**, M. A., and Gray, S. (2007, June). Validity of a Parent Report for Selecting Children at Risk of Language Impairment and Identifying Language Use in the Home. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Gray, S., **Restrepo**, M. A., and Harmon, M. T. (2007, June). Early Literacy Gains by Low-Income Preschool Children: The Effect of Participating in an Early Reading First Classroom. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M. A. (2007). Language Intervention in English Language Learners. Presentation at the Arizona Speech and Hearing Association, Phoenix, AZ.
- Restrepo**, M. A., and Gray, S. (2006, November). Vocabulary And Abstract Language Enhancement for Kindergarten Spanish-Speaking Children. Presentation at the Annual American Speech Language and Hearing Association, Miami Beach, FL.
- Centeno, J.G., Anderson, R., **Restrepo**, M.A., Jacobson, P., Ansalado, K. A., Guendouzi, J., and Müller, N. (2006, November). Ethnographic and Sociolinguistic Aspects of Communication: Research-Praxis Relationships. Children and adults. Presentation at the Annual American Speech Language and Hearing Association, Miami Beach, FL.
- Restrepo**, M. A., and Gray, S. (2006, June). Vocabulary and Abstract Language Enhancement (VALE) to Improve Reading Comprehension in Bilingual Children. Poster presentation at the Institute of Educational Sciences, Washington, D.C.
- Gray, S., and **Restrepo**, M. A. (2006, June). Acquiring Early Literacy Skills: The Effect of Participating in an Early Reading First Classroom. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Schwanenflugel, P.J., Hamilton, C.E., Neuharth-Pritchett, S., **Restrepo**, M.A., and Bradley, B.A. (2006). Prekindergarten Practices that Make a Difference in Kindergarten Preliteracy: Lessons from Paved for Success. Presentation to the Early Literacy Pre-convention Institute for the International Reading Association, Chicago, IL.
- Restrepo**, M. A., Castilla, A. P., and Youngs, C. (2005, November). Finding Support for Bilingual Language Intervention in Children. Paper presented at the Annual Convention of the American Speech Language and Hearing Association, San Diego, CA.
- Schwanenflugel, P. J., Hamilton, C. E., Neuharth-Pritchett, S., and **Restrepo**, M. A. (2005, November). PAVEd for Success: Changes in Children's Preliteracy Knowledge and Subsequent Impact on the Development of Early Decoding Skills. National Reading Conference, Miami, FL.
- Restrepo**, M. A., and Castilla, A. P. (2005). First Language Predictors of Morphosyntactic and Semantic Second Language Development. Paper presented at the 5th International Symposium on Bilingualism, Barcelona, Spain.
- Restrepo**, M. A., and Castilla, A. P. (2004, November). Development of Grammar in Children Receiving English-Only and Bilingual Interventions. Poster presentation at the Annual Convention of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Restrepo**, M. A., Arboleda, A., Neuharth-Pritchett, S., and Castilla, A. (2003, November). PAVEd for Success: A Preliteracy Program for Bilingual Children. Presentation at the Annual Convention of the ASHA, Chicago, IL.
- Restrepo**, M. A. (2003, November). Research Issues in Culturally and Linguistically Diverse Populations. In A. Proctor (Chair). Myths, Realities, And Mechanisms Of Publishing On Diversity In ASHA Journals. Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association, Chicago, IL.
- Restrepo**, M. A. (2003, November). Doing Research with CLD Populations in the Schools. Strategies for Conducting successful research with diverse groups. Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association, Chicago, IL.
- Restrepo**, M. A. (2003, November). Language Loss In Two SLI Children. In From Research To Practice: Spanish-Speaking School-Age Children. Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association, Chicago, IL.
- Restrepo**, M. A., and Arboleda, A. (2003, June). Morphosyntactic Predictors In Preschool Spanish-Speaking Children. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M. A., Neuharth-Pritchett, S., Blake, J., and Schwanenflugel, P. (2003). Pre-Kindergarten Children's Performance On

