

BRENDA K. GORMAN, Ph.D., CCC-SLP

Professor, Founder and Coordinator of the CSD Multicultural & Multilingual Emphasis
Elmhurst University
Communication Sciences and Disorders
(630) 617-6122
brenda.gorman@elmhurst.edu

I. Education

Ph.D.

The University of Texas at Austin, Communication Sciences and Disorders Specialization in
Language and Literacy Development in Bilingual Children
Advisor: Ronald B. Gillam

M.A.

The University of Texas at Austin, Communication Sciences and Disorders Specialization in
Multicultural and Bilingual Speech-Language Pathology
Advisors: Elizabeth D. Peña & Barbara Loera

B.A.

University of Wisconsin-Madison, Latin American and Iberian Studies

II. Employment Record

Professor Elmhurst University, Communication Sciences and Disorders	March 2017-present
Department Chair Elmhurst University, Communication Sciences and Disorders	July 2018-July 2022
Graduate Program Director Elmhurst University, Communication Sciences and Disorders Led department through successful initial accreditation	July 2015-July 2018
Associate Professor Elmhurst University, Communication Sciences and Disorders	2013-2017
Assistant Professor Marquette University, Speech Pathology and Audiology Promotion to Associate Professor with Tenure March 2013	2006-2013
Co-Founder/Director and Speech-Language Pathologist Bilinguistics Speech and Language Services, Austin, TX	2001-2006
Bilingual Speech-Language Pathologist Round Rock Independent School District, Round Rock, TX	2000-2001
Speech-Language Pathologist Capital Area Speech, Language, and Educational Services, Austin, TX	2000-2001
Bilingual Speech-Language Pathologist Peninsula Associates, Menlo Park, CA	1999-2000

Bilingual Speech-Language Pathologist 1998-1999
 TheraCare Rehabilitative Services, Manhattan, NY

III. Professional Positions

Adjunct Research Fellow Rocky Mountain University of Health Professions	2022-2023
Advisory Clinical Director and Board Member Lingua Health LLC and Grupo Lingua LLC	2011-2016
Consultant American Speech-Language-Hearing Association Grant Program to Support Multicultural Activities Title: <i>Developing and implementing Read it Again-Dual Language in rural Head Start programs with Spanish-speaking preschoolers</i> (PI-Duran, L.)	2014-2015
Consultant University of Minnesota and Utah State University Spanish Individual Growth and Development Indicators Project (PI- McConnell) Institute of Education Sciences (IES)	2013-2014
Consultant Milwaukee Public Schools (MPS)	2008
Consultant American Speech-Language-Hearing Association Grant Program to Support Multicultural Activities Title: <i>Digital treatment materials for intervention in Spanish and English</i> (PI-Long, S.)	2007-2008
Guest Mentor Title: <i>Clinical Decision Making with Linguistically Diverse Learners: A National Web-Based Training Program</i> (PIs-Kohnert, K., & Glaze, L.)	2006-2007

IV. Awards, Grants, Honors

ASHA Certificate of Recognition for Special Contributions in Multicultural Affairs American Speech-Language-Hearing Association Committee on Honors In recognition of career accomplishments	2025
Center for Scholarship and Teaching Small Research Grant Elmhurst University Gorman, B. K., & Brunner, H. Title: <i>Social-emotional responses to stuttering in bilinguals who stutter.</i> Awarded: \$750	2024-2025
ASHA Convention Meritorious Poster American Speech-Language-Hearing Association Convention Title: <i>ChatGPT, ayúdame! Using AI to Automatize the Analysis of Spanish Language Samples</i> Woolpert, D., Scoppettone, N., Cannizzaro, M., Alcalá, Y., Palacios, F., & Gorman, B. K. Designation awarded to top 4% of 1400 submissions	2024
ASHA Convention Visionary Session American Speech-Language-Hearing Association Convention Title: <i>ASHA-PAHO Collaborations: Recommendations for Achieving and Maintaining</i>	2024

Sustainable Collaborations

Weddington, G., Gorman, B. K., Bruno, E., Brown, K., Green, K., Aarts, N., Waterston, L.
 Designation awarded to <5% of 3300 submissions based on: ability to foresee and address
 future challenges, shape practices, and lead transformative initiatives

Personnel Preparation of Special Education, Early Intervention, and Related Services 2023-2028
 Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges
 and Universities, and other Minority Serving Institutions, 84.325M
 Office of Special Education and Rehabilitative Services, Department of Education
 Gorman, B. K., Troiano, B., Kremkow, J., Wanka, E.
 Title: Excellence in Multilingual Personnel in Illinois Schools (EXCEMPILS)
 Awarded: \$1,097,711

Exemplary Practice Award February, 2023
 Illinois Speech-Language-Hearing Association
 In recognition of exceptional clinical-based, school-based, academic, research and
 leadership practices.

Research Mentoring Pair Travel Award July, 2022
 Academic Affairs & Research Education Team of the
 American Speech-Language-Hearing Association (ASHA)
 Faculty mentor of María Elizabeth Jaramillo, doctoral candidate, University of North Carolina

Faculty Summer Research Grant May, 2022
 Elmhurst University
 Gorman, B. K., & Vargas, S.
 Title: *Advocacy and capacity building for global equity: Access to validated communication
 assessment tools in Ecuador*
 Awarded: \$3000

Support for the Speech-Language-Hearing Clinic February, 2020
 Elmhurst Lions Club
 McWilliams, J., & Gorman, B.K.
 Awarded: \$2000

Honorary Faculty Member Invitation April, 2017
 National Collegiate Foreign Language Honor Society
 Alpha Mu Gamma
 Theta Upsilon Chapter

On the Spot Award May, October 2016
 In recognition of outstanding contributions to the departmental mission January, March 2017
 Communication Sciences and Disorders September, November 2018
 Elmhurst University

Dr. Andrew K. Prinz Travel Fellowship 2015
 Funding to develop the study abroad course: *Global perspectives in Communication
 Disorders: Costa Rica experience*
 Awarded: \$1500

American Speech-Language-Hearing Association 2013-2014
 Grant Program to Support Multicultural Activities
 Gorman, B.K., Brice, A.E., & Panke, C.
 Title: *Training to Enhance Services for English Language Learners (TESELL)*
 Awarded: \$10,000

Institute of Educational Sciences (IES) Duran, L., Raynolds, L., & Gorman, B. Title: <i>Developing a Dual Language Version of Read It Again - Pre-K</i> Not Funded: \$1,500,000	2014
Golden Rose Award, Office of Student Development-Multicultural Affairs Marquette University Recognition for supporting students from diverse backgrounds on campus	2012
Office of Research and Sponsored Programs, Regular Research Grant (RRG) Gorman, B.K., & Lopez, F. Title: <i>Teaching practices and the development of language and literacy in English language learners.</i> Awarded: \$10,000	2011-2012
U.S. Department of Education Early Reading First (ERF) Grant Moyle, M., & Gorman, B.K. Berman, S. (project coordinator) Title: <i>Wisconsin Reading Acquisition Program (WRAP).</i> Awarded: \$4,034,108	2008-2011
Ziemann Foundation Gorman, B.K. & Berman, S. Title: <i>The Reading Acquisition for Spanish Speakers Program (RASPA).</i> Awarded: \$10,000 (had to decline due to WRAP award)	2010
Target Gorman, B.K. & Berman, S. Title: <i>The Reading Acquisition for Spanish Speakers Program (RASPA).</i> Awarded: \$3000	2009
Peters Charitable Trust Fund Gorman, B.K. & Berman, S. Title: <i>The Reading Acquisition for Spanish Speakers Program (RASPA).</i> Awarded: \$2000	2009
Herzfeld Foundation Gorman, B.K. & Berman, S. Title: <i>Reading acquisition program-Family literacy training.</i> Awarded: \$10,000	2008-2009
Head Start Achieving Excellence Community Partner Award Wisconsin Head Start Association, Outstanding Service to Head Start Children and Families	2008
Herzfeld Foundation Moyle, M. & Gorman, B.K. Title: <i>Reading acquisition program-Teacher training project & reading acquisition program for English language learners.</i> Awarded: \$7,000	2007-2008
Marquette University Excellence in Diversity Grant Gorman, B.K. & Moyle, M. Title: <i>Reading acquisition program for English language learners.</i> Awarded: \$2,500	2007-2008

