

Clariebelle Gabas, Ph.D., CCC-SLP

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CURRENT APPOINTMENT

Research Assistant Professor	University of Nebraska-Lincoln, Lincoln, NE Department of Child, Youth and Family Studies (CYAF) Project: Educare Lincoln Evaluation Project	July 2024– Ongoing
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EDUCATION

Ph.D.	Florida State University, Tallahassee, FL Communication Science and Disorders Dissertation: <i>Teachers' Supportive Strategies for Emergent Writing Development</i> Advisors: Carla Wood, Ph.D., Estrella Rodriguez, Ph.D. Dissertation Committee: Hugh Catts, Ph.D., Beth Phillips, Ph.D., Shannon Hall-Mills, Ph.D. Award: <i>Bilingual Oral Language and Literacy Development Fellowship (BOLLDD; OSEP Grant #: R305A130460), 2015-2020</i>	May 2020
M.S.	Florida State University, Tallahassee, FL Communication Science and Disorders	Aug 2012
B.S.	Florida State University, Tallahassee, FL Communication Science and Disorders	May 2010

RESEARCH FUNDING

Current Funding

1. Buffet Early Childhood Fund, *Educare Lincoln Evaluation*, Project PI: Amy Napoli, Role: **Co-Investigator**, 2025-2026 (Total: \$194,097).
2. Nebraska MAP Academy, Advanced Analytics and Data Infrastructure Catalyst Program Award, *Investigating Facilitators and Barriers of Early Childhood Development and Learning Using Educare Lincoln's Longitudinal Data*, PI: Soo-Young Hong, Role: **Co-Investigator** (Total: \$5,000).

Pending Funding

1. University of Nebraska Collaboration Initiative, *Understanding Teacher Variation and Data Utilization in Language-Focused Coaching: A Pilot Study in Head Start Classrooms*, PI: Alexandra Daro, Role: **Co-Investigator**, submitted January 2026, funding is pending (Requested amount: \$98,852).

LINES OF INQUIRY

My research explores early childhood classroom contexts to understand and identify malleable factors that can lead to improved language and literacy outcomes for children from low-income or marginalized backgrounds. Two lines of inquiry are central to my work: 1) teachers' instructional strategies to support language and literacy development; and 2) classroom-level factors that promote children's language and literacy learning.

PUBLICATIONS

*Mentored graduate student

Refereed Journal Articles (published, in-press, accepted)

13. Cutler, L., **Gabas, C.**, Piasta, S. B., Schachter, R. E., & Kim, H. (in-press). Characteristics of shared book reading activities and books used during shared reading in higher and lower language gains classrooms. *Journal of Research in Childhood Education*.
12. Schachter, R.E., **Gabas, C.**, Purtell, K. M., & Piasta, S.B. (2024). Generative versus constrained contexts: Differentiating the language learning opportunities in early childhood classrooms. *Literacy Research and Instruction*, 65(1), 63-88. <https://doi.org/10.1080/19388071.2024.2425846>
Line of inquiry: Classroom-level factors that promote children's language and literacy learning
Contributions: Participated in data coding and analysis; co-wrote introduction, method, results, and discussion; reviewed and revised final drafts for submission
11. **Gabas, C.**, Schachter, R. E., & Bosire, J.* (2024). Characteristics of writing events in early childhood classrooms where children made higher language gains. *Journal of Early Childhood Literacy*, 0(0), 1-30. <https://doi.org/10.1177/14687984241289603>
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Led conceptualization of study; led data coding and analysis; led writing of the manuscript; reviewed and revised final drafts for submission
10. **Gabas, C.**, Culter, L., & Schachter, R. E. (2022). Making mistakes: Children's errors as opportunities for emergent literacy learning. *The Reading Teacher*, 76(6), 664-672. <https://doi.org/10.1002/trtr.2171> [special issue]
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Led conceptualization of manuscript; wrote the framework section and co-wrote the introduction; reviewed and revised final drafts for submission
9. Copp, S. B., Cabell, S. Q., **Gabas, C.**, Slik, D., & Todd, J. (2022). The rising star scaffolding guide: Supporting young children's early spelling skills. *The Reading Teacher*, 76(4), 380-389. <https://doi.org/10.1002/trtr.2156> [special issue]
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Co-wrote sections of manuscript [The Importance of Scaffolding Early Writing and Providing Opportunities to Write]; reviewed final drafts; assisted with revision process for new submission
8. Cutler, L., Schachter, R. E., **Gabas, C.**, Piasta, S. B., Purtell, K. M., & Helsabeck, N. P. (2022). Patterns of classroom organization in classrooms where children exhibit higher and lower language gains. *Early Education and Development*, 34(5), 1128-1146. <https://doi.org/10.1080/10409289.2022.2106766>
Line of inquiry: Classroom-level factors that promote language and literacy learning
Contributions: Co-wrote the introduction and discussion; reviewed final drafts; assisted with revision process for new submission
7. **Gabas, C.**, Cabell, S.Q., Copp, S.B., & Campbell, M. (2022). Evidence-based features of writing instruction in widely used kindergarten English language arts curricula. *Literacy Research and Instruction*. Advanced online publication. <https://doi.org/10.1080/19388071.2022.2059420> [featured on 4/2022 blogpost: <https://metametricsinc.com/neenas-top-reading-research-picks-for-april/>]
Line of inquiry: Classroom-level factors that promote language and literacy learning
Contributions: Led conceptualization of study; led data coding and analysis; wrote the results and co-wrote the method and discussion; reviewed final drafts; led revision process for new submission

