CURRICULUM VITAE

Stephanie De Anda, PhD, CCC-SLP

University of Oregon
College of Education
Department of Special Education and Clinical Sciences
Communication Disorders and Sciences Program
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Teaching and Research Interests

My goal in teaching is to recruit and retain diverse scholars and to provide them with high quality training to serve, lead, and advocate for their own communities as scientists, educators, and clinicians. Similarly, my research program is focused on promoting community-engaged public health efforts to support Spanish-speaking, multilingual, and Latine families and children by creating methods and interventions that are culturally and linguistically responsive.

Educational Record

2017 Doctor of Philosophy (PhD), Language and Communicative Disorders
San Diego State University & University of California, San Diego

2011 Bachelor of Science (BS), Cognitive Science, specialization in Human Cognition, Cum Laude,
University of California, San Diego

Professional Credentials

2017–present ASHA Certificate of Clinical Competence in Speech-Language Pathology, #14153040
2017–present Oregon Speech Language Pathology Credential, #16193
2017 Bilingual Specialization in Speech Language Pathology, San Diego State University

Employment History

University of Oregon

2024–present HEDCO Professor in Communication Disorders and Sciences
Department of Special Education and Clinical Sciences
Communication Disorders and Sciences Program

2023–present Associate Professor
Department of Special Education and Clinical Sciences
Communication Disorders and Sciences Program

2017–2023 Assistant Professor
Department of Special Education and Clinical Sciences
Communication Disorders and Sciences Program

Research Scientist
2017–present Prevention Science Institute
2017–present Alliance for Language and Literacy

Teaching Experience

2017–present University of Oregon, College of Education

2014 San Diego State University, College of Health and Human Services

2011–2013 University of California at San Diego, Department of Cognitive Science

Courses Taught:

Courses taught include graduate classes on speech sound disorders and cultural and linguistic responsivity, research methods, language development, as well as regular guest lectures on topics of cultural responsivity and childhood apraxia of speech and developmental methods. At the undergraduate level I have taught language development for students in speech language pathology and other related disciplines (i.e., psychology, linguistics, cognitive science) and coordinate practicum experience for CDS students.

Research Activities

**indicates student/trainee co-author*

Peer-reviewed publications

33. Budd, E. L., **De Anda, S.,** Chaovalit, P., Vu, A., Leve, L. D., & DeGarmo, D. S. (2025). Psychometric testing of two measures of vaccination attitudes among U.S. Latine respondents. *Vaccine, 71,* 128044. https://doi.org/10.1016/j.vaccine.2025.128044

32. Hendrickson, K., Sagan, A., Sanchez-Melendez, H., Kim, J., & **De Anda, S.** (2025). Language non-selective lexical access in bilinguals: input modality matters. *Bilingualism: Language and Cognition*, 1-14. Advance online publication. https://doi.org/10.1017/S1366728925100928

31. **De Anda, S.,** Budd, E. L., Chaovalit, P., Vu, A. H., Leve, L. D., & DeGarmo, D. S. (2025). Social determinants of health and COVID-19 vaccination: An individual participant data meta-analysis of adult Latino participants. *Preventive Medicine,* 198(108335). https://doi.org/10.1016/j.ypmed.2025.108335

30. Ramírez García, J. I., Oro, V., Budd, E. L., Mauricio, A. M., **De Anda, S.,** McWhirter, E. H., Leve, L., & DeGarmo, D. S. (2025). Mediation of Latinx health status disparities during the COVID-19 pandemic by social determinants of health. *Social Psychiatry and Psychiatric Epidemiology*, 1-12. https://doi.org/10.1007/s00127-025-02890-8

29. Budd, E. L., **De Anda, S.,** Halvorson, S., Leve, L. D., Mauricio, A. M., McWhirter, E. H., Ramírez García, J. I., Oregon Saludable: Juntos Podemos Community and Scientific Advisory Board, & DeGarmo, D. S. (2025). Social determinants of health associated with SARS-CoV-2 testing and vaccine attitudes in a cross-sectional study of Latinx individuals in Oregon. *AJMP Focus,* 4(3), 100326. https://doi.org/10.1016/j.focus.2025.100326