Marquette University Committee on Research Summer Faculty Fellowship Gorman, B.K. Title: <i>Mechanisms underlying phonological awareness development: Evidence from Spanish-English bilinguals.</i> Awarded: \$5,500	2007
Office of Research and Sponsored Programs Research Development Program Award Awarded: \$2,300	2007
Jamail Endowed Presidential Scholarship The University of Texas at Austin	2005
David Bruton Fellowship The University of Texas at Austin	2004
U.S. Department of Education Student Fellowship Award, Multicultural Leadership Grant (PI-Marquard, T)	2001-2004
The University of Texas at Austin Research Grant Award, Department of Communication Sciences and Disorders Awarded: \$500	2003
U.S. Department of Education Student Fellowship Award, Multicultural Leadership Grant (PI-Peña, E. D.)	1996-1998

Recognition

Prospect Magazine: Elmhurst University Featured in: <i>Found in translation: A new program will prepare multilingual special educators and therapists to better serve kids with disabilities</i>	Summer 2024
Illinois Speech-Language-Hearing Association newsletter Mention in: <i>Excellence in Multilingual Personnel in Illinois Schools grant</i>	March 2024
Prospect Magazine: Elmhurst University Featured in: <i>Beyond the classroom faculty: The learning of language</i>	2022
Chicago Tribune Mention in: <i>Communication Sciences and Disorders graduate program earns accreditation</i>	2017
Daily Herald Mention in: <i>Elmhurst University graduate program earns accreditation</i>	2017
Discover: Marquette University Research and Scholarship Featured in: <i>Ready, set, read: Marquette's speech-language pathologists boost literacy for hundreds of Wisconsin preschoolers</i>	2009
Mention in President's Report Top Award: <i>Wisconsin Reading Acquisition Program</i>	2009
Milwaukee Public Radio Interview: <i>Wisconsin Reading Acquisition Program</i>	2009
American Speech-Language-Hearing Association Leader Front page feature article: <i>SLPs receive \$4 million reading grant</i>	2008

Milwaukee Journal Sentinel
 Featured in: *Marquette gets \$4 million grant for preschoolers' reading program* 2008

V. Teaching

A. At Elmhurst University

CSD 203 Phonetics I	2014-2017
CSD 204 Phonetics II	2014-2017
CSD 341 Phonological and Articulatory Disorders	2013-2014
CSD 345-15 Special Topics Travel Course: The China Experience	2016-2018
CSD 345-15 Special Topics Travel Course: Communication and Disability: Costa Rica	2016
CSD 477 Experiential Learning in Clinical Practicum	2022
CSD 509 Language and Literacy in Young Children	2014-2017
CSD 510 Advanced Studies in Speech Sound Disorders	2013-present
CSD 515 Adult Language Disorders	2014-2015
CSD 516 Language and Literacy in School-Age and Adolescence	2019-2020
CSD 516 Language and Academic Literacies in K-12 Classrooms	2023-present
CSD 518 Culturally and Linguistically Responsive Services in CSD	2023-present
CSD 522 Augmentative and Alternative Communication	2014
CSD 530 Thesis	2017-present
CSD 586 Multicultural and Multilingual Topics in CSD: Research and Best Practices	2023-present
CSD 590 Master's Research	2014-2025
CSD 592 Multicultural/Multilingual Issues	2015-2022

B. Marquette University

Child Language Intervention Issues	2006-2012
Speech and Language Intervention in Bilingual Populations	2007-2013
Speech and Language Assessment in Bilingual Populations	2007-2012
Stuttering and Other Fluency Disorders	2007-2013
Language and Literacy in Urban Preschool Children	2010
Clinical Supervision of Therapy Practicum on-campus and off-campus	2006-2013

C. The University of Texas at Austin

Introduction to Speech-Language Assessment and Intervention	2004
Bilingual Methods in Speech-Language Pathology	2001

VI. Scholarly Activity or Creative Work

A. Article Publications

Coughlin, A., Gorman, B. K., Brice, A. E., Blackwell, A. (Accepted for publication). Attitudes and skills of Latinx caregivers and AAC coaching: A pilot study. *Perspectives of the ASHA Special Interest Groups*.

Neri, N., & Gorman, B. K. (2023). Racial and ethnic disparities in identification of ASD. *The ISHA Voice*, 48(4).

Gorman, B. K. (2023). Report writing for multilingual clients. *The ISHA Voice*, 48(3), 21-25.

Palacios Coello, F., Alcalá Aristimuño, Pilar Mirely, C. L., Franco Boggio, Z., Puig Herreros, C., Navas, A. L., León Godoy, A. M., Moscardi, G., & Gorman, B. K. (2022). Speech-language pathology and audiology in Ibero-America: Training, developments, challenges, and opportunities. *Perspectives of the ASHA Special Interest Groups*, 1-13. https://doi.org/10.1044/2022_PERSP-22-00047

Gorman, B. K. & Rzyski, S. (2022). Culturally and linguistically responsive service providers: Updates to standards for professional preparation. *The ISHA Voice*, 48(1), 20-22.

Gorman, B. K. (2022). Campaign to support diversity within the CSD professions. *The ISHA Voice*, 47(2), 8-10.

Gorman, B. K., Martinez, G., & Pina Garcia, L. (2021). Dual-language narrative intervention outcomes for a bilingual adolescent with Down syndrome. *Bilingual Research Journal*, 44(4), 444-465. <https://doi.org/10.1080/15235882.2021.1999340>

Gorman, B. K. & Franca, M. C. (2021). Advancement in cultural and linguistic sensitivity in CSD. *The ISHA Voice*, 46(2), 12-14.

Porod, T. K., & Gorman, B. K. (2020). Home and clinical literacy practices for children with cleft lip and palate. *The Cleft Palate-Craniofacial Journal*, 57(10), 1216-1229. doi.org/10.1177/1055665620924938.

Orizaba, L., Gorman, B.K., Fiestas, C., Bingham, G., & Patton-Terry, N. (2020). A comparison of two narrative assessment measures for Spanish-speaking preschoolers. *Language, Speech and Hearing Services in Schools*, 51(2), 428-440. doi.org/10.1044/2019_LSHSS-19-00103

Gorman, B. K. (2019). Are we reporting test scores appropriately? *The ISHA Voice*, 44(3), 18-20.

Gorman, B.K., Bingham, G., Fiestas, C., Patton-Terry, N. (2016). Assessing the narrative abilities of Spanish-speaking preschool children: A Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317. doi: 10.1016/j.ecresq.2015.12.025.

Durán, L.D., Gorman, B.K., Kohlmeier, T., & Callard, C. (2016). The feasibility and usability of the Read it Again dual language and literacy curriculum. *Early Childhood Education Journal*, 44, 453-461. doi:10.1007/s10643-015-0729-y.

Gorman, B.K. (2015). Dynamic assessment with bilinguals: A focus on increasing clinicians' confidence. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 22, 112-121. doi:10.1044/cds22.3.112.

Brice, A.E., Leung, C.B., & Gorman, B.K. (2015). Vocabulary skills of Spanish-English speaking elementary students: A pilot study. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 22, 102-111. doi:10.1044/cds22.3.102.

López, F., Scanlan, M., & Gorman, B.K. (2015). Language modeling and reading achievement: Variations across different types of language instruction settings. *Reading & Writing Quarterly*, 31, 1-29. doi:10.1080/10573569.2013.819187.

Brice, A.E., Gorman, B.K., & Leung, C.B. (2013). Spanish-English speech recognition: Developmental trends. *Clinical Linguistics & Phonetics*, 27(3), 220-234. doi:10.3109/02699206.2012.757805

Lee, S., & Gorman, B.K. (2013). Nonword repetition performance and related factors in children representing four linguistic groups. *International Journal of Bilingualism*, 17, 479-495. doi:10.1177/1367006912438303

Gorman, B.K. (2012). Relationships between vocabulary size, working memory, and phonological awareness skills in Spanish-speaking English language learners. *American Journal of Speech-Language Pathology*, 21, 109-123. doi:10.1044/1058-0360(2011/10-0063)

Gorman, B.K., Brice, A.E., & Berman, S. (2012). Reading acquisition program for Spanish-speakers. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 19, 49-57. doi:10.1044/cds19.2.49

Gorman, B.K., Fiestas, C.E., Peña, E.D., & Clark, M.C. (2011). Creative and stylistic devices employed by children during a storybook narrative task: A cross-cultural study. *Language, Speech, and Hearing Services in Schools*, 42(2), 167-181. doi:10.1044/0161-1461(2010/10-0052)

Moyle, M.J., Karasinski, C., Ellis Weismar, S., & Gorman, B.K. (2011). Grammatical morphology in school-age children with and without language impairment: A discriminant function analysis. *Language, Speech, and Hearing Services in Schools*, 42, 550-560. doi:10.1044/0161-1461(2011/10-0029)

Gorman, B.K. (2009). Cross-linguistic universals in reading acquisition with applications to English language learners with reading disabilities. *Seminars in Speech and Language*, 30(4), 246-260. doi:10.1055/s-0029-1241723

Lee, S., & Gorman, B.K. (2009). Production of Korean case particles in an English-Korean bilingual child with specific language impairment: A preliminary study. *Communication Disorders Quarterly*, 30(3), 167-177. doi:10.1177/1525740108324095

Thomason, K.M., Gorman, B.K., & Summers, C. (2007). English literacy development for English language learners: Does Spanish instruction promote or hinder? *EBP Briefs*, 2(2), 1- 26.