- The PPVT And EVT: Comparisons on Demographic Measures. Presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M. A., Raymond, C. A., Sanders, S., and Jacobs, E. (2002). Bilingual Intervention Services: A University Training Model. Presentation at the Annual American Speech Language and Hearing Association Convention, Atlanta, GA.
- Restrepo**, M. A. (2002). Verb Changes In The Spanish Of Bilingual Children With SLI. Presentation at the International Congress in the Study in Child Language -Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M. A. (2001). Spanish Language Skills in Bilingual Children with Specific Language Impairment. Poster presentation at the conference on the acquisition of Spanish and Portuguese as First and Second Languages, University of Illinois, Urbana-Champaign, IL.
- Restrepo**, M. A. (2000). Training Monolingual Students to Work with Bilingual Clients and Paraprofessional. Presentation at the annual convention of the Annual ASHLA Convention, Washington, D.C.
- Gutierrez-Clellen, V., **Restrepo**, M.A., Baden, R., and Ojeda, J. (2000). Pronoun and Article Use in Spanish-Speaking Children with Language Impairment. Presentation at the annual convention of the Annual ASHLA Convention, Washington, D.C.
- Anderson, R., Goldstein, B., Jackson, D., Brice, A., Gutierrez-Clellen, V., and **Restrepo**, M.A. (2000). Clinical Linguistic Studies of Spanish-Speakers: Child Language. Presentation at the Annual Convention of the Annual ASHLA Convention, Washington, D.C.
- Gutiérrez-Clellen, V., **Restrepo**, M. A, Silva, M., and Del Castillo, T. (2000). Crosslinguistic Profile of Latino Students Exposed to a Second Language. Presentation at the Annual Symposium for the Research in Child Language Disorders, Madison, WI.
- Restrepo**, M.A., and Chisholm, L. (2000). Intervention Models for Servicing ESL and Bilingual Children. Presentation at the Annual Convention of the Georgia Speech, Language, and Hearing Association, Atlanta, GA.
- Restrepo**, M. A., Gutiérrez-Clellen, V. F., and Galliano, R. (1999). MLU Analyses Comparisons with Spanish-Speaking Children in the Southeast. Poster presentation at the Annual ASHLA Convention, San Francisco, CA.
- Pineda, D., **Restrepo**, M. A., and Gutiérrez-Clellen, V. F. (1999). Attention, Memory, and Executive Function in Spanish-Speaking Children With ADD. Poster presentation at the Annual ASHLA Convention, San Francisco, CA.
- Restrepo**, M. A., Pineda, D., and Gutiérrez-Clellen, V. F (1999). Language Skills in Spanish-Speaking Children with ADD. Poster presentation at the Annual ASHLA Convention, San Francisco, CA.
- Aubrey, A., and **Restrepo**, M.A. (1998). Word Retrieval Abilities In Children with Pure Dyslexia. Poster presentation at the Annual Convention of the American Speech-Language-Hearing Association, San Antonio, TX.
- Wright, H., **Restrepo**, M.A., Clinton, A., and Newhoff, M. (1998). Attention To Language Deficits In A Child With Head Injury. Poster presentation at the Annual Convention of the American Speech-Language-Hearing Association, San Antonio, TX.
- Silverman, S., and **Restrepo**, M. A. (1998). Validation of the Spanish Preschool Language Scale-3. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Restrepo**, M.A., and Kruth, K. (1998). Grammatical Characteristics Of A Spanish/English Bilingual Child With Specific Language Impairment. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Wright, H., Newhoff, M., and **Restrepo**, M.A. (1998). Inferencing Skills in Relation to Story Recall in Children with LLD. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Tucker, B., and **Restrepo**, M.A. (1998). Language Development in a Child With A Cochlear Implant. Presentation at the Annual Convention of the Georgia Speech-Language-Hearing Association, Atlanta, GA.
- Stevenson-Meadows, K., **Restrepo**, M.A., and Newhoff, M. (1997). A Data Based Approach to Identifying a Phonological Process. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Restrepo**, M.A. (1997). Grammatical Errors in Spanish-Speaking Children with Language Impairment who are Learning English as a Second Language. Paper presented at the International Symposium on Bilingualism, Tyne, England.
- Restrepo**, M.A., Chasteen, A., Bustelo, W., and Matute, C. (1996). Article Use in Spanish-Speaking Children with NL and LI. Poster presentation at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Restrepo**, M.A., Chasteen, A., and Bejarrano, M. (1996). Language Elicitation in Spanish-Speaking Children with NL and LI. Poster presentation at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Harris, H. K., Newhoff, M., and **Restrepo**, M.A. (1996). Comprehension Abilities In LLD Children Based On Oral and Written Stimuli. Poster presentation at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Restrepo**, M.A. (1996). Identifiers of Predominantly Spanish-Speaking Children with Language Impairment. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Swisher, L., Plante, E., Kiernan, B., and **Restrepo**, M. A. (1993). Beyond Linguistic Deficits: The Nonverbal Profile of Specific Language Impairment. Paper presented at the Annual Convention of the American Speech-Language-Hearing

Association, Anaheim, CA.

- Restrepo, M.A., Plante, E., Swisher, L., and Lowell, S. (1993).** Explicit Teaching of Grammatical Rules: Beneficial or Interfering in Generalization. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Anaheim, CA.
- Restrepo, M.A., Plante, E., Swisher, L., and Vance, R. (1991).** Predicting Grammatical Morpheme Learning In Normal and Language-Impaired Children. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Atlanta, GA.

