

# Ashley Adams Sanabria, PhD, CCC-SLP

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## Academic Employment

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**2020-Present**

**San Diego State University**

Assistant Professor

Director: *Language Impairment, Bilingual Reading, and Observational Research (LIBRO) Lab*

School of Speech, Language, and Hearing Sciences

**2017-2020**

**University of California, Irvine**

Postdoctoral Scholar

*Individualizing Instruction Laboratory*

PI Carol Connor; Co-Mentor Deborah Vandell

## Education

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**2012 - 2017**

**Arizona State University**

PhD in Speech and Hearing Sciences

**2012 - 2015**

**Arizona State University**

MS in Speech-Language Pathology

**2002 - 2006**

**University of California, San Diego**

BA in Psychology

Minor in Spanish Language and History

**2004 - 2005**

**University of Barcelona, Spain**

Study Abroad Program

## Clinical Experience

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### Setting

**January 2016 to May 2017 (CF)**

Osborn School District

**Fall 2015 and Summer 2016 (CF)**

Children's Rehabilitative Services

### Population

Dual Language Developmental Preschool

Pediatric Bilingual Cochlear Implant Users

**Fall 2014**

Scottsdale Unified School District

K-12 Bilingual Children

**Summer 2014**

Infant Child Research Program

Developmental Preschool

**Spring 2014**

Mesa School District

Elementary School Age Bilingual Children

**Spring 2014**

Banner Baywood Hospital

Acute Inpatient Adult

**Fall 2013**

Valley ENT

Voice and Swallowing Diagnostics

**Fall 2013**

ASU Speech and Hearing Clinic

Adult Rehabilitation

**Publications**

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**Peer-Reviewed Journal Articles**


Connor, C.M., May, H., Sparapani, N., Hwang, J.K., **Adams, A.M.**, Wood, T.S., Siegal, S., Wolfe, C., & Day, S. (in press – accepted 11 April, 2022). Developing and testing a scalable version of Assessment-to-Instruction (A2i) technology to support implementation of individualized student instruction with monolingual and dual language learners. *Journal of Educational Psychology*.

**Sanabria, A. A.**, Restrepo, M. A., Walker, E., & Glenberg, A. (2022). A Reading Comprehension Intervention for Dual Language Learners with Weak Language and Reading Skills. *Journal of Speech, Language, and Hearing Research*, 65(2), 738-759.

Blumenfeld, H. K., **Sanabria, A. A.**, & Nip, I. S. (2022). Native Language and Second Language Convergence and Second Language Instruction Shape Speech-Language Performance in Adult Learners. *Journal of Speech, Language, and Hearing Research*, 65(3), 970-981.

Yang, D., Zargar, E., **Adams, A.**, Day, S., & Connor, C. M., (2020). Using E-book Interactive Features and User Logs to Track Reading Behaviors and Predict Digital Learning Outcomes. *Assessment for Effective Intervention*. <https://doi.org/10.1177/1534508420941935>

Pratt, A. S., **Adams, A. M.**, Peña, E. D., & Bedore, L. M. (2020). Exploring the Use of Parent and Teacher Questionnaires to Screen for Language Disorders in Bilingual Children. *Topics in Early Childhood Special Education*, <https://doi.org/10.1177/0271121420942308>



Zargar, E., **Adams, A. M.**, & Connor, C. M. (2020). The relations between children's comprehension monitoring and their reading comprehension and vocabulary knowledge: An eye-movement study. *Reading and Writing*, 33, 511-545.

Connor, C.M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S., **Adams, A.M.**, Hwang, J.K., & Carlisle, J. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates' talk during literacy instruction using COLT. *Scientific Studies of Reading*, 1-23.

Connor, C. M., **Adams, A.**, Zargar, E., Wood, T. S., Hernandez, B. E., & Vandell, D. L. (2019). Observing individual children in early childhood classrooms using Optimizing Learning Opportunities for Students (OLOS): A feasibility study. *Early Childhood Research Quarterly*, 52, 74-89.