Gorman, B.K., & Aghara, R.G. (2004). Conceptualizing bilingualism: Defining the standard for child language assessment. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 11(2), 19-24. doi:10.1044/cds11.2.19

Gorman, B.K., & Gillam, R.B. (2003). Phonological awareness in Spanish: A tutorial for speech-language pathologists. *Communication Disorders Quarterly*, 25(1), 13-22. doi:10.1177/15257401030250010301

B. Chapters

Gorman, B.K. (2016). Considerations for differentiating typical versus atypical speech patterns in linguistically diverse speakers. In P. J. Tattersall & J. I. Dawson (Eds.), *Structured Photo Articulation Test-III (SPAT-III)* (pp. 43-71). DeKalb, IL: Janelle Publications.

Gillam, R.B., & Gorman, B.K. (2004). Language and discourse contributions to word recognition and text interpretation: Implications of a dynamic systems perspective. In E. R. Silliman & L. C. Wilkinson (Eds.), *Language and literacy learning in schools*. New York, NY: Guilford Press.

C. Additional

Gorman, B.K., & Kester, E.S. (2003). Spanish-influenced English: Typical phonological patterns in the English language learner. *Bilinguistics*.

Kester, E.S., & Gorman, B.K. (2003). Spanish-influenced English: Typical patterns of semantics and syntax in the English language learner. *Bilinguistics*.

D. Acknowledged Contribution

The dyslexia handbook: Information for caregivers, educators, and students. (2024). Illinois State Board of Education Department of Special Education. (Contributions to writing sections on multilingual learners and bidialectal speakers).

E. Presentations

Refereed Presentations

Greene, K., Fiestas, C., Taliancich-Klinger, C., Simon-Cereijido, S., & Gorman, B. K. (2025, June 13). *The different faces of bilingual grammatical language intervention for school-age children with developmental language*. Poster presentation: 15th Annual International Symposium on Bilingualism, San Sebastian, Spain.

Brunner, H., & Gorman, B. K. (2025, February 15). *An investigation into the social-emotional response to stuttering among bilingual youth and young adults*. Poster presentation: Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Weddington, G., Gorman, B. K., Bruno, E., Brown, K., Green, K., Aarts, N., Waterston, L. (2024, December 7). *ASHA-PAHO collaborations: Recommendations for achieving and maintaining sustainable collaborations*. Oral presentation: American Speech-Language-Hearing Association Convention, Seattle, WA.

Woolpert, D., Scoppettone, N., Cannizzaro, M., Alcalá, Y., Palacios, F., & Gorman, B. K. (2024, December 6). *ChatGPT, ¡ayúdame! Using AI to automatize the analysis of Spanish language samples*. Poster presentation: American Speech-Language-Hearing Association Convention, Seattle, WA.

Coughlan, A., Gorman, B. K., Brice, A., & Blackwell, A. (2024, December 5). *Skills, attitudes, and empowerment of bilingual parents following AAC coaching and training*. Oral presentation: American Speech-Language-Hearing Association Convention, Seattle, WA.

Weddington, G., Waterston, L., Roman, R., Gorman, B. K., Rosa-Lugo, L., Martinez, S., & Caesar, L. (2024, September 7). *Enhancing international engagement in six countries in the Latin America region*. Poster presentation: Emirates Speech-Language Pathology and Audiology Congress 2024, Dubai, United Arab Emirates.

Weddington, G., Gorman, B. K., Bruno, E., Brown, K., & Waterston, L. (2023, November 18). *Celebrating 10 years of ASHA-PAHO capacity building collaboration in Latin America and the Caribbean*. American Speech-Language-Hearing Association Convention, Boston, MD.

Gorman, B. K., Palacios Coello, F., Alcalá Aristimuño, & Vargas, S. (2023, November 17). *Salty or sweet humitas? A comparison of language sampling analyses for Spanish-speaking Ecuadorian children*. American Speech-Language-Hearing Association Convention, Boston, MD.

Coughlan, A., Gorman, B. K., & Blackwell, A. (2023, November 16). *Skills, attitudes, and empowerment of bilingual parents following AAC coaching and training*. American Speech-Language-Hearing Association Convention, Boston, MD.

Gorman, B. K., Palacios Coello, F., Alcalá Aristimuño, Pina García, L., & Vargas, S. (2022, November 17-19). *Capacity building for global equity: Access to child language assessment data in Ecuador*. Poster presentation: American Speech-Language-Hearing Association Convention, New Orleans, LA.

Gorman, B. K., Schochat, E., Domby, L., Blackwell, A., & Froeschke, L. (2021, November 17-19). *Advocacy and capacity building for global equity: The ASHA-PAHO collaboration in Ecuador*. Oral presentation: American Speech-Language-Hearing Association Convention, Washington, DC.

Greene, K., Fiestas, C., Taliancich-Klinger, C., Simón-Cereijido, G., & Gorman, B. K. (March 2021). Panel on Triangle of Success, Ten principles of grammatical language intervention for dual-language learners: The application of linguistically relevant best practice. Oral presentation: Speech, Language, and Learning Intervention Symposium (SLLIVRS), Arizona State University.

Greene, K., Fiestas, C., Taliancich-Klinger, C., Simón-Cereijido, G., Gorman, B. K., & Bedore, L. M. (November 2019). Ten principles of grammatical language intervention for dual-language learners: Applications of linguistically relevant practices. Oral presentation: American Speech-Language-Hearing Association Convention. Orlando, FL.

Ziecina, A., & Gorman, B. K. (February, 2019). Speech assessment of bilingual Polish-English Children. Poster presentation at the Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Petersen, G. & Gorman, B. K. (November, 2018). Attitudes & utilization of alternative therapeutic practices for children with disabilities: Parent and practitioner surveys. Poster presentation: American Speech-Language-Hearing Association Conference. Boston, MA.

Ding, R.D., Gorman, B. K., & Rosen, S. (November, 2018). The China experience: Transcultural view of rehabilitation medicine. Poster presentation: American Speech-Language-Hearing Association Conference. Boston, MA.

Orizaba, L., Gorman, B. K., Bingham, G., & Terry, N. P. (November, 2017). A comparison of two narrative assessment measures for Spanish-speaking preschoolers. Poster presentation: American Speech-Language-Hearing Association Conference. Los Angeles, CA.

Gorman, B.K., Fiestas, C. E., Bingham, G., & Terry, N. P. (June, 2016). Performance differences in Spanish-speaking preschoolers' language skills on a Spanish narrative assessment protocol. Poster presentation: Symposium on Research in Child Language Disorders, Madison, WI.

Gorman, B.K. (November, 2015). Strategies for enhancing English Language Learners' achievement of academic standards. Oral presentation: American Speech-Language-Hearing Association Conference, Denver, CO.

Gorman, B.K. (July, 2015). Read it Again-Dual Language early literacy curriculum: Feasibility and usability. Oral presentation: Society for the Scientific Study of Reading, Hawaii.

Kohlmeier, T., Durán, L., Gorman, B. K. & Callard, C. (July, 2015). Findings from a randomized control study investigating the effects of the Read It Again Dual Language Preschool Curriculum. Society for the Scientific Study of Reading, Hawaii.

Gorman, B.K., Brice, A., & Panke, C. (November, 2014). Training to enhance services for English language learners (TESELL). Poster presentation: American Speech-Language-Hearing Association Conference, Orlando, FL.

Gorman, B.K., Durán, L., Kohlmeier, T., & Callard, C. (November, 2014). Feasibility of the new Read It Again - Dual language early literacy curriculum. Poster presentation: American Speech-Language-Hearing Association Conference, Orlando, FL.

Durán, L., Kohlmeier, T., Callard, C., & Gorman, B.K. (October, 2014). Promoting the early literacy and language development of dual language learners. Oral presentation: Division of Early Childhood Annual Convention, St. Louis, MO.