Invited

- Restrepo, M.A. (2023, July).** El español como lenguaje de herencia en niños con y sin TDL de los Estados Unidos. Invited presentation and Keynote at the II Congreso de Hispanohablantes sobre el trastorno del lenguaje. Bogotá, Colombia.
- Khurana, N., Allan, C., Carter, J., & **Restrepo, M.A. (2023, March).** *The Development of a Dyslexia Screener for Pediatricians.* Oral presentation at the SLLIVERS Research Symposium. Phoenix, AZ
- Restrepo, M.A. (2023, February).** Heritage Speaker. Online Invited Presentation Georgia State University, Atlanta, GA.
- Restrepo, M.A. (2021, November).** Language intervention considerations & practices for bilingual early elementary school-age children. Invited Presentation at the Annual Convention of the American Speech, Language, and Hearing Association. Washington DC.
- Restrepo, M.A. (2021, April).** Bilingual Language Development from Prek to 6th grade. Presentation for the bilingual speech-language pathologists at Tucson Unified School District.
- Restrepo, M.A. (2021, February).** Supporting the native language in language intervention. Colloquium, Boston University.
- Restrepo, M.A. (2021, February).** Considerations before the assessment of bilingual children. Illinois Speech Language and Hearing Association.
- Restrepo, M.A. (2021, February).** Assessment in Spanish-English Bilingual Children. Illinois Speech Language and Hearing Association.
- Restrepo, M.A. (2021, February).** Considerations in intervention of bilingual preschool and elementary school age children. Illinois Speech Language and Hearing Association.
- Restrepo, M.A. (2021, February).** Evidence-based interventions for preschool and elementary-age bilingual children. Illinois Speech Language and Hearing Association.
- Fabiano Smith, L., **Restrepo, M.A.,** Castilla, A., Rojas, R., Pruitt-Lord, S., Peña, E., & Bedore, L. (2020). Beyond Standard Scores: Speech-Language Assessment of Dual Language Learners. Inservice presentation for the American Speech, Language, and Hearing Association. Online.
- Restrepo, M. A. (2018, June).** Response to Intervention in Multicultural Multilingual populations. Scientific and Societal Contributions of Research in Multilingual and Multicultural Communities Conference at Bar Ilan University, Ramat Gan, Israel.
- Restrepo, M. A. & LARRC (2018, May).** The dimensionality of language in dual language learners. Invited presentation at the Second Bilingual Research Conference. Houston, TX.
- Restrepo, M. A. (2018, April).** Evidence-based methods for improving oral language in bilingual preschoolers. Green Chair Talk. Texas Christian University. Ft Worth, TX.
- Restrepo, M. A. (2018, April).** Why bilingual intervention? Invited student talk as the Green Chair. Texas Christian University. Ft Worth, TX.
- Restrepo, M. A. (2018, April).** The role of Spanish in reading in bilingual dual language learners. Invited researchers talk as the Green Chair. Texas Christian University. Ft Worth, TX.
- Restrepo, M.A. (2018).** How to develop both languages in bilingual children with developmental language disorders: Principles of intervention. Israel Speech-Language Pathology Conference
- Restrepo, M. A. (2018, January).** How to develop both languages in bilingual children with developmental language disorders: Principles of intervention. Communication Disorders in Multilingual Multicultural Populations. Conference Hadassah College. Jerusalem. Israel
- Martinez Nieto, L., **Restrepo, M.A. & LARRC (2017, December).** A longitudinal analysis of Spanish grammatical skills in Spanish-English bilingual children with and without language impairment. Presentation at the linguistics colloquium, Bar Ilan University, Ramat Gan, Israel.
- Restrepo, M.A. (2017, November).** Interactive Storybooks Using Embodied Cognition Principles to Improve Reading Comprehension for Dual Language Learners. Presentation at the Gonda Brain Sciences Center, Bar Ilan

University, Ramat Gan, Israel.