28. NoorAli, S.*, **De Anda, S.,** Cycyk, L.M., & Starlin, S. (2025). Barriers and Facilitators to Assessment Practices in Linguistically Diverse Children: Application of Theoretical Domains Framework. *American Journal of Speech Language Pathology*, *34*(3), 1154-1175. https://doi.org/10.1044/2024_AJSLP-24-00256

27. Mauricio, A.M., Garcia, Y., Merelas, S.*, Cioffi, C., McWhirter, E.H., Budd, E.L., Mueller, M.V., **De Anda, S.**, Rodriguez, E., & Leve, L. (2024). Community Partner Perceptions of Equitable Implementation Practices for a Promotores de Salud Intervention: A Qualitative Assessment. *American Journal of Public Health,* 114, S377-S383. https://doi.org/10.2105/AJPH.2024.307686

26. Ramírez García, J.I., Oro, V., Budd, E.L., Mauricio, A.M., Cioffi, C.C., **De Anda, S.**, McWhirter E.H., DeGarmo, D.S., & Leve. L.D. (2024). A Translational Case Study of a

Multisite COVID-19 Public Health Intervention Across Sequenced Research Trials: Embedding Implementation in a Community Engagement Phased Framework. *American Journal of Public Health*, 114, S396-S401. https://doi.org/10.2105/AJPH.2024.307669

25. **De Anda, S.,** Cycyk, L., Durán, L., Biancarosa, G., & McIntyre, L. (2023). Sentence Diversity in Spanish-English Bilingual Toddlers. *American Journal of Speech-Language Pathology,* 32(2), 576–591. https://doi.org/10.1044/2022_AJSLP-22-00149

24. **De Anda, S.,** Budd, E.L., Halvorson, S., Mauricio, A.M., McWhirter, E.H., Cioffi, C.C., Ramírez Garcia, J., Cresko, W.A., Leve, L.D., & DeGarmo, D.S. (2022). Effects of a Health Education Intervention for COVID-19 Prevention in Latinx Communities: A Cluster-Randomized Controlled Trial. *American Journal of Public Health,* 112 (S9):S923–S927. https://doi.org/10.2105/AJPH.2022.307129

23. Budd, E.L., McWhirter, E.M., **De Anda, S.,** Mauricio, A.M., Mueller, M.*, Cioffi, C.C., Nash, A., Van Brocklin, K., Yarris, K., Jackson, A., Terral, H., Ramirez-Garcia, J., OSJP Advisory Board, Cresko, W., DeGarmo, D.S., & Leve, L.D. (2022). Development and Design of a Culturally Tailored Intervention to Address COVID-19 Disparities Among Oregon's Latinx Communities: A Community Case Study. *Frontiers in Public Health, 10*, 962862. https://doi.org/10.3389/fpubh.2022.962862

22. Cycyk, L., Coles, K.*, O'Dea, K.*, Moore, H., Sanford-Keller, H., Dolata, J., **De Anda, S.,** Gomez, M.*, Huerta, L.*, Libak, A., & Zuckerman, K. (2022). Serving young children with communication disabilities from Latinx backgrounds and their families with equity: Provider perspectives. *Journal of Communication Disorders, 99,* 106254. https://doi.org/10.1016/j.jcomdis.2022.106254

21. Hall, M., & **De Anda, S.** (2022). Estimating Early Language Input in Deaf and Hard of Hearing Children With the Language Access Profile Tool. *American Journal of Speech-Language Pathology, 31*(5), 2132-2144. https://doi.org/10.1044/2022_AJSLP-21-00222

20. Cycyk, L.M., **De Anda, S.,** Ramsey, K., Sheppard, B.S., & Zuckerman, K.E. (2022). Moving through the pipeline: Ethnic and linguistic disparities in special education from birth through age five. *Educational Researcher, 51*(7), 451–464. https://doi.org/10.3102/0013189X221120262