Gorman, B.K., López, F., Durán, L., & Berman, S. (November, 2012). Tier 2 language and literacy intervention for diverse preschool children. Poster presentation: American Speech-Language-Hearing Association Conference, Atlanta, GA.

Gorman, B.K., & Berman, S. (February, 2012). RTI with Dual-language learners: Lessons learned for preschool language and literacy intervention. Wisconsin Speech-Language Pathology and Audiology Professional Association Conference, Milwaukee, WI.

Gorman, B.K., Patton-Terry, N., Bingham, G., & Fiestas, C. (November, 2011). Preschoolers need their siesta: A Spanish adaptation of the Narrative Assessment Protocol (NAP). Poster presentation: American Speech-Language-Hearing Association Conference, San Diego, CA.

Gorman, B.K., & Berman, S. (November, 2011). Language and literacy outcomes across tiers in Dual-Language Head Start classrooms. Poster presentation: American Speech-Language-Hearing Association Conference, San Diego, CA.

Lee, S. & Gorman, B.K. (November, 2011). Nonword repetition and interactions among vocabulary, phonotactic probability, and phonological awareness in four linguistic groups. Oral presentation: American Speech-Language-Hearing Association Conference, San Diego, CA.

Plowigan, C., Manjarres, M., Moyle, M., Berman, S., & Gorman, B.K. (November, 2011). African American Head Start preschoolers' performance on the Diagnostic Evaluation of Language Fundamentals – Norm Referenced (DELV-NR). Poster presentation: American Speech-Language-Hearing Association Conference, San Diego, CA.

Plowigan, C., Manjarres, M., Moyle, M., Berman, S., & Gorman, B.K. (June, 2011). African American Head Start preschoolers' performance on the Diagnostic Evaluation of Language Fundamentals – Norm Referenced (DELV-NR). Poster presentation: Symposium on Research in Child Language Disorders, Madison, WI.

Gorman, B.K., & Berman, S. (March, 2011). Language and literacy outcomes across tiers in Dual-Language Head Start classrooms. Presentation: Society for Research in Child Development, Montreal, Canada.

Heilmann, J., Moyle, M., Gorman, B.K., & Berman, S. (November, 2010). Monitoring pre-literacy skills using curriculum-based measures: The PALS & IGDIs. Presentation: American Speech-Language-Hearing Association Conference, Philadelphia, PA.

Moyle, M., Heilmann, J., Gorman, B.K., & Berman, S. (June, 2010). Tracking phonological awareness skills: A comparison of two curriculum-based measures. Poster presentation: Symposium on Research in Child Language Disorders, Madison, WI.

Moyle, M., Gorman, B.K., & Berman, S. (June, 2010). Nonword repetition in African American Head Start preschoolers: Relationships to language versus phonological awareness. Poster presentation: Symposium on Research in Child Language Disorders, Madison, WI.

Moyle, M., Berman, S., Gorman, B.K., Hickman, K., & Muhlenbeck, N. (November, 2009). Emergent literacy teacher training: SLPs' impact on instruction and outcomes. Poster presentation: American Speech-Language-Hearing Association Conference, New Orleans, LA.

Curley, C., & Gorman, B.K. (April, 2009). A comparison of phonological awareness intervention approaches for bilingual preschoolers. Poster presentation: 23rd National Conference on Undergraduate Research, LaCrosse, WI.

Buac, M., & Gorman, B.K. (April, 2009). Current issues in planning intervention for bilingual children with autism. Poster presentation: 23rd National Conference on Undergraduate Research, LaCrosse, WI.

Curley, C. & Gorman, B.K. (November, 2008). A comparison of phonological awareness intervention approaches for bilingual preschoolers. Poster presentation: American Speech-Language-Hearing Association Conference, Chicago, IL.

Gorman, B.K. (June, 2006). The relationships between working memory, language, and phonological processing: Evidence from cross-language transfer in bilinguals. Poster presentation: Symposium of Research in Child Language Disorders, Madison, WI.

Gorman, B.K., Clark, M., Fiestas, C.E., & Peña, E.D. (November, 2003). Creative and stylistic devices in storybook narratives: A cross-cultural study. Poster presentation: American Speech-Language-Hearing Association Conference, Chicago, IL.

Gorman, B.K., Clark, M., Fiestas, C.E., & Peña, E.D. (February, 2003). Cultural influences on children's use of creative and stylistic narrative devices. Poster presentation: Texas Research Symposium on Language Diversity, The University of Texas at Austin, Austin, TX.

Gorman, B.K. (April, 2002). Assessment of phonological awareness in Spanish. Department of Communication Sciences and Disorders Research Colloquium Series at the University of Texas at Austin, Austin, TX.

Invited Presentations

Gorman, B. K. (2025, March 7). *Multilingualism Matters: Impactful Approaches to Speech-Language Assessment and Intervention for Multilingual Learners*. Invited oral presentation. LaSalle/Putnam Educational Alliance for Special Education (LEASE), Ottawa, IL.

Gorman, B. K. (2025, February 20). *Multilingualism Matters: Strategic Approaches to Designing Speech-Language Therapy*. Invited oral presentation. Cooperative Association for Special Education (CASE), Glendale Heights, IL.

Gorman, B. K. (2025, January 16). *Yes, You Can! Empowering Clinicians to Support Multilingual Learners with Communication Disorders*. Invited oral presentation. The Northwestern Illinois Association (NIA), Sycamore, IL.

Gorman, B. K., & Fertil, C. (2024, December 7). *Leveraging the power of artificial intelligence to support assessment and intervention services for multilingual learners*. Oral presentation: American Speech-Language-Hearing Association Convention, Seattle, WA.

Guiberson, M., Rosa-Lugo, L., Peña, E. D., & Gorman, B. K. (2024, November 13). Counseling in CSD for multilingual families. ASHA SIG 14 Live Online Web Event.

Gorman, B. K. (2024, October 16). *Yes, I can! Tips for assessment of multilingual learners for all SLPs*. Invited oral presentation. Cooperative Association for Special Education (CASE), Glendale Heights, IL.

Gorman, B. K., & Rzyski, S. (2024, February 10). *Empowering all multilingual learners: Creative intervention strategies for success*. Invited oral presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Kan, P. F., Murray, F., Papandrea, M. T., Srivastava, P., Gorman, B. K., Moore, A. (2023, June 1). *Monolingual SLPs evaluating language skills in a multilingual world*. Oral presentation. ASHA Special Interest Groups 1 and 14.

Gorman, B. K. (2023, March 3). *Yes, I can! Assessment and intervention for multilingual learners for all SLPs*. Invited oral presentation. Community School District 300, Algonquin, IL.

Gorman, B. K. (2023, February 3). *Culturally responsive intervention for multilingual learners*. Oral presentation. Invited oral presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B. K. (2023, February 3). *Dynamic assessment of language: "How to."* Invited oral presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B. K., & Young, N. (2023, January 26). *What do we do in communication sciences and disorders?* [Oral presentation]. Outreach Community Center, Carol Stream, IL.

Gorman, B. K. (2022, August 8). *Ideas para intervención de lenguaje para niños*. Oral presentation: Asociación de Terapeutas del Lenguaje de Guatemala SOMOSTLGT, Guatemala.
Level: International.

Gorman, B. K. (2022, June 15). *Lenguaje a través de la narrativa*. Oral presentation: Universidad de Cuenca, Cuenca Ecuador.
Level: International

Gorman, B. K. & Pina Garcia, L. (2022, June 16). *Valoración dinámica de la narrativa*. Oral presentation: Universidad de Cuenca, Cuenca Ecuador.
Level: International

Gorman, B. K. (2022, June 17). *Intervenciones para los TSH: Múltiples Oposiciones y Enfoque de Complejidad*. Oral presentation: Universidad de Cuenca, Cuenca Ecuador.
Level: International

Gorman, B. K. (2022, January 12). *Language and literacy development in dual-language learners: Implications for ethical intervention planning*. Invited presentation: Round Lake School District 116, Round Lake, IL.

Gorman, B. K. (2021, October 13-15). *Language and literacy development in dual-language learners: Implications for ethical intervention planning*. Invited keynote: Arkansas Speech-Language-Hearing Association Convention, Little Rock, AR.

Gorman, B. K. (2021, October 13-15). *Dynamic assessment of language: "How to" for preschool- and school-age children*. Oral presentation: Arkansas Speech-Language-Hearing Association Convention, Little Rock, AR.