6. **Gabas, C.,** Wood, C., & Cabell, S.Q. (2021). Write this way: Examining teachers' supportive strategies to facilitate children's emergent writing in preschool. *Reading and Writing: An Interdisciplinary Journal*, 35, 479-507. <https://doi.org/10.1007/s11145-021-10182-1>
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Conceptualized dissertation study; led data collection, coding, and analysis; led writing of the manuscript; reviewed final drafts; led revision process for new submission
5. **Gabas, C.,** Marante, L., & Cabell, S.Q. (2019). Fostering preschoolers' emergent literacy: Recommendations for enhanced literacy experiences and collaborative instruction. *Perspectives of the ASHA Special Interest Groups (SIG 16)*, 0, 1-10. <https://doi.org/10.1044/PERS-SIG16-2018-0012>
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Wrote the introduction and recommendations; reviewed final drafts; led revision process for new submission
4. Wood, C., Wofford, M.C., **Gabas, C.,** & Petscher, Y. (2018). English narrative language growth across the school year: Young Spanish-English dual language learners. *Communication Disorders Quarterly*, 40(1), 28-39. <https://doi.org/10.1177/1525740118763063>
Line of inquiry: Classroom-level factors that promote language and literacy learning
Contributions: Participated in data coding; co-wrote the method, results, and discussion; reviewed final drafts; assisted with revision process for new submission
3. Wood, C.L., & **Gabas, C.M.** (2017). Young Spanish-English speaking children's reading attitudes in relation to language skills. *Educational Research*, 59(4), 408-425. <https://doi.org/10.1080/00131881.2017.1373028>
Line of inquiry: Classroom-level factors that promote language and literacy learning
Contributions: Led data collection, coding, and analysis; co-wrote the method, results, and discussion; reviewed final drafts; assisted with revision process for new submission
2. **Gabas, C.,** Wofford, M.C., & Wood, C. (2017). Using experience books to foster the narrative skills of English learners. *Perspectives of the ASHA Special Interest Groups (SIG 16)*, 2, 61-70. <https://doi.org/10.1044/persp2.SIG16.61>
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Wrote specific sections [Experience Books and recommendations]; reviewed final drafts; led revision process for new submission
1. Fitton, L., Bustamante, K.N., Wofford, M.C., Brown, D., **Gabas, C.,** Hoge, R., & Wood, C. (March 2016). Intensifying English vocabulary instruction for English language learners. *Perspectives of the ASHA Special Interest Groups*, 1, 4-14. <https://doi.org/10.1044/persp1.SIG16.4>
Line of inquiry: Teachers' instructional strategies to support language and literacy development
Contributions: Wrote specific section [Vocabulary Acquisition through Reading]; reviewed final drafts; assisted with revision process for new submission