19. DeGarmo, D.S., **De Anda, S.,** Cioffi, C.C., Tavalire, H.R., Searcy, J., Budd, E.L., McWhirter, E.H., Mauricio, A.M., Ramírez García, J., Cresko, W.A., & Leve, L.D. (2022). Effectiveness of a COVID-19 testing outreach intervention for Latinx communities: A clustered randomized clinical trial. *Journal of the American Medical Association Network Open, 5*(6), e2216796-e2216796. https://doi.org/10.1001/jamanetworkopen.2022.16796

18. Friend, M., *Lopez, O., **De Anda, S.,** Poulin-Dubois, D., Arias-Trejo, N., & *Abreu-Mendoza, R. (2022). Maternal education revisited: Vocabulary growth in English and Spanish before 30 months of age. *Infant Behavior and Development, 66*, 101685. https://doi.org/10.1016/j.infbeh.2021.101685

17. **De Anda, S.,** Ellis, E., & *Mejia, N. (2022). Learning words in two languages: Examining within- and cross-language generalization. *Journal of Speech Language and Hearing Research, 65*(4), 1450-1464. https://doi.org/10.1044/2021_JSLHR-21-00350

16. **De Anda, S.**, Cycyk, L., Moore, H., Larson, A., King, M., & *Huerta, L. (2022). Psychometric properties of the English–Spanish Vocabulary Inventory in toddlers with and without early language delay. *Journal of Speech Language and Hearing Research, 65(*2), 672-691. https://doi.org/10.1044/2021_JSLHR-21-00240

15. Cycyk, L., & **De Anda, S.** (2021). Media exposure and language experience: Examining associations from home observations in Mexican immigrant families in the US. *Infant Behavior and Development,* 63, 101554. https://doi.org/10.1016/j.infbeh.2021.101554

14. Cycyk, L., **De Anda, S.,** Moore, H., & *Huerta, L. (2021). Cultural and linguistic adaptations of early language interventions: Recommendations for advancing research and practice. *American Journal of Speech-Language Pathology, 30*(3), 1224–1246. https://doi.org/10.1044/2020_AJSLP-20-00101

13. Hall, M., & **De Anda, S.** (2021). Measuring "Language Access Profiles" in Deaf and Hard-of-hearing Children with the DHH Language Exposure Assessment Tool. *Journal of Speech, Language, and Hearing Research.* https://doi.org/10.1044/2020_JSLHR-20-00439

12. *Huerta, L., Cycyk, L., Sanford-Keller, H.,* Busch, A., Dolata, J., Moore, H., **De Anda, S.**, & Zuckerman, K. (2021). A retrospective review of communication evaluation practices of young Latinx children. *Journal of Early Intervention, 1–19.* https://doi.org/10.1177%2F10538151211012703

11. **De Anda, S.,** & Friend, M. (2020). Lexical-semantic development in bilingual toddlers at 18 and 24 months. *Frontiers in Psychology: Cognition, 11*, 11–13. https://doi.org/10.3389/fpsyg.2020.508363

10. **De Anda, S.,** Blossom, M., & Abel, A.D. (2020). Cross-morpheme generalization in children with delays in morphosyntax. *Journal of Speech, Language, and Hearing Research, 63(*10), 3501–3524. https://dx.doi.org/10.1044%2F2020_JSLHR-19-00173

9. Cycyk, L., Moore, H., **De Anda, S.,** *Huerta, L., *Mendez, S., *Patton, C., & *Bourret, C. (2020). Adaptation of a caregiver-implemented naturalistic communication intervention for Spanish speaking-families: A promising start. *American Journal of Speech-Language Pathology, 23*(3), 1260–1282. https://doi.org/10.1044/2020_AJSLP-19-00142

8. **De Anda, S.,** Larson, A. & Cycyk, L.M. (2020). Considerations in the evaluation and assessment process for Latinx infants and toddlers. *Division for Early Childhood (DEC) Recommended Practices Monograph Series (No. 7- Assessment),* 7, 25–40.