- Restrepo, M.A.** (2017, September). Assessment and Intervention Principles for Working with DLL. Worcester State University. Full day professional development.
- Restrepo, M.A.** (2017, August). Assessment considerations for working with dual language learners. Professional development training. Ventura County SELPA. CA
- Restrepo, M. A.** (2017, October). Evidence-based considerations for language intervention with dual language learners. Betty H. Bunce Multicultural Lecture, The University of Kansas.
- Henderson, D. & **Restrepo, M. A.** (2017, April). Culture and Language Consideration for the Assessment of Navajo Children. Oral invited presentation Arizona Speech Language and Hearing Association Annual Convention. Tucson, AZ.
- Adams, A. & **Restrepo, M.A.** (2017, April). Embodied strategies for Improving reading comprehension in dual language learners. Arizona Speech Language and Hearing Association Annual Convention, Tucson, AZ.
- Restrepo, M.A.** (2016, December). The Role of Spanish Skills in Predicting English Reading Comprehension in Elementary Bilingual Children. Invited presentation in the Latino resiliency project at Arizona State University.
- Restrepo, M.A.** (2016, October). Assessment and Intervention Principles for working with dual language learners. Full day workshop at the Special Education Local Plan Area, Palmdale, CA.
- Restrepo, M. A.** (2016, April). Making gains in the children's native language in the context of English-only education. Invited Presentation, University of Texas. Austin, Texas.
- Restrepo, M. A.** (2016, April). Interventions for Bilingual Preschoolers within the Classroom Context. California Speech language and hearing association, Anaheim, CA.
- Restrepo, M.A.** (2015, October). Collaborating With Teachers in Preschool Programs Serving English-Language Learners. Presentation at the Evidence Base Conference on Children with Disabilities, Phoenix, AZ.
- Restrepo, M.A.** Effective Interventions for ELLs. Training for speech language pathologists and education at Region One Education Services, Edinburg Texas.
- Restrepo, M.A.** (2014, April). Collaborating With Teachers in Preschool Programs Serving English-Language Learners. Presentation at the Arizona Speech Language and Hearing Association.
- Restrepo, M.A.** (2014, January). Proceso de desarrollo y resultados de una prueba de tamizaje. Invited presentation at Universidad Autónoma de Querétaro.
- Restrepo, M. A.** (2013, August). Assessment and Intervention Principles for working with dual language learners. University of Kansas Medical Center, Kansas City, MO.
- Restrepo, M. A., Gorin, J, & Gray, S.** (2013, May). Screening Spanish-Speaking Children for Language Impairment: Results from a Scale Development Grant. Inaugural Bilingual Research Conference. University of Houston, Houston, Texas.
- Restrepo, M.A.** (2012, November). Collaborating with Teachers in Preschool Programs Serving English Language Learners. Invited short course at the Annual Convention of the American Speech language and Hearing Association, Atlanta, Georgia.
- Restrepo, M. A. and the LARRC consortium** (2012, October). A Model of Language Intervention for Improving Reading Comprehension: A Focus on Preschool Dual Language Learners. Invited presentation at the International Symposium of Reading Comprehension, Christchurch, New Zealand.
- Restrepo, M. A.** (2012, August). Diferencias y Semejanzas en Morfología del Español entre Niños Bilingües y Monolingües con y sin Trastornos de Lenguaje. Differences and Similarities in Spanish Morphology between Bilingual and Monolingual Children with and without Language Impairment. VII Congreso Internacional Cerebro-Mente, Neurociencias 20 Años, I Congreso Antioqueño de Neurología, Medellín, Colombia.
- Restrepo, M. A.** (2012, June). Evaluation of Dual Language Learners: Language Disorders, Delay and Differences. Presentation during the panel on Assessment of Dual language Learners. Head Start Conference, Washington, DC.
- Restrepo, M. A. & Guimond, A.** (2012, June). Strategies for Improving Teacher Outcomes: Effectiveness of the DRIVES Teacher Professional Development Program in Improving Oral Language and Literacy Strategies in Classrooms with Dual Language Learners. Invited Poster Symposium: Head Start University Research Partnerships: Strategies for Increasing Teacher Effectiveness. Head Start Conference, Washington, DC.
- Restrepo, M. A.** (2012, May). Métodos y Validez de Pruebas para la Evaluación del Lenguaje de Niños de 4 a 7 Años. Taller. Methods and validity of Measures for the Assessment of Language in Children between 5-7 years of Age. Workshop. Conferencia Internacional de Trastornos de Lenguaje en Ámbito Educativo, Lima, Perú.
- Restrepo, M. A.** (2012, May). Características Morfológicas en Niños entre 4 y 7 años con Trastornos Primarios de lenguaje. Plenaria. Morphological Characteristics in Children between 4 and 7 years of age with Primary Language Impairment. Plenary. Conferencia Internacional de Trastornos de Lenguaje en Ámbito Educativo. Universidad de San Marcos, Lima, Perú.