Research Briefs

2. Piasta, S. B., Schachter, R. E., Purtell, K. M., **Gabas, C.,** & Wernick, P. (2024). *ProPELLing language learning in preschool classrooms*. Columbus, Ohio: Crane Center for Early Childhood Research and Policy & The Ohio State University. <https://crane.osu.edu/our-work/propelling-language-learning-in-preschool-classrooms/>
1. Cutler, L., Schachter, R. E., **Gabas, C.,** Piasta, S. B., & Purtell, K. M., (2023). Organization of early childhood classroom environments may matter for children's language learning. <https://crane.osu.edu/our-work/organization-of-early-childhood-classroom-environments-may-matter-for-childrens-language-learning/>

Other Dissemination of Work (selected)

1. Hong, S.-Y., **Gabas, C.**, Wilmayani, N. K.*, Dossen, P. C.*, Marin-Hine, S.*, Turdalieva, F.*, & Napoli, A. (2025). Educare Lincoln annual program evaluation report on the 2024-2025 data. <https://cehs.unl.edu/cyaf/research-outreach/educare-evaluation-project/>

Under Review

4. De Marco, A., **Gabas, C.**, Baird, S., Buck, D., Johnson, J., & Napoli, A. Seeing Communities as Experts on their Own Data: Research-Practice Partnerships.
3. Bosire, J. P. O., Kim, H., Schachter, R. E., **Gabas, C.**, Cutler, L., & Piasta, S. Comparing the use of questions, comments and scaffolding in extratextual talk during shared book reading in classrooms where children exhibit above- and below-average language gains.
2. Schachter, R. E., Cutler, L., **Gabas, C.**, Piasta, S. B., Zimmermann, K., Purtell, K. M., Logan, J. A. R., & Ceviren, A. B. Generative early language practices in early childhood classrooms.
1. Kim, H., Piasta, S. B., Cutler, L., Park, S., **Gabas, C.**, & Logan, J. A. R. Differences in the linguistic environment between early childhood classrooms where children exhibit higher versus lower language gains.

In Preparation

2. Bingham, G., Hong, S. L., **Gabas, C.**, King, Y., & Dean, M. P. Examining Head Start children's performance on the PLS-5: A descriptive study.
1. **Gabas, C.**, Schachter, R. E., Wernick, P., & Purtell, K. Describing circle time in classrooms where children made higher and lower language gains.

PRESENTATIONS

*Mentored graduate student

Conferences (local, national, international)

30. Marin-Hine, S.*, Turdalieva, F.*, & **Gabas, C.** (accepted). *Language assessment strategies for dual language learners: Insights from an evaluation team* [Paper presentation]. 2026 Nebraska Young Child Institute, Kearney, NE, United States.
29. Bosire, J. P. O., Kim, H., Schachter, R. E., & **Gabas, C.** (2026, April 8-12). *Comparing use of language-supportive strategies during shared reading across classrooms with varying child language gains*. In J. P. O. Bosire (Chair), *Language as a learning tool: Teacher talk in early math and literacy* [Paper symposium]. American Educational Research Association, Los Angeles, California, United States.
28. Marin-Hine, S.*, & **Gabas, C.** (2025, October 23). *Puntuación conceptual y monolingüe en la evaluación del lenguaje infantil DLL/Conceptual and monolingual scoring in the assessment of DLL children's language development* [Ponencia/Paper Presentation]. XIX Encuentro Iberoamericano de Educación (EIDE 2025), Santo Domingo, República Dominicana.
27. **Gabas, C.**, Schachter, R. E., Wernick, P., Piasta, S. B., & Purtell, K. M. (2025, July 16-19). *Language as the vehicle, not the destination: What shapes early childhood teachers' language practices* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading, Calgary, Canada.

