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Fulbright Fellow, ASHA Fellow, Professor

CURRICULUM VITAE

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## Other Professional Employment

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

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

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

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

## RESIDENT INSTRUCTION

### Arizona State University

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

### The University of Georgia

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

### Student Mentorship at ASU

#### Doctoral Chair ASU

Norah Almurbaq - current (r9 /MCID 90 >>BDC /)5.1 (nj EMC /LBody <</MCID 9904 -1.224o)-4 (gi)-0.8 (ca)-si79001 Tc - Tc -0.00

Master Chair ASU  
Megan Figueroa May 2012

Honor student Chair ASU  
Katie Swartz-current

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

Journal Articles (published or in press)

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[https://doi.org/10.1044/2018\\_JSLHR17-0320](https://doi.org/10.1044/2018_JSLHR17-0320)

Spencer, T., Peterson, D., Thompson, M. & Restrepo, A. (2018). The Effect of Spanish and English Narrative Intervention on the Language Skills of Young Dual Language Learners. *Topics of Early Childhood Special Education*, 38(4), 209. <https://doi.org/10.1177/0271121418779439>

Adams, A. M., Glenberg, A. M., & Restrepo, A. (2018). Moved by Reading in a Spanish-Speaking, Dual Language Learner Population. *Language Speech Hearing Services in the Schools*, 49(3), 582-594. [https://doi.org/10.1044/2018\\_LSHSS-18-re fil7.36C](https://doi.org/10.1044/2018_LSHSS-18-re fil7.36C)

- LARRC (2015). Improving the language skills of kindergarten students: Preliminary impacts of the Let's Know! Experimental curriculum. *Child and Youth Care Forum*, 45(3), 367-392. <https://doi.org/10.1007/s10566-015-9332-z>
- LARRC (2015). The dimensionality of language in young Spanish-English dual language learners. *Journal of Speech, Language, and Hearing Research*, 55(3), 745-766. [https://doi.org/10.1044/2015\\_JSLHR13-0266](https://doi.org/10.1044/2015_JSLHR13-0266)
- LARRC (2015). Learning to read: Should we keep it simple? *Reading Research Quarterly*, 50(4), 511-526. <https://doi.org/10.1002/rdq.121>
- LARRC (2015). The dimensionality of language ability in young children. *Child Development*, 86(1), 118-131. <https://doi.org/10.1111/cdev.12181>

Screening for conduct disorders in an adolescent male sample from Colombia *Transcultural Psychiatry*, 43(3), 362-382. <https://doi.org/10.1177/1363461506066983>

Restrepo M.A., Schw



Swisher, L., Restrepo M. A., Plante, E., and Lowell, S. (1995). Effects of implicit and explicit presentation on bound-morpheme generalization in specific language impairment. *Journal of Speech and Hearing Research*, 38(1), 173. <https://doi.org/10.1044/jshr.3801.168>

Plante, E., Swisher, L., Kiernan, B., and Restrepo M. A. (1993). Language maturation in children with specific language impairment. *Journal of Speech and Hearing Research*, 36(1), 11-24. <https://doi.org/10.1044/jshr.3601.11>

- x Development and Testing of EYEPlay ~~QnAm~~ Innovative Approach to ~~Pr~~iding Virtual Professional (20202024).  
Development. U. S. Department of Education. Marley, S., Berensn. c0 Bo Be94 (,)2 ( B)6.K (e94 1 (l)5.1 (o)1.lv)-0 ( S)6.6 (a)



- x Fellow, American Speech Language and Hearing Association (2016)
- x American Speech Language Hearing Association Clinical Practice Research Institute Award (2016)
- x Dr. Manuel Servin Faculty Award, Chicano/Latina Faculty and Staff Association, April 2012
- x Roster Member, Fulbright Specialist (February, 2012-2016)
- x ASU Presidential Award on Social Embeddedness for the work with Tempe Early Reading First Grant, Spring 2006
- x Selected Fellow, University Affiliated Program, The University of Georgia, 1996-2004
- x International Fellow International Fellow (1994-1995), (1996-1997), (1998-1999), (2000-2001), (2002-2003), (2004-2005), (2006-2007), (2008-2009), (2010-2011), (2012-2013), (2014-2015), (2016-2017)



De Diego, B., Pittman, A., & Restrepo, M.A. (2019, June). Inhibitory Control and Bilingual Word Learning: presentation at the International Symposium on Bilingualism 12 (ISB12), Edmonton, Alberta, Canada.

McGee, S., Restrepo, M.A., Gray, S., Alt, M., Hogan, T., Kuo, T., Brinkley, S., & Cowan, N. (2019, June). Word learning in

- Thompson, M., Spencer, T., Petersen, D. & Restrepo, M.A. (2016, July). Interchangeability of the Narrative Language Measures for English and Spanish Speaking Preschoolers: An Analysis with Methodological Recommendations. SSSR Annual Conference, Porto, Portugal.
- Martinez-Nieto, L., Restrepo, M.A., Gray, S. LARRC Consortium. (2016, May). La estabilidad morfológica en niños bilingües. IX Congreso Internacional Cerebro y Mente

Kapantzoglu, M. Restrepo, M.A., Gray, S., Thompson, M. & Gorin, J. (2014, June). Bilingualism with language impairment. Are there only two groups? Poster presentation at the Annual Symposium on Research in Child Language Disorders, Madison, WI.

Runnion, E., Ratiu, I., Restrepo, M.A., Gray, S., Gorin, J., Thompson, M. (2014, June). Comparing Measurement Structure of a (s)-5.6





Smyk, E., Restrepo, M.A., Gray, S., and Morgan, G. P. (2008, June). Effects of Bilingual and English Interventions on the

## The PPVT and EVT Comparisons on Demographic Measures







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





Restrepo M.A. (1996). Manejo de Niños con Trastornos de Atención en el Salón de Clase. Classroom



- x Member, American Speech-Language-Hearing Association, 1988-present
- x Fulbright grant reviewer, 2018
- x ASHA grant reviewer, 2018

#### TECHNICAL ASSISTANCE

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