**Adams, A. M.**, Glenberg, A. M., & Restrepo, M. A. (2019). Embodied reading in a transparent orthography. *Learning and Instruction*, 62, 27-36.

**Adams, A. M.**, Glenberg, A. M., & Restrepo, M. A. (2018). Moved by Reading in a Spanish-speaking, dual language learner population. *Language, Speech, and Hearing Services in Schools*, 1-13.

Walker, E., **Adams, A.**, Restrepo, M. A., Fialko, S., & Glenberg, A. M. (2017). When (and how) interacting with technology-enhanced storybooks helps dual language learners. *Translational Issues in Psychological Science*, 3(1), 66.

**Adams, A.M.** (2016) How Language Is Embodied in Bilinguals and Children with Specific Language Impairment. *Front. Psychol.* 7:1209. doi: 10.3389/fpsyg.2016.01209

LaCross, A., Liss, J., Barragan, B., **Adams, A.**, Berisha, V., McAuliffe, M., & Fromont, R. (2016). The role of stress and word size in Spanish speech segmentation. *The Journal of the Acoustical Society of America*, 140(6), EL484-EL490.

Blumenfeld, H.K. & **Adams, A.** (2014) Learning and processing of nonverbal symbolic information in bilinguals and monolinguals. *Front. Psychol.* 5:1147. doi: 10.3389/fpsyg.2014.01147

### **Papers Currently Under Review**

Adams Sanabria, A., Restrepo, M.A., & Glenberg, A. (2022). The role of oral and manual fine motor skills in predicting language and reading performance among dual language learners.

### **Chapters**

**Sanabria, A.A.**, & Siegal, S. (in press). Child-by-Instruction Interactions: Using Technology to Support Differentiated Instruction. Handbook of Learning Disabilities, 3<sup>rd</sup> Edition. L. Swanson, K. Harris, & S. Graham (Eds). New York: The Guilford Press.

Restrepo, M.A., **Adams, A.**, & Barragan, B. (2018). Bilingual Communication Disorders. In *An Introduction to Bilingualism: Principles and Processes, 2nd edition*. A. Heredia and J. Altarriba (Eds). New York: Routledge.



## Invited Talks

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Adams Sanabria, A. (May 2022). Bilingual literacy: Considerations for children with developmental language disorder. Amplify Conference on Bilingual Literacy.

## Conference Proceedings (\* indicates presentation with a student)

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\*Curtis, F. & **Adams Sanabria, A.** (November 2021). Use of an individualized classroom observation system by SLPs. Poster presented at the American Speech and Hearing Association Annual Conference. Washington, D.C.

\*Piekos, M., \*Lee, H., & **Adams Sanabria, A.** (November 2021). Describing the language of bilinguals with and without DLD in English-only and dual-language educational contexts. Poster presented at the American Speech and Hearing Association Annual Conference. Washington, D.C.

**Adams, A.M.,** Zargar, E., Hwang, J.K., Dang, D., & Vandell, D.V. (April, 2021). *Reliability of the OLOS Observation System with Researchers and Practitioners*. Paper presented at the Society for Research on Child Development Bi-Annual Conference.

**Adams, A.M.** & Connor, C.M. (March, 2021). Classroom literacy experiences of bilingual preschoolers with and without low language skills. Paper presented at the Speech, Language, and Learning Intervention Research Symposium (Virtual).


Prokasky, A., **Adams, A.M.,** & Knoche, L. (December, 2020). *Differences in instructional experiences for struggling vs. on-target early readers*. Paper presented at the National Research Conference on Early Childhood Virtual Meeting.

**Adams, A.M.** (July 2020). Using OLOS classroom observations to measure individualized literacy learning. Symposium (Use of technology in improving literacy outcomes) accepted at the *Annual Meeting of the Society for Scientific Studies of Reading*, Newport Beach, CA, USA (Conference canceled).