- Restrepo, M. A.** (2012, April). Efectividad de la Intervención del Vocabulario en Niños con Lenguaje Típico y con Trastorno Específico de Lenguaje. Taller. The Effectiveness of Vocabulary Intervention in Children with typical language and specific language Impairment. Workshop Conferencia Internacional de Trastornos de Lenguaje en Ámbito Educativo, Lima, Perú.
- Restrepo, M. A.** (2012, April). Validación de una Prueba de Tamizaje del Lenguaje para Niños de 5 a 7 Años. Plenaria. Validation of a screening language measure for children ages 5-7 years. Plenary. Conferencia Internacional de Trastornos de Lenguaje en Ámbito Educativo, Lima, Perú.
- Restrepo, M.A.** (2012, April) and the Language and Reading Research Consortium (LARRC) (2012). Assessing Cognitive Processes at the Core of Reading Comprehension in Preschool English Language Learners. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), April 2012, Vancouver, BC.
- Restrepo, M.A.** (2012, January). Language Assessment and Intervention Principles for Bilingual Children. One-day training Advance Health, Salem, Oregon.
- Restrepo, M.A.** (2011, December). Effects of Dual Language Vocabulary Intervention with Bilingual Children with Language Impairment. Keynote address. Bring on New Challenges: Celebrating the Speech-language pathology profession in Malta. University of Malta and Cost action Bi-SLI.
- Restrepo, M.A.** (2011, October). Language Assessment and Intervention Principles for Bilingual Children. One-day training at Vanderbilt University.
- Restrepo, M.A.** (2010, October). Language Assessment and Intervention Principles for Bilingual Children. One-day training Oregon Speech-Language and Hearing Association, Vancouver, WA.
- Restrepo, M.A.** (2010). *DRIVES techniques for Head Start Teachers*. One day training. Marquette University, Milwaukee, WI.
- Schuele, M., Gray, S., Sheffner Hammer, C., Justice, L., **Restrepo, M.A.** and van Kleeck, A. (2009). Language and Literacy: Optimizing Outcomes for Preschoolers. Invited presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Restrepo, M.A.** (2009). Spanish Screener for Language Impairment in Children. Invited presentation at the Georgia State College of Education, Atlanta, GA.
- Restrepo, M.A.** (2008). Language Assessment and Intervention Principles of English Language Learners. Two day workshop at the Central Kentucky Special Education, Cooperative.
- Restrepo, M.A.** (2008). Making Informed Decisions for intervention in ELL Children. Keynote speaker at the NSSHLA conference at Sacramento State University, Sacramento, CA.
- Restrepo, M.A.** (2008). Language Assessment and Intervention Principles of English Language Learners. Full day workshop, University of Kentucky.
- Restrepo, M.A.** (2007). A Model Program for Preschool English Language Learners: Developing English as a Second Language. Invited presentation for U.S. Department of Education Early Childhood Educator Professional Development (ECEPD), New Grantee's Meeting.
- Restrepo, M. A.,** and Gray, S. I. (2007). Working with ELL Preschool Children and their Families. Preschool teacher training for Early Reading First Teachers, Honolulu, HI.
- Restrepo, M.A.** (2005). Language Predictors and Intervention Outcomes of Preschool Spanish-Speaking Children. Invited presentation, San Diego State University.
- Restrepo, M.A.** (2004). Dificultades en el Proceso de Aprendizaje de Lectura (Difficulties in learning to read). Precongress presentation. Primer congreso internacional de lectura emergente, Universidad Nacional de Colombia, Bogotá, Colombia.
- Restrepo, M.A.** (2004). Conciencia Fonológica y Lectura Emergente (Phonological awareness and emergent literacy). Invited presentation. Primer congreso internacional de lectura emergente. Universidad Nacional de Colombia, Bogotá, Colombia.
- Restrepo, M.A.** (2004). Trastornos Específicos de Lenguaje (Specific Language Impairments). Invited presentation. Primer congreso internacional de lectura emergente. Universidad Nacional de Colombia. Bogota, Colombia.
- Restrepo, M.A.** and Garland, M. (2004). Supporting Language and Literacy for Bilingual Children in the Early Childhood Setting. Training workshop at Colorado State University, Pueblo, CO.
- Restrepo, M.A.** (2004). Trastornos Específicos del Lenguaje: Evaluación e Intervención. (Specific Language Impairment: Evaluation And Intervention). Course presented at the Universidad Católica de Manizales.
- Restrepo, M.A.** (2003). Assessment and Intervention Strategies for Language Minority Students. Presentation at the First Annual CLASE Summer Institute for Educators, Amicalola Falls, GA.
- Restrepo, M.A.** (2003). Facilitating Second Language Acquisition. Presentation at the First Annual CLASE Summer Institute for Educators, Amicalola Falls, GA.
- Restrepo, M.A.** (2003). Promoting Bilingual Literacy for Language Minority Students. Presentation at the First Annual CLASE Summer

Institute for Educators, Amicalola Falls, GA.

