

Teresa Girolamo, Ph.D.
Assistant Professor, San Diego State University
Curriculum vitae
Updated May 2025

School of Speech, Language, and Hearing Sciences
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EDUCATION

Ph.D.	Child Language Doctoral Program, University of Kansas, 2021
M.A.	Child Language Doctoral Program, University of Kansas, 2016
M.S.T.	Middle Childhood & Special Education, Pace University, 2013
M.A.	International Studies, University of Washington, 2011
B.A.	Modern Languages and Literatures, Magna Cum Laude, Kenyon College, 2008

APPOINTMENTS AND FELLOWSHIPS

2025-	NIH RCMI Programs Scholar, San Diego State University
2024-	Faculty Affiliate, Joint Doctoral Program in Language and Communicative Disorders, San Diego State University and UC San Diego
2023-	Assistant Professor, San Diego State University
2023-	Investigator, Dissemination and Implementation Science Center, UC San Diego
2023-	Faculty Affiliate, Center for Clinical and Cognitive Neuroscience, San Diego State University
2023-	Faculty Affiliate, Center for Autism and Developmental Disabilities, San Diego State University
2021-22	NRSA Postdoctoral Trainee (NIDCD T32DC017703), University of Connecticut
2017-21	Graduate Research Assistant, University of Kansas
2014-17	NRSA Predoctoral Trainee (NIDCD T32DC000052), University of Kansas
2011-2014	Special Education Teacher, New York City Department of Education
2011-2013	Fellow, New York City Teaching Fellows

EXTERNAL GRANTS

1. Presidents' Commission Scholar Grant Program, California State University Biotech, 5/28/25-8/10/25, *Understanding consumer knowledge, attitudes, and priorities for use of portable neuroimaging tools: Focus on functional near-infrared spectroscopy*. PI.
2. NIDCD 1R21DC021769, 12/1/24 – 11/30/27, *Quantifying communicative outcomes in racially and ethnically diverse autistic adolescents who are minimally verbal or have language impairment*. PI.
3. Summer Undergraduate Research Award, CSU STEM-NET, 7/1/24 – 8/9/2024. PI.
4. Community Scholar Program Grant, Drexel University Autism Transitions Research Project, 9/1/24-8/30/26, *Building capacity with community partners and professionals to support racially and ethnically minoritized autistic transition-aged youth and adults*. PI.
5. Desert and Pacific Region I-Corps Hub, National Science Foundation, *fNIRS for all*, 1/18/2024 – 3/10/2024. PI.
6. NIDCD L70DC021323, 7/1/23 – 6/30/25, *Social determinants of health in BIPOC autistic young adults with language impairment*. PI.
7. New Investigators Research Grant, American Speech-Language-Hearing Foundation, 12/1/22 – 11/30/24, *Social determinants of health in BIPOC autistic young adults with language impairment*. PI.

INTERNAL GRANTS

1. Student Undergraduate Research Program, 7/1/25-12/19/25, *Coding unconventional language in autistic youth who are minimally speaking or have language impairment*. PI.
2. Student Success Fee Award, 7/1/25-5/15/26, *Interprofessional learning beyond the classroom: Focus on autism*. PI.
3. HealthLINK Pilot Project Award, San Diego State University, 4/1/25-3/30/27, *Determining the role of multi-level factors in communication outcomes in autism*. PI.
Instructionally Related Activities Award, 7/1/2024-5/1/2025, *Building an interprofessional learning network for health: Focus on autistic youth and adults*. PI.
4. College of Health and Human Services Seed Grant, 1/1/24 – 12/31/24, *Dialectal variation in racially and ethnically diverse autistic youth and adults*. PI.

AWARDS AND HONORS (selected; since 2021)