Lima, R., Dang, D., **Adams, A.M.,** & Connor, C.M. The effect of social context during play on preschool student's growth in literacy and self-regulation. Poster accepted at the *Annual Meeting of the Society for Scientific Studies of Reading*, Newport Beach, CA, USA (Conference canceled).

Martin, E., Alejandre, J., **Adams, A.M.,** & Connor, C.M. Differences in patterns of classroom participation of Pre-K Spanish-speaking students and their monolingual peers. Poster accepted at the *Annual Meeting of the Society for Scientific Studies of Reading*, Newport Beach, CA, USA (Conference canceled).

Zargar, E., **Adams, A.M.,** Connor, C.M. (July 2020). Students' online comprehension monitoring versus word knowledge calibration. Poster accepted at the *Annual Meeting of the Society for Scientific Studies of Reading*, Newport Beach, CA, USA (Conference canceled).

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- Adams, A.M.**, Connor, C.M, Vandell, D.V., & Peña, E. (November, 2019). *Exploring the classroom experiences of dual language learners at risk for developmental language disorder*. Paper presented at the 3<sup>rd</sup> annual Communication Disorders Symposium at California State, Los Angeles.
- Adams, A.M.**, Peter, B., Walker, E., & Glenberg. A.M. (July, 2019). *The role of oral and manual fine motor skills in predicting language and reading performance among dual language learners*. Paper presented at the annual SSSR Conference, Toronto, Canada.
- Zargar, E., Connor, C.M., **Adams, A.M.**, Wood, T.S., Hernandez, B., & Vandell, D. (July, 2019). *Observing individual children in early childhood classrooms using OLOS: Optimizing learning opportunities for students*. Paper presented at the annual SSSR Conference, Toronto, Canada.
- Adams, A.M.**, Connor., C.M., & Vandell, D.L. (March, 2019). *Using the Optimizing Learning Opportunities for Students (OLOS) observation system to track growth in self-regulation skills*. Paper presented at the Society for Research in Child Development annual conference. Baltimore, MD.
- Lima, R., Hernandez, B., **Adams, A.M.**, Connor, M. C. (February, 2019). *The effect of screen time on children's self-regulation and reading in single and dual-parent homes*. Poster presented at the SPSP Annual Parenting and Family Dynamics Preconference, Portland, OR.
- Connor, C.M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S., **Adams, A.M.**, Hwang, J.K., & Carlisle, J. (July, 2018). *Talking in class? Talking predicts students' reading gains*. Paper presented at the annual SSSR Conference, Brighton, United Kingdom.
- Connor, C. M., Mazzocco, M.M.M., Schulte, A., Vandell, D.L., & **Adams, A.** (April 2018) *The politics of classroom observation and effective teaching*. Paper presented at the American Education Research Association Conference. New York, New York.
- Connor, C.M., Vandell, D.L., & **Adams, A.M.** (January, 2018). *Optimizing Learning Opportunities for Students*. Presented at the Institute for Education Science PI meeting. Washington, D.C.
- Adams, A.M.**, Restrepo, M.A., Fialko, S., Walker, E., & Glenberg, A. (July, 2017). *How interactive storybooks can improve reading comprehension for dual language learners*. Paper presented at the annual SSSR Conference, Halifax, Nova Scotia.
- Zargar, E., **Adams, A.M.**, Coffinger, S., Spence, T., & Connor, C. (July, 2017). *The Effect of Word Knowledge e-Book on Comprehension Monitoring Development*. Paper presented at the annual SSSR conference, Halifax, Nova Scotia.
- Adams, A.M.** & Restrepo, M.A. (April, 2017). *Embodied Strategies for Improving Reading Comprehension in Dual Language Learners*. Paper presented at the annual Arizona Speech-Language-Hearing Association Convention, Tuscon, AZ.
- Adams, A.** & Gallagher, K. (November, 2015). *Participant Recruitment in Special Populations: Perspectives of an Insider and an Outsider*. Poster presented at the annual Speech-Language-Hearing Association Convention, Denver, CO.