- Restrepo, M.A., and Arboleda, A. (2003).** Conciencia fonológica: Intervención en pre-escolares [Phonological Awareness: An Intervention for Preschoolers]. Presentation at the III Congress of Brain and Mind, Medellín, Colombia.
- Restrepo, M.A., and Arboleda, A. (2003).** Intervención de Vocabulario en Niños Preescolares con o sin Riesgo de Trastorno de Lenguaje. [Vocabulary Intervention for Preschool Children with and Without Risk of Language Disorders]. Presentation at the III Congress of Brain and Mind, Medellín, Colombia.
- Restrepo, M.A. (2003).** Trastornos Específicos del Lenguaje: Evaluación e Intervención. [Specific Language Impairment: Evaluation and Intervention]. Workshop presented at the III Congress of Brain and Mind, Medellín, Colombia.
- Restrepo, M.A. (2003).** Best Practices for Working with English Language Learners. Half-day teacher in-service training, Elbert County Schools, GA.
- Restrepo, M.A. (2003).** Language Assessment of Latino Children. Invited Presentation at the Best Practices in Public School Speech-Language Pathology. Georgia Organization of School-based Speech-Language Pathologists.
- Restrepo, M.A. (2003).** Understanding Latino families: Cultural and linguistic characteristics. Invited Presentation at the Best Practices in Public School Speech-Language Pathology, Georgia Organization of School-based Speech-Language Pathologists.
- Restrepo, M.A. (2003).** Literacy Practices in English As Second Language Learners. Presentation at the Reading & Language Research, Policies, & Practice Conference, Atlanta, GA.
- Restrepo, M.A. (2002).** How to Promote Language and Literacy in Young Children. Presentation at the Annual Parent Conference of Babies Can't Wait and Children's Medical Services, Decatur, GA.
- Restrepo, M.A. (2002).** The Importance of Maintaining First Language for Literacy in Bilingual Children And Families: Birth To Age Four. Reading Excellence Act Conference, Atlanta, GA.
- Restrepo, M.A. (2002).** Specific Language Impairment: Theory, Diagnosis, and Treatment. Workshop at the Universidad Autónoma de México, Querétaro, México.
- Restrepo, M.A. (2002).** Working With Culturally Diverse Children in the Schools: Cultural and Second Language Issues, Assessment, and Intervention. Day in-service workshop to North East Georgia RESA.
- Restrepo, M.A. (2002).** Research-Based Language Assessment of Bilingual Children. Invited Presentation. Department of Communication Sciences and Disorders, University of Illinois, Urbana-Champaign, IL.
- Restrepo, M.A. (2002).** Bilingual Children's Language Development. Invited presentation and discussion, Reading Research Group, Georgia State University, Atlanta, GA.
- Restrepo, M.A. (2002).** Working with Bilingual Children with Special Needs. Presentation for Babies Can't Wait, Clarke County, Athens, GA.
- Restrepo, M.A. (2001).** Working with Students Who Speak English As a Second Language. Presentation at the Georgia READS Demonstration Projects Conference in Savannah and Atlanta, GA.
- Restrepo, M. A. (2001).** Working With Culturally Diverse Children in The Schools: Cultural and Second Language Issues, Assessment, and Intervention. Two-day in-service workshop for Clarke County School District's psychologists and speech-language pathologists.
- Restrepo, M.A. (2001).** The ESL Student: Speech-Language Pathology Assessment and Intervention Issues. Presentation for the RESA program for the ESOL certificate, Athens, GA.
- Restrepo, M.A. (2001).** The Importance of First Language Stimulation: Some Techniques for Service Providers at Home And At School. In-service training for Clarke County's Early Head Start Program.
- Restrepo, M.A., and Pineda, D. (2001).** Comportamientos Verbales Diferentes en Niños con Deficiencia de la Atención. [Different Verbal Behaviors In Children With Attention Deficit Disorder]. Symposium presented at Congreso Internacional de Cerebro y Mente, Cartagena, Colombia.
- Restrepo, M.A. (2001).** Tratamiento Multimodal de la Deficiencia de Atención: Manejo de las Alteraciones del Lenguaje En Niños Con DDA Y Dificultades Del Aprendizaje. (Multimodal Treatment Of Attention Deficit Disorder; Management Of Language Alteration In Children With ADHD And Learning Difficulties). Precongress Course. Congreso Internacional de Cerebro y Mente, Cartagena, Colombia.
- Restrepo, M.A. (2001).** The ESL Student: Speech-Language Pathology Assessment and Intervention Issues. Presentation for the RESA program for the ESOL certificate, Athens, GA.
- Restrepo, M.A. (2000).** Simposio de las Habilidades de Lenguaje de Niños [Symposium On Language Skills In Children] (3-day workshop). Universidad Católica de Manizales, Manizales, Colombia.
- Restrepo, M.A. (2000).** Working with Children who are Learning English as a Second Language. Presentation at the Georgia Association of Young Children, Atlanta, GA.
- Restrepo, M.A. (2000).** The Special Needs of Children Who Speak Languages other than English. Presentation to the Interagency Clayton Area Network, Clayton, GA.