1. 2025, Assigned Time for Exceptional Service, *San Diego State University*
2. 2025, Honors College Community Engagement Fellowship, *San Diego State University*
3. 2025, Center for Health Equity Research Institute Summer Fellowship (NIH R25GM121266), *California State University, Long Beach*
4. 2025, Assigned Time for Research, Scholarship & Creative Activities, *San Diego State University*
5. 2025, Weber Honors College Research Fellowship, *San Diego State University*
6. 2024, Clinical Practice Research Institute Award, *American Speech-Language-Hearing Association*
7. 2024, College of Health and Human Services Faculty Travel Support Award (\$1000), *San Diego State University*
8. 2024, College of Health and Human Services HealthLINK Center Services Support Award, *San Diego State University*
9. 2024, Research Mentoring-Pair Travel Award, *American Speech-Language-Hearing Association*
10. *Convention*
11. 2024, Visionary Session Award, *American Speech-Language-Hearing Association*
12. *Convention*
13. 2023, Grants and Research Enterprise Writing Fellowship, *San Diego State University*
14. 2023, Advancing Academic Research Careers Award, *American Speech-Language-Hearing Association*
15. 2023, Autistic Researcher Award, *International Society for Autism Research*
16. 2023, College of Health and Human Services Faculty Travel Support Award, *San Diego State University*
17. 2023, Dissemination and Implementation Science Travel Award, *American Speech-Language-Hearing Association*
18. 2023, Inclusive Excellence Faculty Fellowship, *San Diego State University*
19. 2023, SFARI Travel Award, *Meeting on Language in Autism*
20. 2022, Early Career Diversity Award, *International Society for Autism Research*
21. 2022, Lessons for Success Fellow, *American Speech-Language-Hearing Association*
22. 2022, Travel Award, *Symposium on Research in Child Language Disorders*
23. 2021, Health Equity Award, *Black Economic Union of Greater Kansas City*
24. 2021, Research Mentoring-Pair Travel Award, *American Speech-Language-Hearing Association*
25. 2021, Pathways Fellow, *American Speech-Language-Hearing Association*
26. 2021, Spouse Grant, *National Military Family Association*

PROFESSIONAL SERVICE

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|---------|--|
| 2025-26 | Students to Empowered Professionals Mentor, <i>ASHA</i> |
| 2025 | Guest Editor, <i>American Journal of Speech-Language Pathology</i> |
| 2024-26 | Editor, <i>Journal of Speech, Language, and Hearing Research</i> |
| 2024-25 | Mentoring Academic-Research Careers Mentor, <i>ASHA</i> |

2024-	Community Impact Travel Award Sub-Committee, <i>Society for fNIRS</i>
2024-	Community Impact Committee, <i>Society for fNIRS</i>
2024-	Article Peer-Reviewer Training Program Advisory Committee, <i>ASHA</i>
2024	Reviewer, Students Preparing for Academic-Research Careers Award, <i>ASHA</i>
2023-25	Ad Hoc Reviewer, <i>National Science Foundation</i>
2023-24	Special Issue Editor, <i>Perspectives of the ASHA Special Interest Groups – SIG 1</i>
2023-24	DEI Committee Chair, <i>Council for Academic Programs in Communication Sciences and Disorders</i>
2023-24	Panel Reviewer, <i>National Science Foundation</i>
2023-24	Considerations for Autistic Populations Topic Committee, <i>ASHA Convention</i>
2023-	Peer Reviewer, <i>National Institute of Mental Health</i>
2023	Guest Editor, <i>Journal of Speech, Language, and Hearing Research</i>
2023	Reviewer for Minority Student Leadership Program, <i>ASHA</i>
2023	Reviewer, Leadership Simulation, <i>ASHA Minority Student Leadership Program</i>
2023	Moderator, Facilitated Discussion, <i>ASHA Minority Student Leadership Program</i>
2023-2	Consultant, <i>Pearson</i>
2022-23	Considerations for Autistic Populations Topic Committee, <i>ASHA Convention</i>
2022-23	Reviewer for the DEI Academy, <i>Council for Academic Programs in Communication Sciences and Disorders</i>
2022-23	Language and Communication Topic Committee, <i>International Society for Autism Research Annual Meeting</i>
2022-23	Editorial Board Member, <i>Journal of Speech, Language, and Hearing Research</i>
2021-22	Health & Health Disparities Topic Committee, <i>ASHA Convention</i>
2021-	Advisory Board, <i>Asian & Pacific Islander Speech-Language-Hearing Caucus</i>
2021-	Core Member, <i>BIPOC in Communication Sciences & Disorders</i>
2021-23	DEI Committee, <i>Council of Academic Programs in Communication Sciences & Disorders</i>
2020-21	Language & Language Learning Topic Committee, <i>ASHA Convention</i>
2019-21	Executive Board, <i>Asian & Pacific Islander Speech-Language-Hearing Caucus</i>
2019-21	Autism Topic Committee, <i>ASHA Convention</i>