Gorman, B. K. (2021, October 13-15). *Raising our game in assessment and reporting for dual-language learners*. Oral presentation: Arkansas Speech-Language-Hearing Association Convention, Little Rock, AR.

Gorman, B. K. (November, 2020). Lenguaje y lectura infantil: Narrativas (Child language and literacy: Narratives). Oral presentation. Ministerio de Salud Pública, Dirección Nacional De Discapacidades, Ecuador.
Level: International

Gorman, B. K. (November, 2020). Lenguaje y lectura infantil: Evaluación narrativa (Child language and literacy: Narrative assessment). Oral presentation. Ministerio de Salud Pública, Dirección Nacional De Discapacidades, Ecuador.
Level: International

Gorman, B. K., Gabriel, A., & Mendoza Virgen, I. (November, 2020). Lenguaje y lectura infantil: Intervención narrativa (Child language and literacy: Narrative intervention). Oral presentation. Ministerio de Salud Pública, Dirección Nacional De Discapacidades, Ecuador.
Level: International

Gorman, B. K. (October, 2020). Incorporando las narrativas en la intervención: Ventajas y métodos. Oral presentation: Asociación de Terapeutas del Lenguaje de Guatemala SOMOSTLGT, Guatemala.
Level: International.

Gorman, B. K. (February, 2020). What team members should know about communication development and disorders in dual language learners. Invited presentation. School Area Association for Special Education in DuPage County (SASED). Lisle, IL.

Gorman, B. K., & Bliss, M. (February, 2020). Assessment and intervention for dual language learners: Raising the game. Invited presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Maggit, E., & Gorman, B. K. (January, 2020). The language and learning connection. Invited discussion facilitator. North Suburban Special Education Organization (NSSEO). Mount Prospect, IL.

Gorman, B. K. (January 2020). Assessment and communication development of bilingual children. Franklin County Board of Developmental Disabilities. Columbus, OH.

Gorman, B. K. (May, 2019). Assessment and communication development of bilingual children. American Speech-Language-Hearing Association (ASHA) webinar.

Gorman, B.K. (January, 2019). Recent advances in progress monitoring and assessment of students with speech-language impairments. Elmhurst Community Unit School District 205. Elmhurst, IL.

Glossner, P., & Gorman, B. K. (May, 2019). Freshman readiness program: Top tips for a successful transition into high school. Elmhurst Community Unit School District 205 and Reach Program. Elmhurst, IL.

Gorman, B.K. (April, 2018). Advances in speech-language practices with bilinguals. North Suburban Speech and Language Association. Northbrook, IL.

Gorman, B.K. (March, 2018). Bilingual children with hearing loss: Recent updates. North Suburban Special Education Organization. Des Plaines, IL.

Gorman, B.K. (January, 2018). Institute Day: Advances in assessment and intervention practices for dual language learners. North Suburban Special Education Organization. Des Plaines, IL.

Gorman, B.K. (November, 2017). Bilingual issues for speech-language pathologists. Niles Township District for Special Education (NTDSE). Skokie, IL.

Gorman, B.K. (September, 2017). Bilingual issues for speech-language pathologists. North DuPage Special Education Cooperative (NDSEC). Roselle, IL.

Gorman, B.K. (March, 2017). Advances in assessment and intervention practices with dual language learners. Invited presentation. Northwest Suburban Special Education Organization (NSSEO). Arlington Heights, IL

Gorman, B.K. (January, 2017). Advances in assessment and intervention practices with dual language learners. Invited presentation. Barrington 220 School District. Barrington, IL.

Gorman, B.K. (August, 2016). Lenguaje y alfabetización emergente. Región Educativa de Turrialba, Turrialba, Costa Rica.
Level: International

Gorman, B.K. (August, 2016). Evaluación de la tartamudez. Región Educativa de Turrialba, Turrialba, Costa Rica.
Level: International

Gorman, B.K. (August, 2016). Intervención de la tartamudez para niños de edad escolar. Región Educativa de Turrialba, Turrialba, Costa Rica.
Level: International

Chaidez, I., & Gorman, B.K. (August, 2016). Intervención temprana basada en evidencia. Región Educativa de Turrialba, Turrialba, Costa Rica.
Level: International

Gorman, B.K. (July, 2016). Advances in assessment and intervention practices with dual language learners. Invited presentation. American Speech-Language-Hearing Association Connect Conference, Minneapolis, MN.

Gorman, B.K. (February, 2016). Assessing narrative language in Spanish-speaking preschoolers: Adaptation of the Narrative Assessment Protocol. Invited presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B.K. (February, 2016). How similarities between English Language Learners' home language and English inform assessment. Invited presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B.K. (January, 2016). Instructional strategies and literacy development in dual language learners. Invited presentation. Cooperative Association for Special Education. Glenbar, IL.

Gorman, B.K. (October, 2015). Issues in language assessment and intervention for dual language learners: Spanish, Arabic, Polish, English. Orland 135 School District. Orland Park, IL

Gorman, B.K. (April, 2015). Dynamic language assessment for English language learners. Invited presentation. Northwest Suburban Special Education Organization (NSSEO). Arlington Heights, IL

Gorman, B.K. (February, 2015). Serving dual-language learners and their families in early intervention. Invited presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B.K. (January, 2015). Instructional strategies for young ELLs to enhance achievement of learning standards. Invited institute day presentation. Northwest Suburban Special Education Organization (NSSEO). Arlington Heights, IL

Gorman, B.K. (December, 2014). What teachers should know about language impairment in Dual Language Learners. Invited presentation. Thirty-Eighth Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students. Oakbrook, IL.

Gorman, B.K. (November, 2014). Finding common ground for assessment and intervention with English Language Learners. Invited presentation. Chicago Public Schools, Chicago, IL.

Gorman, B.K. (October, 2014). Considerations for preschool curriculum development for Dual Language Learners. Invited presentation. Center for the Interdisciplinary Study of Language and Literacy (CISLL) and the School of Allied Health and Communicative Disorders, Northern Illinois University. DeKalb, IL.

Gorman, B.K. (July, 2014). Bilingual language and literacy. Invited presentation. Annual Lingua Live Conference, Lingua Health and Grupo Lingua, Chicago, IL.

Gorman, B.K. (March, 2014). Assessment of English learners with disabilities. Invited webinar panelist: National Center on Educational Outcomes, U.S. Department of Education.

Gorman, B.K. (March, 2014). Updates in language and literacy assessment for English language learners. Invited presentation. Cicero School District, Cicero, IL.

Gorman, B.K. (February, 2014). Language and literacy: Assessment for English language learners. Invited presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B.K. (February, 2014). Language and literacy: Intervention for English language learners. Invited presentation. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B.K. (November, 2013). Tackling the tough issues in bilingual speech-language pathology. Short course: American Speech-Language-Hearing Association Conference, Chicago, IL.

Gorman, B.K. (November, 2013). Fostering language development in bilingual children. Invited presentation. Reach Out and Read, Children's Health Alliance of Wisconsin, Baraboo, WI.

Gorman, B.K. (July, 2013). Literacy and biliteracy: SLPs' contribution to RtI Implementation. Oral Presentation: Lingua Live, Lingua Health and Grupo Lingua, Las Vegas, NV.

Gorman, B.K. (May, 2013). Speech and language development in bilingual children. Waukesha Family Practice Center-Medical College of Wisconsin, Waukesha, WI.

Gorman, B.K. (February, 2013). RTI with Dual-language learners: Lessons learned for preschool language and literacy intervention. Illinois Speech-Language Pathology and Audiology Professional Association Conference, Rosemont, IL.

Gorman, B.K. (November, 2012). Fostering language development in infants, toddlers, and preschoolers. Reach Out and Read, Children's Health Alliance of Wisconsin, Madison, WI.

Gorman, B.K. (July, 2011). Career opportunities in bilingual speech-language pathology. Health Careers Opportunities Program (HCOP), Marquette University, Milwaukee, WI.

Gorman, B.K. (November, 2010). Making the vision of 3rd grade reading a reality for Georgia's young refugee and immigrant learners. Invited panelist: Atlanta Speech School, Atlanta, GA.

Gorman, B.K. (November, 2010). Teaching strategies to ensure reading readiness in Dual-language learners. The Rollins Center for Language & Learning, Atlanta, GA.

Gorman, B.K. (October, 2010). Dual-language learners: Lessons learned for Tier 2 and 3 interventions. Second Annual RTI Early Childhood Summit, Kansas City, MO.