7. **De Anda, S.,** Blossom, M., & Abel, A.D. (2020). A complexity approach to treatment of tense and agreement deficits: A case study. *Communication Disorders Quarterly, 41*(4), 250–260. https://doi.org/10.1177%2F1525740118822477

6. Smolak, E., **De Anda, S**., *Enriquez, B., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2019). Code-switching in young bilingual toddlers: A longitudinal, cross-language investigation. *Bilingualism: Language and Cognition, 23*(3), 500–518. https://doi.org/10.1017/s1366728919000257

5. Friend, M., **De Anda, S.,** Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2017). Developmental changes in maternal education and minimal exposure effects on vocabulary in English- and Spanish-learning toddlers. *Journal of Experimental Child Psychology, 164,* 250–259. https://dx.doi.org/10.1016%2Fj.jecp.2017.07.003

4. **De Anda, S.,** Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2017). Lexical access in the second year: A study of monolingual and bilingual vocabulary development. *Bilingualism: Language and Cognition. 21*(2), 314–327. https://doi.org/10.1017/s1366728917000220

3. **De Anda, S.,** Bosch, L., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). The Language Exposure Assessment Tool: Quantifying language exposure in infants and children. *Journal of*

Speech, Language, and Hearing Research, 59(6), 1346–1356. https://doi.org/10.1044/2016_JSLHR-L-15-0234

2. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical processing and organization in bilingual first language acquisition: Guiding future research. *Psychological Bulletin, 142*(6), 655–667. https://doi.org/10.1037/bul0000042

1. **De Anda, S.,** Arias-Trejo, N., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). SES, minimal L2 exposure, and early word comprehension: New evidence from a direct assessment. *Bilingualism: Language and Cognition, 19*(1), 162–180. https://doi.org/10.1017/s1366728914000820

Technical Reports and Working Papers

3. **De Anda, S.,** & Combiths, P. (2024). Multilingual speech assessment given clinician-family language mismatch: A narrative guide. *Case Study and Narrative Guide developed for Project IDEA at the University of Oregon, https://blogs.uoregon.edu/edldlab/research/case-studies/*

2. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical access in monolingual and bilingual vocabulary development. *Proceedings of the 41st Boston University Conference on Language Development.*

1. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical access in the second year: A cross-linguistic investigation of monolingual and bilingual vocabulary development. *San Diego Linguistic Papers, 6*.

External Funding

Currently Funded Grants

NIH NIDCD P50 (2026 – 2031)
The Prevalence of Late Talking and DLD in Linguistically and Culturally Diverse Children
The project evaluates prevalence of late talkers and developmental language disorders among a diverse sample of children of children including mono- and multi-linguals.
Role: Co-I (PIs: Elena Grigorenko PhD; Jack Fletcher, PhD) / $4,486,977

NIH NHLBI UG (2025 – 2027)
Implementation and Effectiveness of a Multi-Sectorial Promotores De Salud Intervention in Rural Oregon's Summer Meal Program to Promote Health Quality of Life Among Latine Families
The overall goal of the project is to test the implementation and effectiveness of a sustainable community-based program that harnesses resources from health and education sectors to enhance the health benefits of the Oregon Department of Education's summer meal program for rural Latine families.
Role: Co-I (PIs: Leslie Leve, PhD; Elizabeth Budd, PhD; Dave DeGarmo, PhD) / $35,229

NIH NIDCD R01 (2025 – 2030)
Evidence-based Intervention Enhancements to Reduce Language Delays and Disorders Among Children of Parents with Substance Use Disorders
Evaluates the comparative effectiveness of different intervention modalities for parent-delivered communication intervention on child language outcomes and determines implementation outcomes for parents with substance use disorders.
Role: Co-PI with Camille Cioffi, PhD (MPI) / $3,715,000

IES Development and Innovation Grant (2024 – 2028)
Development of a Technology-Supported Adaptive Intervention to Support Young Children with Communication Disorders and their Spanish-speaking Caregivers
The project is aimed at a developing a digital learning platform that facilitates a culturally and

linguistically responsive intervention for Spanish-speaking caregivers with toddlers and preschoolers facing communication challenges.
Role: Co-I with Lauren Cycyk, PhD & Heather Moore, PhD / $70,460