Ad Hoc Journal Reviewing

American Journal of Audiology; American Journal of Speech-Language Pathology; Autism; Autism Research; Autism & Developmental Language Impairments; Autism in Adulthood; Communication Disorders Quarterly; Developmental Psychology; International Journal of Language & Communication Disorders; Journal of Autism and Developmental Disorders; Journal of Speech, Language & Hearing Research; Language Learning & Development; Language, Speech, and Hearing Services in Schools; Neuropsychologia; Perspectives of the ASHA Special Interest Groups; PLOS One; Pragmatics & Cognition; Psicologia: Reflexão e Crítica; Remedial and Special Education; Research in Autism Spectrum Disorders; Scientific Reports; Teaching & Learning in Communication Sciences and Disorders

UNIVERSITY SERVICE

2025-	Member, <i>College of Health & Human Services Curriculum Committee</i>
2024-	Member, <i>Speech, Language & Hearing Sciences Admissions Committee</i>
2024-	Member, <i>Student Research Committee</i>
2024-	Member, <i>Senate Sustainability Committee</i>
2024-	Presenter, Neurodiversity Workshop Series, <i>Center for Inclusive Excellence</i>
2024	Member, <i>CSU Student Success Analytics Program</i>
2024	Judge, <i>Student Symposium</i>
2023-	Member, <i>Aztecs Scholarships Committee</i>
2023-	Co-Advisor, <i>Women's Running Club</i>

2023-24 DEI Committee, *Speech, Language & Hearing Sciences*
 2023 Member, *CHHS Research Support Fund Task Force*

TEACHING EXPERIENCE

Yearly *Language Disorders in School-Aged Children and Adolescents*. Graduate course incorporating didactic and clinical components.
 Yearly *Introduction to Research Methods in Communication Sciences and Disorders*. Graduate course on research concepts for speech-language pathologists.
 Yearly *Advanced Research Methods in Communication Sciences and Disorders*. Graduate course on research design for speech-language pathologists.
 Yearly *Introduction to Language Science*. Taught introductory undergraduate seminar on clinical linguistics and language acquisition.

PEER REVIEWED SCHOLARLY CONTRIBUTIONS

545 citations to date (500 in the last 5 years); *h-index*: 11; *i10-index*: 15
<https://www.ncbi.nlm.nih.gov/myncbi/teresa.girolamo.1/bibliography/public/>
 ORCID: 0000-0003-1714-3545

PUBLICATIONS

(^ denotes a mentored manuscript with students)

1. Coburn, K., & **Girolamo, T.** (in press). Introduction to the forum: Intersectional approaches to language in autism. *Perspectives of the ASHA Special Interest Groups*.
https://doi.org/10.1044/2024_PERSP-24-00250
2. **Girolamo, T.**, ^Escobedo, A., Ghali, S., Greene-Pendelton, K., Campos, I., & Ram-Kiran, P. (2024). Services in minoritized autistic adolescents and adults varying in language skills. *Seminars in Speech and Language*, 45(4), 1-24. <https://doi.org/10.1055/s-0044-1793913>
3. **Girolamo, T.**, Larson, C., & ^Ghali, S. (2024). Strategic scoring of sentence production and sentence repetition data in diverse autistic adolescents and young adults with and without language impairment. *Journal of Speech, Language, and Hearing Research*, 1-19.
https://doi.org/10.1044/2024_JSLHR-24-00028
4. Keating, C. T., Hickman, L., Geelhand, P. d. M., Takahashi, T., Leung, J., Schuster, B., Rybicki, A., **Girolamo, T.**, Clin, E., Papastamou, F., Eigsti, I.-M., Cook, J. L., Kosaka, H., Osu, R., Okamoto, Y., & Sowden, S. (2024). Cross-cultural variation in experiences of acceptance, camouflaging behaviours and mental health in autism spectrum disorder: A registered report. *PLoS One*. <https://doi.org/10.1371/journal.pone.0299824>
5. **Girolamo, T.**, ^Shen, L., Gulrick, A., Rice, M. L., & Eigsti, I. M. (2023). Language studies in school-age autistic individuals vary in definitions of language impairment and subgroups: A systematic review. *Autism*. <http://doi.org/10.1177/13623613231216155>
6. **Girolamo, T.**, Butler, L., ^Canale, R., Aslin, R. N., & Eigsti, I. M. (2023). fNIRS studies of individuals with speech and language impairment underreport participantsociodemographics: A systematic review. *Neuropsychology Review*. <https://doi.org/10.1007/s11065-023-09618-y>
7. Larson, C., Kaplan, D., **Girolamo, T.**, Kover, S. T., & Eigsti, I. M. (2023). A Bayesian statistics tutorial for clinical research: Prior distributions and meaningful results for small clinical samples. *Journal of Clinical Psychology*. <https://doi.org/10.1002/jclp.23570>
8. **Girolamo, T.**, ^Shen, L., Gulrick, A., Rice, M. L., & Eigsti, I. M. (2023). Studies pertaining to language impairment in autism underreport participant sociodemographics: A systematic review. *Autism*. <https://doi.org/10.1177/13623613231166749>
9. **Girolamo, T.**, Butler, L., ^Ghali, S., & Johnson, K. (2023). Where is community involvement in open science? A response to Marsden & Morgan-Short. *Language Learning*.
<http://doi.org/10.1111/lang.12574>