- Restrepo, M.A. (2000).** Helping K-12 English Language Learners Achieve In School. Northeast Georgia P-16 ESOL Forum, Athens, GA.
- Restrepo, M.A. (2000).** The ESL Student: Speech-Language Pathology Assessment and Intervention Issues. Presentation for the RESA program for the ESOL Certificate, Athens, GA.
- Restrepo, M.A. (1999).** Formas de Intervención para Niños con Problemas de Aprendizaje del Lenguaje [Intervention For Children With Language Learning Disabilities]. Invited workshop for continuing education, Universidad de San Buenaventura, Medellín, Colombia.
- Restrepo, M.A. (1999).** Bilingual Language Evaluation in Preschool and Early Childhood. Invited presentation by the New York State Speech, Language and Hearing Association, Syracuse, NY.
- Wallace, G. J., Battle, D., Yacobacci-Tam, and **Restrepo, M.A. (1999).** Multiculturalism: Where are we and where are we Going? Invited presentation by the New York State Speech, Language and Hearing Association, Syracuse, NY.
- Restrepo, M.A. (1998).** Identifying Hispanic Children at Risk for Speech and Language Problems. In-service training to Pre-K teachers in Athens, Clarke County.
- Restrepo, M.A. (1998).** Identifying Hispanic Children at Risk for Speech and Language Problems. In-service training to Elementary teachers in Norcross, Gwinnett County.
- Restrepo, M.A. (1998).** Evaluación de Niños con Problemas Específicos del Lenguaje [Evaluation Of Children with Specific Language Impairments]. One-week workshop presented to the graduate students in Neuropsychology at the Universidad de San Buenaventura, Medellín, Colombia.
- Restrepo, M.A. (1998)** Marco Teórico de los Problemas Específicos del Lenguaje [Theoretical Framework To The Problems Of Children With Specific Language Impairments]. Universidad De Antioquia, Medellín, Colombia.
- Restrepo, M.A. (1998).** Estrategias de Evaluación del Lenguaje y Evaluación de Niño en Etapas Prelingüísticas [Strategies of Evaluation and Testing Of Children In Prelinguistic Stages]. Simposio de Formación Continuada en Neuropsicología [Continuing Education Symposium in Neuropsychology], Medellín, Colombia.
- Restrepo, M.A. (1998).** Evaluación de los Aspectos Gramaticales del Lenguaje [Evaluation Of Grammatical Skills In Language]. Simposio de Formación Continuada en Neuropsicología, [Continuing Education Symposium in Neuropsychology], Medellín, Colombia.
- Restrepo, M.A. (1998).** Trastornos del Lenguaje y Aprendizaje [Language Learning Disabilities]. Simposio de Formación Continuada en Neuropsicología, [Continuing Education Symposium in Neuropsychology], Medellín, Colombia.
- Restrepo, M.A. (1998).** Identifiers of Hispanic Children with Specific Language Impairments. Presentation at the 7th Southwest Conference on Communicative Disorders, Albuquerque, NM.
- Restrepo, M.A., and Gutierrez-Clellen, V. (1997).** A Data-Based Approach to the Assessment of Spanish-Speaking Children. Invited mini-seminar at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Restrepo, M.A. (1997).** Relación del DDA con Problemas de la Comunicación y Aprendizaje [Relation Between Attention Deficit Disorder and Communication and Learning Disorders]. Simposio Internacional Déficit de Atención e Hiperactividad [International Attention Deficit and Hyperactivity Disorder Symposium], Hospital Infantil Universitario de la Cruz Roja Rafael Henao Arango, Manizales, Colombia.
- Restrepo, M.A. (1997).** Trastornos de Lenguaje en Problemas de Aprendizaje. [Language Problems In Learning Disabilities]. Seminario de actualización en neuropsicología. Universidad de San Buenaventura, Medellín, Colombia.
- Restrepo, M.A. (1997).** Manejo del Aprendizaje en el Salón de Clase con Niños con Déficit de Atención [Learning Management in the Classroom With Children with Attention Deficit and Hyperactivity Disorder]. Instituto Neurológico de Antioquia, Medellín, Colombia.
- Restrepo, M.A. (1997).** Manejo del Aprendizaje en el Salón de Clase con Niños con Déficit de Atención [Learning Management in the Classroom with Children with Attention Deficit and Hyperactivity Disorder]. Jardín Infantil la Arboleda, Medellín, Colombia.
- Restrepo, M.A. (1997).** Manejo del Aprendizaje en el Salón de Clase con Niños con Déficit de Atención [Learning Management in the Classroom with Children with Attention Deficit and Hyperactivity Disorder]. Invited presentation at Colegio Marymount, Medellín, Colombia.
- Restrepo, M.A. (1997).** Evaluación e Intervención en Niños con Problemas Específicos en el Aprendizaje del Lenguaje. [Assessment and Intervention of Children with Specific Language Learning Disabilities]. Workshop presented the Universidad de San Buenaventura, Neuropsychology Department, Medellín, Colombia.
- Restrepo, M.A. (1996).** Características de Lenguaje y Problemas de Lenguaje en Niños con Trastornos de Atención [Language Characteristics and Language Disorders in Children with Attention Deficit Disorders]. International Symposium on ADHD, Medellín, Colombia.
- Restrepo, M.A. (1996).** Características Lingüísticas y Comunicativas de Niños con Trastornos de Atención [Linguistic and Communication Characteristics of Children with ADHD]. _First National Congress on ADHD, Medellín, Colombia.

Restrepo, M.A. (1996). Manejo de Niños con Trastornos de Atención en el Salón de Clase. Classroom Management of Children with ADHD. First National Congress on ADHD, Medellín, Colombia.

Restrepo, M.A. (1996). Teacher's Management of Bilingual Children with ADHD in the Classroom. Columbus School, Medellín, Colombia.

PUBLIC SERVICE

International Programs

- Study Abroad, Nicaragua – Improving communication in Jinotega
- Volunteer trainer, Mayflower Medical Outreach program, Jinotega, Nicaragua. Train teachers for the deaf, and special education teachers on improving children's language and literacy
- Gran reviewer, Israel Science Foundation 2017
- Grant Reviewer for the Spanish Government (2010)
- European Union COST member – IS0804 Bilingual Specific Language Impairment (November 2010-2013)
- Foreign Advisor, Universidad Autónoma de Querétaro, México, Facultad de Lenguas y Letras (2007-present)
- Consultant, Universidad Nacional de Bogotá, Departamento de Ciencias de la Comunicación (2004-present)
- Foreign Advisor and Adjunct Professor to the Neurodevelopment Ph.D. program Universidad de Antioquia, Medellín, Colombia (2001-2012)
- Consultant to the Neurological Institute of Antioquia for a program of research on the prevalence, characteristics, assessment, and intervention of children with attention deficit and hyperactivity disorder (1997-1999)
- Research Consultant to the Neuropsychology Program, Universidad de San Buenaventura (1997-2004)
- Program Reviewer for the Speech-language pathology and audiology program specialization in oral and written language disorders for Universidad Católica de Manizales, Colombia (August, 1999-2000)
- Training in Chile, Peru, Mexico, Colombia
- ASHA consultant for program in Paraguay 2016- current