- Adams, A.,** Barragan, B., Henderson, D., Restrepo, M.A., & Gray, S. (November, 2014). *L2 proficiency as a function of L1 in children with typical development and language impairment: A mathematical model.* Paper presented at the annual Speech-Language-Hearing Association Conference, Orlando, FL.
- Adams, A.,** Restrepo, M.A., & Glenberg, A. (October, 2014). *An embodied intervention enhances Spanish reading comprehension.* Paper presented at the annual Experimental Psycholinguistics Conference, Madrid, Spain.
- Adams, A.,** Restrepo, M.A., & Glenberg, A. (July, 2014). *The effectiveness of Moved by Reading for bilingual children.* Paper presented at the annual Society for the Scientific Studies of Reading Conference, Santa Fe, NM.
- Adams, A.,** Restrepo, M.A., & Glenberg, A. (November, 2013). *Embodied cognition enhances DLL English reading comprehension.* Poster to be presented at the American Speech-Language-Hearing Association Convention. Chicago, IL.
- Blumenfeld, H.K., **Adams, A.** & Nip, I. (November, 2012). *Speech-Language & Cognitive Aspects of Late Second-Language Learning.* Poster to be presented at the American Speech-Language-Hearing Association Convention. Atlanta, GA.
- Blumenfeld, H.K., Paily, D., Baltikauski, J., Wylie, E., & **Adams, A.** (November, 2011). *Nonlinguistic inhibition in monolinguals and bilinguals.* Poster to be presented at the American Speech-Language-Hearing Association Convention. San Diego, CA.

## Research Experience

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### 2020-Present

**San Diego State University**

*Director of the Language Impairment, Bilingual Reading, and Observational Research (LIBRO) Lab*

### 2017 – 2020 (Postdoctoral Scholar)

**University of California, Irvine**

*Individualizing Instruction Laboratory – PI Carol Connor;*

*Co-Mentor Deborah Vandell*

### 2012 – 2017 (Research Assistant)

**Arizona State University**

*Bilingual Language and Literacy Laboratory - PI Maria Adelaida Restrepo*

*Embodied Cognition Laboratory - PI Arthur Glenberg*



**August 2015 – June 2016 (Research Assistant)**

**Arizona State University**

*Individualizing Student Instruction Laboratory – PI Carol Connor*

**2011 – 2012 (Research Volunteer)**

**San Diego State University**

*Bilingualism and Cognition Laboratory - PI Henrike Blumenfeld*

*Speech Physiology Laboratory - PI Ignatius Nip*

**Other Research Experience**

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**OLOS Training Module** (Irvine, CA, 2018-2019) – Developed and delivered the 3-day training and reliability modules for use of the Optimizing Learning Opportunities for Students (OLOS) observation system to both research and practitioner partners

**ASHA Pathways Participant** (Rockville, MD, 2018) – 3-day workshop on foundations for success for early career researchers in the area of Speech and Hearing Science/Communication Disorders

**SSSR Literacy Summer Camp Participant** (Egmond an Zee, Netherlands, 2018) – 5-day intensive boot camp for early career researchers in the area of reading research