26. **Schachter, R. E., Gabas, C., & Wernick, P. D.*** (2024, December 4-7). *What can we learn about early childhood teachers' knowledge from their observations of language supportive instruction?* [Paper presentation] Literacy Research Association (LRA) Annual Conference, Atlanta, GA, United States.
25. **Gabas, C., Wernick, P. D.*, Schachter, R. E., Piasta, S. B., & Purtell, K.** (2024, December 4-7). *Exploring teacher knowledge and pedagogical approaches to developing children's language* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA, United States.
24. Wernick, P. D.*, **Gabas, C., & Schachter, R. E.** (2024, June 24-26). *What's in a plan? Understanding components of early childhood teachers' lesson plans* [Poster presentation]. Administration for Children and Families' National Research Conference on Early Childhood (NRCEC), Arlington, VA, United States.
23. **Gabas, C., Bohl, K., Johnson, J., Jones, J., & LaPointe-Houghton, A.** (2024, April 23). *It takes a village: Using data to strengthen research-practice partnerships* [Research exchange presentation]. Child, Youth, Families and Schools Summit on Research in Early Childhood, Lincoln, NE, United States.
22. **Gabas, C., Wernick, P.*, & Schachter, R. E.** (2024, April 11-14). *How early childhood teachers plan for language instruction: An exploratory study* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, United States.
21. **Gabas, C., & Schachter, R. E.** (2023, November 15). *Teachers' beliefs about learning: Implications for children's language development* [Paper presentation]. National Association of Early Childhood Teacher Educators (NAECTE) Fall Conference, Nashville, TN, United States.
20. Slik, D.*, **Gabas, C., Passalacqua, J., & Cabell, S.Q.** (2023, July 24-26). *Social validity: A tool for connecting researchers and practitioners* [Poster presentation]. OSEP Leadership and Project Directors' Conference, Washington D.C., United States.
19. **Gabas, C.** (2022, November 29-December 3). *Write this way: Teachers' supportive strategies for facilitating early writing in preschool* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Phoenix, AZ, United States.
18. Cutler, L., & **Gabas C.** (2022, November 29-December 3). *Applying Beck, McKeown, and Kucan's framework of sophisticated vocabulary to a preschool context* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Phoenix, AZ, United States.
17. **Gabas, C., Cutler, L., & Schachter, R. E.** (2022, November 16-19). *Leveraging children's errors as opportunities for emergent literacy learning in early childhood* [Paper presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, New Orleans, LA, United States.
16. **Gabas, C., Bosire, J.*, & Schachter, R. E.** (2022, April 13). *Understanding composing-related writing opportunities in early childhood classrooms* [Paper presentation]. Child, Youth, Families and Schools Summit on Research in Early Childhood, Lincoln, NE, United States.
15. Schachter, R. E., **Gabas, C., Piasta, S. B., Purtell, K., & Cutler, L.** (2022, April 22-25). *Generative versus constrained contexts: Differentiating early childhood classrooms where children make above average language gains* [Paper

presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA, United States.

14. Kim, H.*, Park, S.*, Piasta, S. B., Cutler, L., Schachter, R. E., & **Gabas, C.** (2022, February 23). *Differences in the linguistic environment between early childhood classrooms in which children exhibit higher versus lower language gains* [Poster presentation]. College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH, United States.
13. **Gabas, C.**, Cutler, L., & Schachter, R. E. (2021, December 1-4). *Exploring children's opportunities to write for meaning in early childhood classrooms* [Paper presentation; selected as a Highlighted Session]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA, United States.
12. Cutler, L., Piasta, S.B., Helsabeck, N., Purtell, K., Schachter, R., & **Gabas, C.** (2021, July 13-16). *Language and literacy opportunities and early childhood learning gains: Foundations for reading comprehension* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading, Lancaster, England, United Kingdom.
11. Wofford, M.C., **Gabas, C.**, Hoge, R. (2020, November 19-20). *Choose your own adventure: Detours, details, and discovery in bilingual service delivery* [Poster presentation; awarded Certificate of Recognition: Meritorious Poster Submission]. American Speech-Language-Hearing Association (ASHA) Annual Convention, San Diego, CA, United States.
10. **Gabas, C.** (2019, November 21-23). *Enriching language and literacy the write way: How to support emergent writing in preschool* [Paper presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Orlando, FL, United States.
9. **Gabas, C.** (2019, November 21-23). *Exploring supportive strategies for fostering preschoolers' emergent writing: Implications for practice* [Poster presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Orlando, FL, United States.
8. **Gabas, C.**, Wofford, M.C., & Bustamante, K. (2019, November 21-23). *Supporting English language learners in kindergarten: A closer look at the curriculum* [Poster presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Orlando, FL, United States.
7. **Gabas, C.** (2019, June 1-3). *Teachers' strategies for fostering children's emergent writing in preschool* [Poster presentation]. Symposium on Research in Child Language Disorders (SRCLD), Madison, WI, United States.
6. **Gabas, C.**, Phillips, B., & Loningan, C. (2018, November 15-17). *Linguistic predictors of theory of mind performance in children who are Spanish-English bilinguals* [Paper presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Boston, MA, United States.
5. **Gabas, C.** (2017, November 9-11). *Using experience books to facilitate the language and literacy development of children with hearing loss* [Paper presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Los Angeles, CA, United States.