Gorman, B.K. (October, 2010). Speech and language development and disorders. Wisconsin Early Childhood Association Head Start Conference, Milwaukee, WI.

Gorman, B.K., & Delgado, H. (February, 2010). Cross-linguistic universals in reading development and disorders. Wisconsin Speech-Language Pathology and Audiology Professional Association Conference, Oshkosh, WI.

Gorman, B.K. (November, 2009). Teaching strategies for dual language learners. Wisconsin Early Childhood Association Head Start Conference, Milwaukee, WI.

Gorman, B.K. (July, 2009). Introduction to bilingual speech-language pathology. Health Careers Opportunities Program (HCOP), Marquette University, Milwaukee, WI.

Gorman, B.K. (June, 2009). Meeting the needs of English language learners: A focus on vocabulary. Day Care Services for Children, Milwaukee, WI.

Moyle, M, Gorman, B.K., & Berman, S. (March, 2009). Wisconsin Reading Acquisition Program. U.S. Department of Education Early Reading First Conference, Seattle, WA.

Curley, C., & Gorman, B.K. (July, 2008). A comparison of phonological awareness intervention approaches for bilingual preschoolers. McNair Scholars Research Symposium at Marquette University, Milwaukee, WI.

Buac, M., & Gorman, B.K. (July, 2008). Current issues in planning intervention for bilingual children with autism. McNair Scholars Research Symposium at Marquette University, Milwaukee, WI.

Gorman, B.K. (April, 2008). Strategies for meeting the needs of English language learners. Invited keynote speaker: Milwaukee Public Schools Early Reading First Conference, Milwaukee, WI.

Gorman, B.K., & Curley, C. (December, 2007). Early literacy instruction for bilingual preschoolers: Pursuit of a recipe for success. Forward Thinking Poster Session at Marquette University, Milwaukee, WI.

Gorman, B.K., & Arendt, B. (November, 2006). Memory and language models of phonological awareness development: Evidence from cross-language transfer of sequential bilinguals. Forward Thinking Poster Session at Marquette University, Milwaukee, WI.

Gorman, B.K. (June, 2006). Bilingual assessment and the use of conceptual scoring. Austin Area Association of Speech-Language Pathologists, Austin, TX.

Gorman, B.K., & Kester, E.S. (February, 2006). Minimizing the over-identification of children in dual-language environments. Austin Independent School District, Austin, TX.

Gorman, B.K., Aghara, R.G., Jacks, A.P., Fiestas, C.E., Fleming, V.B. (January, 2004). Communication makes the world go 'round. Del Valle High School, Del Valle, TX.

Gorman, B.K. (March, 2001). Non-biased assessment for culturally and linguistically diverse students. Round Rock Independent School District, Round Rock, TX.

Nett, K.L., Gorman, B.K., White, M.D., Rambusch, B. (April, 1998). Multicultural training for SLPs. Department of Communication Sciences and Disorders, The University of Texas at Austin, Austin, TX.

F. Multimedia/Educational Materials

Gorman, B. K. (2020). Lenguaje y lectura infantil: Las narrativas. Retrieved from <https://www.youtube.com/watch?v=OIQ9TLoQyKU&t=1789s>

ASHA Webinar: Assessment and communication development of bilingual children (2019). Retrieved from <https://apps.asha.org/eWeb/OLSDynamicPage.aspx?Webcode=olsprofdev>

Website: Training to Enhance Services for English Language Learners (2013-2017). Funding from American Speech-Language-Hearing Association Grant Program to Support Multicultural Activities.

Gorman, B.K. & DuBosq, M. (2015). Beneficios del bilingüismo, mitos & indicadores del desarrollo [Spanish Podcast]. Retrieved from <http://www.bilingualavenue.com/podcasts/>

Gorman, B.K. & DuBosq, M. (2014). Bilingual benefits, myths & developmental Milestones [Podcast]. Retrieved from <http://www.bilingualavenue.com/podcasts/>

Gorman, B.K., & Brice, A. (2014). Bilingual language intervention: Research summary and case example. Retrieved from <https://www.youtube.com/watch?v=x4CRL5mgxX4>

Gorman, B.K., & Brice, A. (2014). Does bilingualism cause late-talking? Retrieved from <https://www.youtube.com/watch?v=zT0x-EqanGg>

Brice, A., & Gorman, B.K. (2014). What it takes to be a bilingual SLP. Retrieved from <https://www.youtube.com/watch?v=0lfLEHrYfyA>

Brice, A., & Gorman, B.K. (2014). How to raise bilingual children. Retrieved from <https://www.youtube.com/watch?v=DDNsEV0hmEo>

Gorman, B.K. & Consalvi, J. (2011). Myths about bilingual children [Video file]. Retrieved from <https://www.youtube.com/watch?v=LVYhpCprtZQ>

Gorman, B.K. & Consalvi, J. (2011). Considering a bilingual speech-language pathology career [Video file]. Retrieved from www.youtube.com/watch?v=EbKLO_n60IQ&feature=youtu.be

Gorman, B.K. & Consalvi, J. (2011). Can kids with special needs be bilingual? [Video file]. Retrieved from <http://www.youtube.com/watch?v=vOhWg0YeIMs&feature=youtu.be>

Gorman, B.K. & Consalvi, J. (2011). Speech pathology: Key components of bilingual language assessment [Video file]. Retrieved from http://www.youtube.com/watch?v=Ssz_cutETTE&feature=youtu.be

Gorman, B.K. & Consalvi, J. (2011). Bilingual speech-language success: Overcoming stuttering [Video file]. Retrieved from www.youtube.com/watch?v=YrERjTWFFhQ&feature=youtu.be

Gorman, B.K. & Consalvi, J. (2011). Bilingual speech-language pathology: Trends and benefits of bilingualism [Video file]. Retrieved from <http://www.youtube.com/watch?v=ViNJoOJPp3U&feature=youtu.be>

Gorman, B.K. & Consalvi, J. (2011). Bilingual speech-language pathology: Choosing the language of intervention [Video file]. Retrieved from www.youtube.com/watch?v=22KLnRfU4Hg&feature=youtu.be

Gorman, B.K. & Consalvi, J. (2011). How culture influences children's narrative production. [Video file]. Retrieved from http://www.youtube.com/watch?v=_JJNKnW76L8&feature=youtu.be

Gorman, B.K. & Consalvi, J. (2011). How speech-language pathologists help identify and prevent reading difficulties. [Video file]. Retrieved from <http://www.youtube.com/watch?v=LwdAQDPZN1w&feature=youtu.be>

Gorman, B.K., & Kester, E.S. (2003). Language assessment of bilingual children: Meeting the challenge. Multimedia online course and DVD.

G. Student-Mentored Research

At Elmhurst University

Graduate Scholarship

Adamowski, M. (2020). Development of an expressive word naming assessment for Polish-English bilingual adults with aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Ali, S. (2023). Promoting language literacy in children ages 0-5. Oral presentation. Master's thesis, Elmhurst University, Elmhurst, IL.

Alzalam, N. (2016). The effects of therapy using a social approach for bilingual Arabic-English speaking clients with Broca's aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Brandon, G. (2015). Accelerating requesting for children with intellectual disabilities: VOCA, ASL, or both? Master's report, Elmhurst University, Elmhurst, IL.

Brunner, H. (2025). Social-emotional response to stuttering in bilingual speakers: An exploratory study. Master's thesis, Elmhurst University, Elmhurst, IL.

Carrillo, S. N. (2024). Effects of parent involvement in early childhood English language learner's expressive language with Hanen Program and Enhanced Milieu Teaching (EMT). Master's report, Elmhurst University, Elmhurst, IL.

Castaneda, J. (2023). The effectiveness of a multimodal communication approach for bilingual children with autism spectrum disorder. Master's report, Elmhurst University, Elmhurst, IL.

Chaidez, I. (2017). Beyond assessment: Intervention for Spanish-speaking bilingual children with specific language impairment. Master's report, Elmhurst University, Elmhurst, IL.

Chin, S. A. (2025). Perspectives and experiences of adults with ADHD among different cultures. Master's thesis, Elmhurst University, Elmhurst, IL.

Cygnar, J. K. (2020). Efficacy of treatment on discourse skills in bilinguals with aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Dudesek, G. (2015). Utilization of the group Interactive Structured Treatment Approach and telerehabilitation for an adult traumatic brain injury. Master's report, Elmhurst University, Elmhurst, IL.

Gabriel, A. (2021). Disciplinary literacy and speech-language pathology practice. Master's report, Elmhurst University, Elmhurst, IL.