**Teaching Experience**

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**Spring 2022**

**Instructor of Record**

**SDSU**

SLHS 511: Aural Rehabilitation

**Spring 2021**

**Instructor of Record**

**SDSU**

SLHS 675: Augmentative and Alternative Communication

**Fall 2020, 2021**

**Instructor of Record**

**SDSU**

SLHS 613: Language Disorders: Infancy through Preschool

**Spring 2017**

**Guest Lecture**

**UCI**

EDUC 280: Hierarchical Linear Modeling

**Fall 2016**

**Guest Lecture**

**ASU**

SHS 588: Literacy Acquisition in Bilingual Children

**Summer 2016**

**Guest Lecture**

**MGH**

CD825: Reading and Writing in the Schools



<b>Fall 2015</b> SHS 588: Literacy Acquisition in Bilingual Children	<b>Guest Lecture</b>	<b>ASU</b>
<b>Fall 2015</b> SHS 588: Spanish Language Acquisition	<b>Teaching Assistantship</b>	<b>ASU</b>
<b>Fall 2015</b> SHS 588: Literacy Acquisition in Bilingual Children SHS 596: Literacy Acquisition in Deaf & Hard of Hearing Populations SHS 588: Aging and Cognition in Bilinguals SHS 105: Aphasia and Traumatic Brain Injury SHS 105: Apraxia and Dysarthria	<b>Guest Lectures</b>	<b>ASU</b>
<b>Spring 2013</b> SHS 485: Acquired Speech and Language Disorders	<b>Teaching Assistantship</b>	<b>ASU</b>

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### **Education-Related and Service Activities**

#### **Journal Article Peer Review**

Editorial Board – AERA Open (2019)

Editorial Board – JSLHR (2022)

Reviewed for: Child Development, Journal of Educational Psychology, Review of Educational Research, International Journal of Bilingual Education and Bilingualism, Exceptional Children, AJSLP

[publons.com/a/1285579/](https://publons.com/a/1285579/)

#### **Book Review**

Routledge (2017)

#### **Conference Review**

ASHA Schools Connect (2020)

International Dyslexia Association (2020)

#### **Panels**

Delphi Consensus Survey on Quantifying Bilingual Experience (2020)





### Master’s Thesis Committee Member

Andrea Valentin (2017). Testing the limits of a reading comprehension intervention.

### Ayúdame a escuchar (2013-2014)

Volunteer for an ASU-sponsored hearing clinic in Guaymas, Mexico evaluating and treating as many as 300 people per year with hearing loss.

### Reading STARS (Sensory Training Approach to Reading and Spelling), County Speech San Diego (2011)

Responsible for teaching an after-school enrichment course to 5-6 year-olds utilizing various techniques for developing phonological awareness.

### Awards & Honors

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2016 Graduate Research Support Program – Dissertation Grant

2015 University Graduate Fellowship


2014 Student Research Travel Award – ASHA Convention

2014 Marilyn Miller Quintana Moline Fellowship

2013 Outstanding Graduate Clinician

### Grant Funding

Year	Funding Agency	Title	Role	Total Award Amount
2022	SDSU Student Undergraduate Research Project	Measuring the silent period: Exploring the impact of an immersion experience on the language abilities of two bilingual children	Mentor	\$3400
2021	SDSU University Grants Program	Factors protective against poor reading outcomes in bilingual children with developmental language disorder	PI	\$9,730
2020	IES	Optimizing Learning Opportunities for Students	Co-PI	\$1,999,834
2020	NIH	Loan Repayment Program Renewal	Recipient	\$20,500



2020	IES	Developing A2i Spanish Adaptive Progress Monitoring Assessments for PK-3 <sup>rd</sup> grade.	Co-PI	\$2,000,000
2020	IES	Personalizing Literacy Instruction for English Learners	Co-PI	\$1,700,000
2020	IES	Amplify reading efficacy: Evaluating the impact of a widely-used, supplemental, digital reading program on elementary school literacy	Consultant	Not funded
2019	IES	CASA: Developing an Early Mathematics Online and Adaptive Assessment for PK through 2nd Grade.	Co-I	Not funded
2018	NIH	Loan Repayment Award	Recipient	\$36,000

### **Skills**

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Fluent in Spanish, oral communication, reading and writing  
 Extensive experience with SPSS and HLM statistical packages

### **Memberships and Certifications**

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Society for the Scientific Study of Reading  
 American Speech and Hearing Association Member # 14053524  
 California License # SP27913