Grant Reviewer

- National Institute of Child Health and Development. Special emphasis panel. Grant Reviewer April 2002; August 2008; June 2017
- Colciencias, February 1997, reviewed grant proposal for the National Program of Scientific Studies in Education, Santa Fe de Bogotá, Colombia
- National Institutes of Deafness and Communication Disorders. Fall 1996, reviewed proposal for K08 grant Spring 1999, reviewed proposal for R03 grant. Spring 2000, reviewed proposal for R03 grant. Summer 2000, reviewed proposals for R03 grants
- College of Education. The University of Georgia. Reviewed grants for the Multicultural Task Force Grants (Fall 1996) and scholarship applications (Spring and Fall 2001)
- National Science Foundation – doctoral grants (2011; 2012)
- American Speech Language and Hearing Foundation (2014)

Product Reviewer

- ASHA – 2013
- Plural Publishing - 2012
- Core Knowledge Foundation- 2012
- Allyn and Bacon- 2002
- Pearson- 2000
- Communication Skill Builders, 1991-1995

Professional Committees

University/Arizona State University

- Chair, NSSLHA, 2012 – 2014, member Fall 2011
- Chair, Research Council 2018- present (member before that)
- Member, JEDI committee programs in speech and hearing science 2020- present
- Chair, Curriculum Committee – Speech and Hearing Science, Fall 2004-2017
- Senator, ASU Academic Senate, 2007-2010
- Member, Personnel, Budget and Policy Committee – SHS, Fall 2008-2010
- Member Affirmative Action Committee – Speech and Hearing Science, Fall 2004-2008
- Member, Public Relations Committee – Speech and Hearing Science, Fall 2004-2008
- Search Committee SLP position - Speech and Hearing Science, Fall 2004, Fall 2005, Spring 2006. 2012-2013
- Search Committee Biostatistics – College – 2020-2021
- Search Committee, interdisciplinary program Southwest Borderlands position, Spring 2005, Fall 2005, Spring 2005
- Member, Self-Study Committee – Speech and Hearing Science, Fall 2005-Spring 2006, Fall 2013, 2020
- Member, UPSI Initiative – University – 2005

University/College UGA

- Chair, Curriculum Action Committee Clarke County Diversity Task Force Spring 2003-Spring 2004
- Member, Clarke County Diversity Task Force, December 2002-Spring 2004
- Member, Scholarship Committee, College of Education, Spring 2001
- Member, Search Committee for the Director of the School of Professional Studies College of education, Fall 2000
- Member, Triple E workshop, College of Education, Spring- Summer 2000
- Member of the College of Education Faculty Senate, 1999-2000
- Member of the College of Education Millennium Commission, Spring 1998 – 1999
- Member Multicultural Task Force Initiative, College of Education, Winter, 1996 - Summer 1998, Fall 2000-Spring 2004
- Member, Multicultural Task Force Retention and Recruitment Subcommittee, College of Education, Fall 1996 - Summer 1998
- Multicultural Task Force Curriculum Subcommittee, College of Education, Winter 1996- Summer 1998
- Member, Curriculum Committee, Department of Communication Sciences and Disorders, Winter 1996 – Spring 2004
- Member, Search Committee for faculty, Department of Communication Sciences and Disorders, 1998-1999, 1999-2000, and Clinic Director Fall 2000, faculty 2002
- Member, Graduate Admissions Committee, Department of Communication Sciences and Disorders, 1996, 2000, 2001

State

- Member, Georgia Speech-Language-Hearing Association, 1995 – 2003
- Member of Multicultural Committee of the GSLHA, 1995-1997, 2000
- Member of the Education of Non-English Speakers Task Force, Clarke County School System, 1999-2004
- Response to Intervention State Department of Education, Fall 2005-2007

National

- Member. ASHA Convention, School-Age Language Committee – 2012; 2014 Early Intervention; 2018 multicultural.
- Mentor, Clinical Practice Research Institute – American Speech Language and Hearing Association. January 2012-2013.
- ASHA Convention roundtable for NSHSLA students speaker and for doctoral students – 2011
- Mentor, Clinical Practice Research Institute – American Speech Language and Hearing Association. July 2009-2010.
- Member, Roundtable on supporting positive outcomes in language and literacy in language minority children. OPPRE-HHS-NIH April 16-17, 2008.
- Member, Roundtable of the Development of the Next Wave of Quality Measures for Early Childhood Education. DOE, Child Trends, OPPRE-HHS – January 2008.
- Member, ASHA Convention, Multicultural Committee, 2005-2006.
- Member, ASHA Publications Board, June 2002-December 2005.
- Member, ASHA Convention, Preschool Child Language Committee –1999; 2013.
- Chair, ASHA Convention, Cultural and Linguistic Diversity, Service Delivery, and Public Policy Committee – 1998.
- Member, ASHA Convention Language Science Committee – 1996.
- Member, Bylaws Committee of ASHA’s Hispanic Caucus, 1994-1999.

- Member, American Speech-Language-Hearing Association, 1983-present.
- Fulbright grant reviewer, 2018
- ASHA grant reviewer, 2018

TECHNICAL ASSISTANCE

- Provide consultations and assessment to a variety of agencies and schools on the assessment, instruction, and intervention of Latino children with and without language disabilities.
- Training teachers and therapists to work, assess and intervene with language minority, bilingual and culturally diverse children.
- Provide professional development for preschool teachers working with dual language learners.