Completed Grants

NIH NIDCD R21 (2023–2025)
Promoting System-Wide Change for Bilingual Children with Speech Sound Disorder
Identifies the role of complexity in system-wide transfer in speech treatment for Spanish-English bilingual children. (PI: Philip Combiths, PhD)
Role: Consultant

NIH NIMHD R21 Rapid Acceleration of Diagnostics – Underserved Populations Grant (RADx-UP) Phase 4 Award (2023–2025)
A Multi-site Investigation of Social Determinants of Health and SARS-CoV-2 Testing and Vaccination Outcomes Among Diverse US Latinx Adults
The study leverages data across the RADx-UP initiative and data collective to evaluate social determinants of health among Latinx populations and SARS-CoV-2 Testing and Vaccination during the COVID-19 pandemic.
Role: Co-PI with Elizabeth Budd, PhD (MPI) / $407,875

NIH NIDCD K23 (2020–2025)
Building a Vocabulary: Lexical-semantic Development in Latino Children with Early Language Delay
This project examines the emergence of lexical-semantic skill in Spanish learners with dual language exposure and early language delay.
K23DC018033 / $970,000
Role: PI

NIH NICHD NRSA F31 (2022–2024)
Grammatical Productivity in the Assessment of Spanish-English Bilingual Children
This doctoral fellowship grant is aimed at developing and implementing a new productivity measure for Spanish speaking children with and without Developmental Language Disorder. (PI; Predoctoral Trainee: Alicia Escobedo)
Role: Consultant

NIH Rapid Acceleration of Diagnostics – Underserved Populations Grant (RADx-UP) (2020–2022)
Scaling Up SARS-CoV2 Testing to Serve Latinx Communities
This project addresses a community-tailored outreach program for COVID-19 testing for the Latinx population within six counties in Oregon. It will examine the rural-urban distinction, with a sensitivity to geographical approach that will be imperative for later vaccine efforts. (PIs: Leslie Leve, PhD; Bill Cresko, PhD; Dave DeGarmo, PhD)
3P50DA048756-02S2
Role: Co-I, $16,614

NIH NICHD R03 (2020–2022)
Word Recognition in Dual Language Learners: The Mechanisms Underlying Listening and Reading in Two Languages
The study investigates the lexical competition underlying the spoken and visual processing of words in bilingual school-age children (PI: Kristi Hendrickson, PhD)
1R03HD102404-01A1 / $100,000
Role: Co-I

University of Iowa Obermann Center Interdisciplinary Research Grant (2018 – 2019)

The Influence of Socioeconomic-status on Spoken Word Recognition in School-Aged Children
The convening grant supports a collaboration across labs to examine the influence of Socioeconomic Status on children's spoken word recognition.
$6,000
Role: Co-PI with Kristi Hendrickson, PhD

NIH NICHD NRSA F31 (2014–2017)
Lexical structure in Monolingual and Bilingual Spanish-Speaking Children in US
Lexical structure in monolingual and bilingual Spanish-Speaking Children in the US. The goal of this project is to investigate how vocabularies are organized within and across languages in bilingual and monolingual Spanish speaking infants.
1F31HD081933 / $102,549
Role: PI

NIH NICHD Diversity Supplement (2012–2014)
The Path to Language and Literacy
This diversity supplement supports 2 years of doctoral training and research under a parent R01 (PI: Margaret Friend, PhD).
HD068458-02W1 / $81,960
Role: Pre-doctoral Trainee

Not Funded

NIH NIDCD R21 (2025–2027)
Spanish-English speakers and Late Language Emergence: Leveraging Existing Data
Explores how children's language input impacts the development of unique features of bilingualism between 24 and 36 months in the case of language delay. This project will take a community-informed approach to make these data publicly available.
Role: Co-PI with Lauren M. Cycyk, PhD (MPI)