10. **Girolamo, T.,** ^Ghali, S., & Eigsti, I. M. (2023). A community-based approach to language research with autistic individuals. *American Journal of Speech-Language Pathology*, 32(3), 977-988. https://doi.org/10.1044/2023_AJSLP-22-00341
11. Eigsti, I. M., **Girolamo, T.,** & Fein, D. (2022). Neurodiversity and early autism. *JAMA Pediatrics*, 176(12), 1272. <https://doi.org/10.1001/jamapediatrics.2022.4141>
12. **Girolamo, T.,** Castro, N., Hendricks, A., ^Ghali, S., & Eigsti, I. M. (2022). Implementation of open science practices in communication sciences and disorders research with Black, Indigenous, and People of Color. *Journal of Speech, Language & Hearing Research*, 1-8. https://doi.org/10.1044/2022_JSLHR-22-00272
13. **Girolamo, T.,** ^Parker, T., & Eigsti, I. M. (2022). Incorporating DisCrit theory to combat systematic exclusion of BIPOC in clinical neuroscience. *Frontiers in Neuroscience*, 988092. <https://doi.org/10.3389/fnins.2022.988092>
14. **Girolamo, T.,** & Rice, M. L. (2022). Language impairment in autistic young adults. *Journal of Speech, Language, and Hearing Research*, 65(9), 3518-3530. https://doi.org/10.1044/2022_JSLHR-21-00517
15. **Girolamo, T.,** Castro, N., Fannin, D., ^Ghali, S., & Mandulak, K. (2022). Inequity in peer review in communication science and disorders. *American Journal of Speech-Language Pathology*, 31(4), 1898-1912. https://doi.org/10.1044/2022_AJSLP-21-00252
16. **Girolamo, T.,** ^Ghali, S., ^Campos, I., & Ford, A. (2022). Interpretation and use of language assessments for diverse school-age individuals. *Perspectives of the ASHA Special Interest Groups*, 7(4), 981-994. https://doi.org/10.1044/2022_PERSP-21-00322
17. **Girolamo, T.,** Rice, M. L., Selin, C. M., & Wang, C. J. (2022). Teacher educational decision-making for children with specific language impairment. *American Journal of Speech-Language Pathology*, 31(3), 1221-1243. https://doi.org/10.1044/2021_AJSLP-20-00366
18. Selin, C. M., Rice, M. L., **Girolamo, T.,** & Wang, C. J. (2022). Work setting effects on speech-language pathology practice: Implications for identification of children with specific language impairment. *American Journal of Speech-Language Pathology*, 31(2), 854-880. https://doi.org/10.1044/2021_AJSLP-21-00024
19. Keating, C. T., Hickman, L., Geelhand, P. d. M., Takahashi, T., Leung, J., Schuster, B., Rybicki, A., **Girolamo, T.,** Clin, E., Papastamou, F., Eigsti, I.-M., Cook, J. L., Kosaka, H., Osu, R., Okamoto, Y., & Sowden, S. (2021). Global perspectives on autism acceptance, camouflaging behaviours and mental health in autism spectrum disorder. *PLoS One*, 16(12), e0261774. <https://doi.org/10.1371/journal.pone.0261774>
20. **Girolamo, T.,** & ^Ghali, S. (2021). Developing, implementing, and learning from a student-led initiative to support minority students in communication sciences and disorders. *Perspectives of the ASHA Special Interest Groups*, 6(4), 768-777. https://doi.org/10.1044/2021_PERSP-20-00299
21. **Girolamo, T.,** Politzer-Ahles, S., ^Ghali, S., & ^William, B. T. (2021). Preliminary evaluation of applicants to master's programs in speech-language pathology using vignettes and criteria from a holistic review process. *American Journal of Speech Language Pathology*, 31(2), 552-577. https://doi.org/10.1044/2021_AJSLP-20-00352
22. Politzer-Ahles, S., **Girolamo, T.,** & ^Ghali, S. (2020). Preliminary evidence of linguistic bias in academic reviewing. *Journal of English for Academic Purposes*, 47. <https://doi.org/10.1016/j.jeap.2020.100895>
23. **Girolamo, T.,** Rice, M.L., & Warren, S.F. (2020). Assessment of language abilities in minority adolescents and young adults with autism spectrum disorder and extensive special education needs: A pilot study. *American Journal of Speech-Language Pathology*, 29(2), 804-818. https://doi.org/10.1044/2020_AJSLP-19-00036
24. Selin, C.M., Rice, M.L., **Girolamo, T.,** & Wang, C.J. (2019). Speech-language pathologists' clinical decision-making for children with specific language impairment. *Language, Speech, and Hearing*