4. **Gabas, C.**, Wofford, C., Wood, C., & Petscher, Y. (2017, July 12-16). *Growth in oral narrative retells for Spanish-English speaking children* [Poster presentation]. Society for the Scientific Study of Reading (SSSR) Annual Conference, Halifax, Nova Scotia, Canada.
3. Wofford, C., **Gabas, C.**, & Wood, C. (2017, January 27-29). *Growth in oral narrative retells for Spanish-English speaking children* [Poster presentation]. Bilingual Hispanic & Lusophone (BHL) Conference, Tallahassee, FL, United States.
2. Wood, C., Fitton, L., Wofford, M., Bustamante, K., Hoge, R., **Gabas, C.**, & Brown, D. (2016, November 17-19). *The effectiveness of a vocabulary intervention for English learners* [Poster presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Philadelphia, PA, United States.
1. **Gabas, C.**, & Wood, C. (2016, November 17-19). *Want to read a book? Young Spanish-speaking English learners' interest and attitudes toward reading* [Poster presentation]. American Speech-Language and Hearing Association (ASHA) Annual Convention, Philadelphia, PA, United States.

Professional Development and Community Engagement (selected)

4. **Gabas, C.**, Napoli, A., Wernick, P.*, Bowlin, R.*, & Pokharel, P.* (2025, September-December). *Educare Lincoln professional development series*. Lincoln, NE, United States.
Topics covered: ITERS, circle time, eDECA and social-emotional development, PLS-5 and language development
3. **Gabas, C.**, Kazemi Azghadi, S., Ni Ketut, W., Dossen, P., Turdalieva, F., Marín-Hine, S., Hong, S.-Y., & Napoli, A. (2025, April 23). *Family data walk: 2024 spring parent and staff surveys* [Family engagement event]. Educare Lincoln, Lincoln, NE, United States.
2. **Gabas, C.**, Kazemi Azghadi, S., Ni Ketut, W., Dossen, P., Turdalieva, F., Marín-Hine, S., Hong, S.-Y., & Napoli, A. (2025, April 21). *Staff data walk: 2024 spring parent and staff surveys* [Professional development presentation]. Educare Lincoln, Lincoln, NE, United States.
1. De Marco, A., Baird, S., Buck, D., **Gabas, C.**, Johnson, J., & Napoli, A. (2025, February 24). *Seeing Communities as Experts on their Own Data: A Research-Practice Partnership* [Workshop for Carolina Engagement Week]. University of North Carolina, Chapel Hill.

TEACHING EXPERIENCE

Instructor of Record	Language Literacy Methods for Young Children Birth to Age 5, Undergraduate University of Nebraska-Lincoln, Lincoln, NE Department of Child, Youth, and Family Studies	Aug 2024– Ongoing
	Reading and Writing Disabilities: Elementary Students, Undergraduate University of Nebraska-Lincoln, Lincoln, NE Department of Teaching, Learning & Teacher Education	Aug 2023– Dec 2023
	Bilingual Assessment, Undergraduate Florida State University, Tallahassee, FL School of Communication Science and Disorders	Aug 2019– Dec 2019