Gallagher, J. (2022). Literacy intervention approaches for multilingual preschoolers with hearing loss. Master's report, Elmhurst University, Elmhurst, IL.

Garcia, J. (2025). Cross-cultural study of experiences of parents of children who use AAC. Master's thesis, Elmhurst University, Elmhurst, IL.

Gatti, E. (2015). Culturally sensitive counseling of Hispanic children with autism. Master's report, Elmhurst University, Elmhurst, IL.

Gil, V. (2018). Professionals' cultural competence: Views of family members from culturally and linguistically diverse backgrounds. Master's thesis, Elmhurst University, Elmhurst, IL.

Glowik, K. (2020). Investigation of an effective intervention for bilingual children with childhood apraxia of speech. Master's report, Elmhurst University, Elmhurst, IL.

Gutierrez, D. (2017). The effectiveness of early intervention through telepratice for Hispanic families. Master's report, Elmhurst University, Elmhurst, IL.

Guzman, I. J. (2020). Bilingualism and theory of mind in children with autism spectrum disorder. Master's report, Elmhurst University, Elmhurst, IL.

Hands, C. M. (2019). Effects of bilingualism on cognitive functioning of the aging population. Master's report, Elmhurst University, Elmhurst, IL.

Harcarik, O. (2024). Speech-language assessment and intervention for a Slovakian school-age child: Integrating linguistic and socioemotional factors. Master's report, Elmhurst University, Elmhurst, IL.

Healy, O. (2023). Perspectives on innovative programs and educational opportunities for bilinguals receiving special education and their families. Master's thesis, Elmhurst University, Elmhurst, IL.

Herrera, V. (2022). The impact of L1 in dual language intervention outcomes for bilingual children with developmental language disorder. Master's report, Elmhurst University, Elmhurst, IL.

Kirk, M. (2015). AAC and early literacy development. Master's report, Elmhurst University, Elmhurst, IL.

Knapik, O. (2022). Executive functioning skills in bilingual school-age children with autism. Master's report, Elmhurst University, Elmhurst, IL.

Koepp, J. (2015). Cross-linguistic generalization in bilingual patients with aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Kogan, S. (2022). Theory of mind in multilingual children with ASD and development of reading comprehension. Master's report, Elmhurst University, Elmhurst, IL.

Magidow, M. (2019). Application of discourse intervention for Russian-English speakers with mid-to-moderate aphasia: A clinical scenario. Master's report, Elmhurst University, Elmhurst, IL.

Martinez, G. (2020). Narrative-based language intervention for Spanish-English bilingual children with Down syndrome. Master's report, Elmhurst University, Elmhurst, IL.

Matuzik, D. (2017). Evidence-based aphasia intervention for Polish-English bilinguals. Master's report, Elmhurst University, Elmhurst, IL.

McClintock, J. (2016). Protocol for culturally and linguistically appropriate assessment of bilingual individuals with aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Mojica, L. (2024). Cultural, linguistic, and voice considerations for multilingual clients seeking gender-affirming voice treatment. Master's report, Elmhurst University, Elmhurst, IL.

Nasiadka, J. (2018). Childhood apraxia of speech in bilingual Polish-English speakers. Master's report, Elmhurst University, Elmhurst, IL.

Nelson, A. (2020). Cognate therapy for bilingual children using academic vocabulary: A tutorial. Master's thesis, Elmhurst University, Elmhurst, IL.

Neri, N. (2023). Examination of factors that contribute to delayed diagnosis of autism spectrum disorder in Hispanic children. Master's report, Elmhurst University, Elmhurst, IL.

Nolan, B. (2015). Comparing the use of nonword stimuli and maximally opposed real word stimuli in treatment of phonological disorders. Master's report, Elmhurst University, Elmhurst, IL.

Orizaba, L. (2018). A comparison of two narrative assessment measures for Spanish-speaking preschoolers. Master's thesis, Elmhurst University, Elmhurst, IL.

Orozco, S. G. (2023). Intervention for a bilingual Spanish-English school-age child with childhood apraxia of speech. Master's report, Elmhurst University, Elmhurst, IL.

Payton, C. (2015). Approaches to augmentative and alternative communication early Intervention for bilingual Hispanic families. Master's report, Elmhurst University, Elmhurst, IL.

Pendley, S. (2015). Utilizing Semantic Feature Analysis (SFA) for patients with aphasia and dementia. Master's report, Elmhurst University, Elmhurst, IL.

Petersen, G. (2019). Attitudes and utilization of alternative therapeutic practices for children with disabilities: Parent and practitioner surveys. Master's thesis, Elmhurst University, Elmhurst, IL.

Pina Garcia, L. (2023). A comparison of two protocols for dynamic assessment of narratives in Spanish-speaking Ecuadorian children. Master's thesis, Elmhurst University, Elmhurst, IL.

Pollina, J. (2024). Cross-linguistic generalization in bilingual individuals with aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Porod, T. (2018). Home and clinical literacy practices for children with cleft. Master's thesis, Elmhurst University, Elmhurst, IL.

Puchek, C. (2021). Language acquisition of children internationally adopted from China as infants as reported by parents. Master's thesis, Elmhurst University, Elmhurst, IL.

Quiñones, J. (2022). The impact of narrative and writing intervention on macro- and microstructural language skills of bilingual children with developmental language disorder. Master's report, Elmhurst University, Elmhurst, IL.

Robinson, K. (2025). Cross-cultural study of experiences of parents of children who use AAC. Master's thesis, Elmhurst University, Elmhurst, IL.

Romo, A. (2023). Experiences and satisfaction of bilingual parents of individuals with Down syndrome. Master's report, Elmhurst University, Elmhurst, IL.

Schallmo, V. (2024). Cognition and speech in bilingual individuals with multiple sclerosis. Master's report, Elmhurst University, Elmhurst, IL.

Skiple, A. (2025). Narrative-based interventions to promote children's cross-linguistic generalization of macrostructures across languages. Master's thesis, Elmhurst University, Elmhurst, IL.

Skokna, G. M. (2020). Cognate therapy using academic vocabulary words for bilingual students. Master's report, Elmhurst University, Elmhurst, IL.

Soto, M. (2024). Socioeconomic status and language development in young multilingual learners. Master's report, Elmhurst University, Elmhurst, IL.

Stanley, H. (2022). Sociocultural approach to intervention for bilingual AAC users. Master's report, Elmhurst University, Elmhurst, IL.

Stepek, K. (2018). Relationships between working memory, bilingualism, and fluency during a nonword learning task. Master's thesis, Elmhurst University, Elmhurst, IL.

Strazecki, J. E. (2024). Cognitive research in bilingual and monolingual individuals with Parkinson's. Master's report, Elmhurst University, Elmhurst, IL.

Struck, C. (2023). Professional knowledge and self-efficacy on gender-neutral pronoun use and application. Master's thesis, Elmhurst University, Elmhurst, IL.

Suter, N. (2021). Narrative language in bilinguals with Down syndrome. Master's report, Elmhurst University, Elmhurst, IL.

Toropova, A. (2017). Use of the core vocabulary approach in bilingual Russian-English speakers diagnosed with inconsistent speech disorder. Master's report, Elmhurst University, Elmhurst, IL.

Torres-Turnage, L. (2024). Bridging evidence and practice: An SLP's guide to efficient assessment and intervention for bilingual students with DLD. Master's report, Elmhurst University, Elmhurst, IL.

Valadez, D. (2024). Recommendations and interventions for autistic bilingual children. Master's report, Elmhurst University, Elmhurst, IL.

Vohra, A. (2016). Evidence-based recommendations for monolingual clinicians treating bilingual patients with aphasia. Master's report, Elmhurst University, Elmhurst, IL.

Wagener, A. (2024). Tailoring narrative literacy interventions to enhance learning outcomes in culturally diverse autistic children. Master's report, Elmhurst University, Elmhurst, IL.

Wybenga, A. L. (2015). Emergent literacy development in children with autism. Master's report, Elmhurst University, Elmhurst, IL.

Ziecina, A. J. (2019). Considering cross-linguistic features in speech assessment of bilingual Polish-English speaking children. Master's report, Elmhurst University, Elmhurst, IL.

Undergraduate Scholarship

Antablian, B., & Russo, C. (May, 2016). Spanish phonological system. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Bates, S., DePaolo, A., & Luciani, J. (May, 2016). The study of the Appalachian dialect. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Cardenas, A. (August, 2019). [Analysis of cognate intervention with bilingual Spanish-English speaking children](#). Oral presentation: Elmhurst University Creative and Scholarly Endeavors (CASE), Elmhurst, IL.