Services in Schools, 50(2), 283-207. https://doi.org/10.1044/2018_LSHSS-18-0017

25. Politzer-Ahles, S., Holliday, J., **Girolamo, T.**, Spsychalska, M., & Berkson, K. (2016). Is linguistic injustice a myth? A response to Hyland. *Journal of Second Language Writing*, 34, 3- 8. <https://doi.org/10.1016/j.jslw.2016.09.003>

CHAPTERS

1. Kover, S., Enriquez, J., **Girolamo, T.**, Ram-Kiran, P., & Abbeduto, L. (2024). Intersectionality of race, ethnicity, gender, sexual orientation, and intellectual disability. In K. A. Shogren, L. A. Scott, E. E. Dean, & B. Linnenkamp (Eds.), *Research practices for educating students with intellectual disability* (2nd ed), pp. 42-70. Routledge. ISBN: 9781032413372

MANUSCRIPTS IN PROGRESS

(^ denotes a mentored manuscript with students)

1. Seung, H. K., Baek, J.S., Jung, A, Lee, S. H., & **Girolamo, T.** (in prep). Developing a Korean parent support group for individual with disabilities in California: A model of academic-community partnership. *Autism Research*.
2. John, A., Butler, L., & **Girolamo, T.** (in prep). Language assessment in a minimally speaking autistic youth: A case study. *American Journal of Speech-Language Pathology*.
3. **Girolamo, T.**, ^Birmingham, M., ^Patel, K., Campos, I., ^Greene-Pendelton, K., ^Ghali, S., Larson, C., ^Canale, R., Sterling, A., & Shogren, K. (in revision). Self-determination in minoritized autistic adolescents and adults. *Autism*. <https://medrxiv.org/cgi/content/short/2024.05.02.24306799v1>
4. **Girolamo, T.**, ^Escobedo, A., Butler, L., Larson, C. A., Campos, I., & Greene-Pendelton, K. (in revision). Social drivers of health in communicative outcomes of racially and ethnically minoritized autistic adolescents and adults. *Autism*. <https://medrxiv.org/cgi/content/short/2024.06.17.24309053v1>

STUDENTS SUPERVISED

Graduate

Alicia Escobedo (2024). Stanford Neurodiversity Summit Award. NIDCD T32 Lab Rotation: *Community-based participatory research with neurodivergent youth*.
Edith Urbano-Ixta. (2024). ASHA Research-Mentoring Pair Travel Award. (AuD)
Judy Mahmalji. (2024). Rebecca Bryson-Kissinger Memorial Award. MA Thesis Committee Member: *Early brain connectivity patterns and language skills in preschoolers with autism*

Undergraduate

Abigail Asare (SLHS)	Ainsley Perez (SLHS, Education)
Brianna Ángel (SLHS)	Emily Zhang (SLHS, Education)
Kelsey Lam (Psychology)	Makenna Bailey (SLHS)
Minnie Stanford (Psychology, Tulane)	Natalie Raviv (SLHS, Education)
Noa DeBasc (SLHS)	Quinn Di Cristina (SLHS)

INVITED TALKS

1. 2025, April. Autism, Language & Communication Seminar, New York University, NY, NY
2. 2025, March. Visiting Scientist Colloquium, Boys Town National Research Hospital, Omaha, NE
3. 2025, February. San Diego Leadership Education in Neurodevelopmental & Other Related Disabilities, San Diego, CA
4. 2024, October. October Lecture Series, Vanderbilt University, Nashville, TN
5. 2024, April. San Diego Leadership Education in Neurodevelopmental and Other Related Disabilities, San Diego, CA
6. 2023, July. Center for Autism Research Excellence. Boston University, Boston, MA
7. 2023, May. Higher Seminar on Bilingualism, Stockholm University, Stockholm, Sweden
8. 2023, January. Neurobiology of Language and Science of Learning & Art of Communication