Co-Instructor	Normal Language Development, Undergraduate Florida State University, Tallahassee, FL School of Communication Science and Disorders <i>Topics covered: Building Blocks of Language Development, Neuroanatomy & Neurophysiology of Language, Theories of Language Development, and Infant Speech & Language Development</i>	Aug 2018– Dec 2018
	Introduction to Communication Science and Disorders, Undergraduate Florida State University, Tallahassee, FL School of Communication Science and Disorders <i>Topics covered: Anatomy & Physiology of the Speech Mechanism, Swallowing Disorders, Childhood Language Impairments, Articulation & Phonological Disorders, and Multicultural & Multilingual Considerations in CSD.</i>	Jul 2017– Aug 2017
Supervisor	Practicum on Reading and Writing Disabilities University of Nebraska-Lincoln, Lincoln, NE Kit and Dick Schmoker Reading Center	Aug 2022– Dec 2022
Guest Lecturer	Language Literacy Methods for Young Children Birth to Age 5, Undergraduate University of Nebraska-Lincoln, Lincoln, NE Department of Child, Youth, and Family Studies <i>Topic covered: Early Writing Development</i>	Nov 2021– Nov 2022
	Clinical Practicum, Graduate Florida State University, Tallahassee, FL School of Communication Science and Disorders <i>Topic covered: Enhancing Shared Book Reading to Foster Language & Literacy Development</i>	Apr 2018
	Normal Language Development, Undergraduate Florida State University, Tallahassee, FL School of Communication Science and Disorders <i>Topic covered: Dementia: How Cognition and Language Interact</i>	Oct 2017
	Professional Tools, Graduate Florida State University, Tallahassee, FL School of Communication Science and Disorders <i>Topic covered: Staying Current & Professional Practice</i>	Apr 2016
	Multicultural & Multilingual Assessment, Graduate Florida State University, Tallahassee, FL School of Communication Science and Disorders	Oct 2015

PROFESSIONAL EXPERIENCE

Project Coordinator	University of Nebraska-Lincoln, Lincoln, NE Nebraska Center for Research on Children, Youth, Families, and Schools	May 2023– Jun 2024
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Project: Educare Lincoln Evaluation

Postdoctoral Researcher	University of Nebraska-Lincoln, Lincoln, NE Nebraska Center for Research on Children, Youth, Families, and Schools Project: Promoting Preschoolers' Early Language Learning (ProPELL; IES Grant #: R305A190029) Postdoctoral Mentor: Rachel Schachter, Ph.D.	Sept 2020– Jun 2024
Research Consultant	Florida State University, Tallahassee, FL Florida Center for Reading Research (FCRR) Project: Impact of Scaffolding using a System of Least Prompts on the Development of Preschool Children's Spelling Principal Investigator: Sonia Q. Cabell, Ph.D.	Jan 2022– Ongoing
	Florida State University, Tallahassee, FL Florida Center for Reading Research (FCRR) Project: Sit Together and Read and Write (STAR-W) Principal Investigator: Sonia Q. Cabell, Ph.D.	Jan 2020– Ongoing
Graduate Research Assistant	Florida State University, Tallahassee, FL Florida Center for Reading Research (FCRR) Project: Evaluation of Writing Instruction in Kindergarten English Language Arts Curricula Principal Investigator: Sonia Q. Cabell, Ph.D.	Sep 2018– Jul 2020
	Florida State University, Tallahassee, FL School of Communication Science and Disorders Projects: Bringing Books to Life, Bringing Life to Books: Using Experience Books to Support Language and Literacy Development; Narrative Growth in Spanish-Speaking English Learners in Kindergarten and First Grade; Reading Attitudes of Spanish-Speaking English Learners in Kindergarten and First Grade Principal Investigator: Carla Wood, Ph.D.	Aug 2015– Aug 2018
Speech-Language Pathologist	Liberty Park Elementary, Greenacres, FL Caseload: pre-kindergarten to 5 th grade	Oct 2012– Jun 2015

PROFESSIONALLY RELATED SERVICE

Committee Member	Educare Dual Language Learners LEP Community of Practice	2025 – Ongoing
	Educare Research, Evaluation, and Data Strategy (EREDS) Work Group	2024 – Ongoing
	Nebraska Academy for Early Childhood Research (NAECR) Steering Committee	2024 – Ongoing

Reviewer	The Reading Teacher	Ongoing
	Journal of Early Childhood Literacy	Ongoing
	Reading and Writing: An Interdisciplinary Journal	Ongoing

CERTIFICATION

CCC-SLP	Certificate of Clinical Competence in Speech-Language Pathology American Speech-Language-Hearing Association (ASHA)	Ongoing
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PROFESSIONAL MEMBERSHIPS

	American Speech-Language-Hearing Association (ASHA)	Ongoing
	National Association for the Education of Young Children (NAEYC)	Ongoing
	International Literacy Association (ILA)	Ongoing