Cardenas, A., & Quiñones, J. (May, 2018). The Arabic language. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Cunningham, K. (May, 2016). The phonological system of Tagalog. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Despain, E. (May, 2018). The Greek language. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Fossen, A. (May, 2016). The phonological system of the German language. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Pina Garcia, L. (August, 2020). The analysis of a narrative intervention with a bilingual adolescent with Down syndrome. Oral presentation: Elmhurst University Creative and Scholarly Endeavors (CASE), Elmhurst, IL.

Guzik, C., & Ingraffia, A. (2015). Dissecting the Italian language. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Lahey, N., & Cassiday, H. (2017). Portuguese-English acquisition project. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Lappano, L., & O'Bryan, M. (May, 2016). Understanding Italian language and culture. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Kolell, E. (May, 2018). Contrastive analysis of Mandarin and general American English. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Martinez, A. (2015). Spanish phonology. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Mulvihill, E. (2015). Polish and English contrastive analysis. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Munoz, A., & Garcia, M. (2015). Typical versus atypical Polish speech. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Nebel, A., & Stermetz, M. (May, 2016). French dialect. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Patel, S., & Accettura, M. (2015). Gujarati dialect, Standard American English, and speech disorders. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Pearlman, J. (2015). Considerations for speech assessment of African American English. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Ruch, K. (May, 2016). The contrast between Serbian and American English. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Sharma, N. (May, 2016). Kiswahili as a language and its impact on speech pathology. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Skiple, A. (2023). Generalizability of narrative-based interventions for bilingual, elementary-aged students. Unpublished honor's research report. Elmhurst University, Elmhurst, IL.

Taylor, W., & Larson, C. (May, 2016). Navajo and Standard American English: A contrastive analysis. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Torres, K., & Hish-Frisbie, S. (2015). Tagalog and English contrastive analysis. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Vaia, N., & Diaz, M. Striving towards a more diverse and inclusive profession: NSSLHA Leaders. *The ISHA Voice*, 46(3), 21-23.

Ziecina, A. (May, 2016). Speech-language pathology: Polish vs. American English. Poster presentation: Elmhurst University Research and Performance Showcase, Elmhurst, IL.

Prior to Elmhurst

Mallett, E. (2011). Examining the potential of Two-Way Immersion for narrowing the achievement gap. Ronald E. McNair Scholar's program. Marquette University, Milwaukee, WI.

Buac, M. (2008). Current issues in planning intervention for bilingual children with autism. Ronald E. McNair Scholar's program. Marquette University, Milwaukee, WI.

Curley, C. (2008). A comparison of phonological awareness intervention approaches for bilingual preschoolers. Ronald E. McNair Scholar's program. Marquette University, Milwaukee, WI.

VII. Institutional Service

At Elmhurst University

Founder and Coordinator – CSD Multicultural & Multilingual Emphasis in the graduate CSD program	2014-present
<p>Responsibilities: Recruitment, website content, review M&M applications; M&M fall Welcome Reception; monitor relevant state and national standards; develop M&M competencies; course development; monitor evaluation of student competencies; advise for language proficiency exam; mentor M&M research thesis/papers; contribute to recruiting multilingual supervisors; promote increased diversity in campus clinic clientele; review and order assessment and intervention clinical materials; write professional letters of recommendation, etc.</p>	
Service Learning Faculty Mentor – The Literacy Project, collaboration between Elmhurst University and the York Community Resource Center	2019-present
Committee Member - CSD Graduate Admissions Committee	2014-present

CSD Student Advising	2014-present
Faculty participation – Admissions Open Houses	2014-present
Working Group Member – Supporting Vulnerable Students	2024-2025
Advisory Council for Strategic Planning (ACSP)	2023-2024
Committee Member – Third-Year Faculty Review	2024
Committee Member – Generative AI in CSD Committee	2024
Committee Member – CSD Faculty Search Committee	2023, 2024
Proposal Author and Committee Member – Accelerated CSD Program	2022-2023
CSD Department Chair	2018-2022
Interim CSD Graduate Program Director	Spring 2021
Committee Member – Faculty Search Committee for the Department of Nursing	2019
Committee Member – Health Science Fair Committee	2018-2022
Committee Member – SPC Committee	2018-2021
Committee Member – CSD Faculty Search Committee	2015-2022
CSD Graduate Program Director	2015-2018
Member – Elmhurst University Research & Performance Showcase Committee	2015-2017
Faculty participation - Black Lives Matter Meeting	2015
Member – Elmhurst University Interdisciplinary English Language Learner Initiative	2014-2016
Member – CSD Chair Search Committee	2014-2015
Faculty participation - Student Intercultural Activism Group	2014
Faculty participation - BRIDGES (Building Respect for Individuality & Diversity in a Globally Evolving Society)	2014
Judge - Elmhurst University 12 th Annual Research and Performance Showcase	2014

Prior to Elmhurst

Marquette University	
Bilingual English/Spanish (BIES) Committee	2006-2013
Contributions included developing the BIES competencies, developing the BIES clinical evaluation, overseeing the clinical development of BIES students, evaluating graduate applications, overseeing bilingual clinical materials, supporting the adjunct bilingual clinical instructors, advising students for the ACTFL exam, assisting in coordination of bilingual practicum assignments, responding to program	

inquiries, establishing and managing the BIES Facebook page, organizing student mentorships.

Graduate Admission Committee	2007-2013
Administrative Staff Committee	2007-2013
Instructional Staff Committee	2007-2013
Departmental Representative, SPPA Open House	Fall, 2009
New Faculty Search Committee	2007
College of Health Sciences Freshman Scholarship Exam Committee	2007
Clinic Committee	2006-2007

VIII. Professional Activities and Service

A. International

Advisory Committee Member, American Speech-Language-Hearing Association (ASHA) and Pan American Health Organization (PAHO) Collaboration.	2023-2024
Designated Expert and Ad-Hoc Committee Chair, American Speech-Language-Hearing Association (ASHA) and Pan American Health Organization (PAHO) Collaboration, Ecuador	2019-2021
Month in Costa Rica serving adults and children with disabilities and providing professional development to special educators	July-August 2016

B. National

Reviewer - Equity, Inclusion, and Cultural-Linguistic Diversity (EICLD) committee ASHA Convention proposal reviewer	2022-present
ASHA Special Interest Group 14 Professional Development Manager	2021-present
External Reviewer – Faculty Candidate Promotion and Tenure	2020, 2024
Committee Member– ASHA SIG 14 Professional Development Committee	2018-2020

C. State

Committee Co-Chair – Illinois Speech-Language-Hearing Association (ISHA) Multicultural Topics Committee	2019-2025
Committee Member – ISHA Diversity, Equity, & Inclusion Committee	2022-present
Committee Member – ISHA Multicultural Issues Committee	2015-2025

D. Regional

Peer Coaching Professional Development Trainer – North Suburban	2017-2019
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Special Education Organization

E. Consultant

Consultation to families and professionals locally, nationally, and internationally about bilingual language development and disorders and appropriate service delivery

F. Reviewer

Journals

American Journal of Speech-Language Pathology
Applied Psycholinguistics
Bilingual Research Journal
Communication Disorders Quarterly
Discourse Processes
Educational Research Review
Journal of Speech, Language, and Hearing Research
Language, Speech & Hearing Services in Schools
Learning and Individual Differences
Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations
SAGE
Scientific Studies of Reading
TEJAS

Other

ASHA Professional Development
Patient-Centered Outcomes Research Institute (PCORI) webinar reviewer, PI - Brice, A.

G. Founder and Leader, Milwaukee Area Bilingual and Multicultural Speech-Language Pathologists 2007-2012

H. Memberships in Professional Societies

American Speech-Language-Hearing Association (ASHA)
ASHA Special Interest Division 14, Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations
ASHA Special Interest Division 17, Global Issues in CSD
Illinois Speech-Language-Hearing Association (ISHA)

I. Professional Certifications

American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), #12019584
Classroom Assessment Scoring System (CLASS) Certification
Early Language & Literacy Classroom Observation (ELLCO) Training
Hanen It Takes Two To Talk Parent Trainer Certification
Hanen Learning Language and Loving It Teacher Training Certification
Lidcombe Stuttering Program Certificate

Speech-Language Pathology License, State of Illinois Department of Financial and Professional Regulation, #146.011948

SPELL-Links to Reading and Writing Certified Provider

Teaching of English as a Foreign Language Certificate, Dublin, Ireland

Texas Oral Proficiency in Spanish Certification