- January Term, University of Connecticut, Storrs, CT
9. 2022, November. Equity Webinar Series, Pearson, San Antonio, TX
 10. 2022, November. Pennsylvania West University & Northeast Association for Speech-Language-Hearing, California, PA
 11. 2022, September. Brain Function Laboratory, Yale University, New Haven, CT
 12. 2022, February. Department of Speech-Language Pathology, SUNY Stony Brook, Stony Brook, NY
 13. 2021, October. Department of Communication Sciences & Disorders Research Symposium, University of Mississippi, Oxford, MS
 14. 2021, May. Post-Minifie Lecture Panel, Department of Speech & Hearing Sciences, University of Washington, Seattle, WA
 15. 2021, April. International Studies Lecture Series, Kenyon College, Gambier, OH
 16. 2021, February. Nexus Talk Series, Department of Speech & Hearing Sciences, University of Washington, Seattle, WA
 17. 2021, February. Distinguished Language Sciences Colloquium, Pennsylvania State University, State College, PA
 18. 2020, April. Bilingual Language and Literacy Investigative and Networking Group Talk Series, New York University, NY, NY
 19. 2020, February. Language Experience and Acquisition Research Talk Series, New York University, NY, NY
 20. 2020, January. Center for Supporting Families with Special Needs, Chung Yuan University, Taipei, Taiwan
 21. 2018, May. Centre for Linguistics Sociolinguistics Series, Leiden University, Leiden, Netherlands
 22. 2017, November. Language Interest Group Colloquy, Hong Kong Polytechnic University, Hong Kong

CONFERENCE PRESENTATIONS (selected; since 2021)

(^ denotes a mentored presentation with students)

1. **Girolamo, T.**, Raviv, N., Perez, A., Greene-Pendelton, K., & Escobedo, A. (2025, November). *Self-determination in autistic adolescents and adults*. Invited oral session at the American Speech-Language-Hearing Association Convention, Washington, DC
2. **Girolamo, T.**, Damme, K. Miller, C., Parker, T., Ricard, J. (2025, April). *Systemic disparities in neuroscience and psychiatry*. Invited panel at the Society of Biological Psychiatry Annual Meeting, Toronto, Canada
3. **Girolamo, T.**, Grant, A., Jaswal, V., Ryan, J., Tan, D., & Kapp, S. (2025, May). *Neurodivergence-affirming and inclusive research practices for autistic people with high support needs*. Invited panel at the International Society for Autism Research Annual Meeting, Seattle, WA
4. **Girolamo, T.**, ^Greene-Pendelton, K., Campos, I., & Ghali, S. (2025, May). *Community-based participatory research with autistic youth and adults with language impairment*. Invited oral session at the International Society for Autism Research Annual Meeting, Seattle, WA
5. **Girolamo, T.**, ^Ghali, S., & Larson, C. (2024, July). *Strategic scoring of sentence production and repetition in diverse autistic adolescents*. Oral session at the 24th International Congress for the Study of Child Language, Prague, Czech Republic
6. Rivera Perez, J. F., Grubler, L., & **Girolamo, T.** (2024, April). *Championing inclusivity in CSD education: Strategies for navigating DEIBJ*. Invited oral session at the Council for Academic Program in Communication Sciences and Disorders Annual Conference
7. **Girolamo, T.**, ^Ghali, S., ^Escobedo, A., ^Bailey, M., & Eigsti, I. M. (2024, March) *Social drivers of health and outcomes in minoritized autistic adolescents and young adults with and without language*

impairment. Poster at the Meeting on Language in Autism, Durham, NC

8. ^Perez, A., ^DeBasc, N., ^Bailey, M., ^Escobedo, A., & **Girolamo, T.** (2024, December). *Translating autism research into community programming: Synergy of experience, clinical practice, and community partnerships*. Invited oral at the ASHA Convention, Seattle, WA
9. Clark, M., **Girolamo, T.**, Greene-Pendelton, K., Grubler, L., & Rivera-Perez, J. F. (2024, December). *Strategic planning to support communication as a human right for all in CSD programs*. Panel at the ASHA Convention, Seattle, WA
10. Findlen, U., Kemp, A., **Girolamo, T.**, & Chow, J. (2024, December). *Closing the gaps between research and practice through implementation science*. Panel at the ASHA Convention, Seattle, WA
11. ^Perez, A., ^Ángel, B., ^DeBasc, N., ^Bailey, M., ^Escobedo, A., & **Girolamo, T.** (2024, December). *Unmet service needs and barriers to services in minoritized autistic adolescents and adults*. Poster at the ASHA Convention, Seattle, WA
12. Rice, M. L., **Girolamo, T.**, Redmond, S. R., Selin, C., & Andres, E. (2023, November). *Current and future contributions of studies of children with specific language impairments*. Invited symposium at the Boston University Conference on Language Development, Boston, MA
13. **Girolamo, T.**, & Greene-Pendelton, K. (2023, November). *Beyond checking a box: Intersectional representation in autism research*. Invited oral session at the ASHA Convention, Boston, MA
14. **Girolamo, T.**, Clark, M., Fannin, D. K., Greene-Pendelton, K., Mahendra, N., Mandulak, K., & Rivera Perez, J. F. (2023, November). *Organizational diversity, equity, and inclusion in communication sciences and disorders*. Oral panel at the ASHA Convention, Boston MA
15. **Girolamo, T.**, Butler, L., ^Canale, R., Aslin, R. N., & Eigsti, I. M. (2023, September). *The hidden bias in fNIRS studies: Data from diverse clinical groups are largely absent in the literature*. Invited oral session at the Yale/Wu Tsai Institute fNIRS Workshop, Yale University, New Haven, CT
16. ^Ghali, S., & **Girolamo, T.** (2023, June). *Language and literacy development in diaspora communities: Preliminary findings from a community-based approach with multilingual Arabic-speaking families*. Oral session at the International Symposium on Bilingualism 14, Macquarie University, Macquarie, Australia
17. **Girolamo, T.**, ^Shen, L., Gulick, A. M., Rice, M. L., & Eigsti, I. M. (2023, June). *Studies pertaining to language impairment in school-age autistic individuals: A systematic review*. Poster at the Symposium for Research on Child Language Disorders, Madison, WI
18. **Girolamo, T.**, ^Shen, L., Gulick, A. M., Rice, M. L., & Eigsti, I. M. (2023, May). *Language impairment in autism studies underreport participant sociodemographics: A systematic review*. Poster at the International Society for Autism Research Annual Meeting, Stockholm, Sweden
19. Larson, C., Mohan, A., Taverna, E., **Girolamo, T.**, Lounds, J. L., Fein, D., Eigsti, I. (2023, May) *How are social-emotional, educational, and vocational outcomes related to structural language in autism spectrum disorder and loss of autism diagnosis?* Poster at the International Society for Autism Research Annual Meeting, Stockholm, Sweden
20. **Girolamo, T.**, Rivera Perez, J., & Mahendra, M. (2023, April). *Holistic approaches to diversity, equity, and inclusion in CSD programs*. Invited oral session at the Council for Academic Programs in Communication Sciences and Disorders Conference, Orlando, FL
21. **Girolamo, T.**, Larson, C., & Eigsti, I. M. (2023, March). *Morphosyntax in autistic young adults with and without language impairment*. Poster at the Meeting on Language in Autism, Durham, NC
22. Larson, C., Mohan, A., Taverna, E., **Girolamo, T.**, Lounds, J. L., Fein, D., Eigsti, I. (2023, March) *How are social-emotional, educational, and vocational outcomes related to structural language in autism spectrum disorder and loss of autism diagnosis?* Poster at the Meeting on Language in Autism, Durham, NC
23. **Girolamo, T.** (2023 March). *Establishing research partnerships with disability community members*. Panel discussant at Speech, Language, and Learning Intervention Research Symposium, University of Arizona, Tucson, AZ

24. **Girolamo, T.,** & ^Greene-Pendelton, K. (2022, November). *Participatory approaches to language research with BIPOC autistic young adults: A social-ecological approach*. Invited oral session at the ASHA Convention, New Orleans, LA
25. DeThorne, L., **Girolamo, T.,** ^Greene-Pendelton, K., & Nicolaidis, C. (2022, November). *Making healthcare more accessible for the autistic community*. Invited panel at the ASHA Convention, New Orleans, LA
26. **Girolamo, T.,** Larson, C., ^Greene-Pendelton, K., Campos, I., & Eigsti, I. M. (2022, November). *Social determinants of health: Influence on young adulthood outcomes of autistic BIPOC with language impairment*. Oral technical session at the ASHA Convention, New Orleans, LA
27. ^Ghali, S., & **Girolamo, T.** (2022, November). *Community-based language research with multilingual Arabic-speaking families*. Oral technical session at the ASHA Convention, New Orleans, LA
28. **Girolamo, T.,** & ^Ghali, S. (2022, July). *Longitudinal research with Black and Hispanic/Latinx autistic youth with language impairment*. Invited oral session at CogSci, Toronto, Canada
29. **Girolamo, T.,** & Rice, M. L. (2022, June). Language abilities of autistic adolescents and young adults with language impairment: A longitudinal case study. Poster at the *Symposium on Research in Child Language Disorders*, Madison, WI
30. **Girolamo, T.,** & Rice, M. L. (2022, May). *Longitudinal perspectives of language impairment in autistic young adults*. Poster at the International Society for Autism Research Annual Meeting, Austin, TX
31. Mahendra, N., Fannin, D. K., **Girolamo, T.,** Harley, J., Mandulak, K., Rivera Perez, J. F., & Simpson, J. M. (2022, April). *Equity and inclusion in CDS academic programs: Focus on instruction and scholarship*. Invited oral session at the CAPCSD Annual Conference (virtual)
32. ^Ghali, S., Campos, I., & **Girolamo, T.** (2021, November). *Using remote interprofessional education and practice to explore language assessment approaches for diverse school-age individuals*. Oral session at the ASHA Convention (virtual)
33. ^Ghali, S., **Girolamo, T.,** ^Broadus, V., & Gillispie, M. (2021, November). *Implementing a student-led mentoring initiative to advance the next generation of students in CSD*. Oral session at the ASHA Convention (virtual)
34. **Girolamo, T.,** Campos, I., & ^Ghali, S. (2021, November). *Beyond standardized scores: Critical interpretation and use of language assessments*. Oral session at the ASHA Convention (virtual)
35. **Girolamo, T.** (2021, September). *Barriers to DEI in communication sciences and disorders: What are they and where do we go from here?* Keynote at the Veterans Affairs National Center for Rehabilitative Auditory Research Conference (virtual)
36. **Girolamo, T.,** & ^Ghali, S. (2021, October). *Re-envisioning communication sciences and disorders programs, practice, and research*. Invited plenary at the Oregon State Speech-Language-Hearing Association Conference (virtual)
37. Brown, D., **Girolamo, T.,** Grant, K., Ortiz-Hawkins, E., & Minor, L. (2021, September). *Diversity, equity, and inclusion: Seeking balance in research and clinical care*. Invited at the Veterans Affairs National Center for Rehabilitative Auditory Research Conference (virtual)
38. **Girolamo, T.,** ^Campos, I., & ^Ghali, S. (2021, April). *Everyone can do interprofessional practice!* Invited session at the Council for Academic Programs in Communication Sciences and Disorders Annual Conference (virtual)
39. Fannin, D., Mandulak, K. C., Bland, L. E., **Girolamo, T.,** Harley, J., & Mahendra, N. (2021). *A framework for diversity, equity, and inclusion*. Plenary at the Council for Academic Programs in Communication Sciences and Disorders Annual Conference (virtual)

PROFESSIONAL DEVELOPMENT

Memberships & Affiliations

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| 2023- | Society for Functional Near-Infrared Spectroscopy |
| 2022- | BIPOC-Communication Sciences & Disorders (BIPOC-CSD) |

2021-	Connecticut Institute for the Brain and Cognitive Sciences
2021-	Council of Academic Programs in Communication Sciences & Disorders
2021-	Universitas 21 Autism Research Network
2020-	Phi Beta Delta
2015-	Asian & Pacific Islander Speech-Language-Hearing Caucus
2014-	American Speech, Language, and Hearing Association
2014-	Council for Exceptional Children
2014-	International Society for Autism Research
2011-16	Licensed special education & general education teacher (Middle Childhood Education), New York State Department of Education

Scholarship of Teaching & Learning

2025	Young Men of Color Ally Teaching Badge, <i>San Diego State University</i>
2024	Academic Application of Artificial Intelligence Micro-credential (Level 1), <i>San Diego State University</i>
2024	Teaching Climate Change and Resilience Course Badge, <i>California State University</i>
2023	Preparing Others for Challenging Conversations - Classroom Focus, Center for Inclusive Excellence, <i>San Diego State University</i>
2023	Practicing Responding to Microaggressions Workshop, Center for Inclusive Excellence, <i>San Diego State University</i>
2022	Mentor Training, Center for Improvement of Mentored Experiences in Research
2021	Specifications Grading and Universal Design for Learning Workshop, <i>University of Kansas</i>