Oregon Department of Education Health Education Workforce Diversity Grant (2024–2026)
Advancing Diversity in Oregon Medical Speech Language Pathologists (ADOMS)
The project is aimed at creating a strong recruitment and retention pipeline for workforce diversity among SLPs. Collaboration with key community partners is leveraged.
Role: Consultant (PI: Jayme Sloan, MS)

Spencer Foundation (2024–2026)
Success with Stories: A Transformative Approach to Parent Training
Involves the development and validation of a mobile platform for delivering a parent literacy training program, Success with Stories (SWS), to children raised in English- and Spanish-learning contexts. (PI: Lekeitha Morris, PhD & Monica Bellon-Harn, PhD)
Role: Co-I

IES Education Research Grant (2022–2026)
Success with Stories: A Transformative Approach to Parent Training
The project involves the development and validation of a mobile platform for delivering a parent literacy training program: Success with Stories (SWS). In particular, the mobile platform will be adapted to be culturally and linguistically responsive to children raised in English- and Spanish-learning contexts.
Role: Co-I with Lekeitha Morris, PhD & Monica Bellon-Harn, PhD

NIH NCI R21 (2021–2023)
The effects of a Brief Imagery Intervention on the Primary Psychological and Behavioral Predictors of Poor Weight Loss Outcomes in Men and Women with Obesity
Eye-tracking is used to assess the behavioral changes in attention to images of food and the self following an intervention targeting imagery specifically in people with poor weight loss

outcomes (PI: Nichole Kelly, PhD).
Role: Consultant

NIH NIDCD R21 (2020–2025)
Language Access, Language Proficiency, and Psychological Outcomes in Deaf Children
The project aims to understand the role of language access and language proficiency on executive function and social-emotional skills in deaf and hard of hearing preschoolers (PI: Matt Hall, PhD).
Role: Consultant

Internal Funding

Completed Grants

University of Oregon Office of Vice President for Research and Innovation (2023–2024)
Linking Language to Literacy with the Eyes: Differences in Emerging Bilingual Good and Poor Readers' Eye Tracking
Examines specific reading comprehension difficulties using eye tracking and traditional measures of language and literacy among bilingual Spanish-English intermediate-grade readers. (co-PI: Gina Biancarosa, EdD) / $49,979
Role: co-PI

University of Oregon College of Education Faculty Fund Award (Norma Kruger Career Outreach Fund; 2023–2024)
The Linguistic Diversity Protocol: a Tool for Mitigating Bias
Supports the development and piloting of a protocol designed to support practitioner training in linguistic responsivity among early intervention assessments for children from linguistically diverse backgrounds. / $12,800
Role: PI

University of Oregon Faculty Research Award (2019–2020)
Spoken Language Comprehension: the Influence of Socioeconomic Status and Poverty in School Age
The project aims to collect pilot data on spoken word processing. This preliminary study will establish feasibility in support of a future grant proposal with collaborating labs.
Role: PI
$5,500

University of Oregon-Oregon Health & Science University Collaborative Seed Grant (2017–2018)
Addressing Disparities in the Assessment and Treatment of Communication Disorders for Young Children from Latino Backgrounds
This collaborative project brings together an interdisciplinary team of researchers, medical professionals, and clinicians across institutions in Oregon to identify the source of Latino health disparities in the assessment and treatment of child communication disorders.
Role: Consultant
$15,000

Not Funded

University of Oregon Wayne Morse Center for Law and Politics Project Grant Awards (2024 – 2025)
Improving Voting Access for Persons with Communication Disorders
This project will engage members of UO and the community across various contexts to create and disseminate voter participation resources for practitioners who work with disabilities impacting communication. / $10,000

Role: Co-Lead with Jayme Sloan, M.S.

Presentations

**indicates student/trainee co-author*

Invited Presentations

18. Cioffi, C. & **De Anda, S. (**2026, September XX). *The Comilia groups & enhancement study* [Invited presentation]. Univeristy of Oregon Prevention Science Institute Annual Retreat, Eugene, OR.

17. **De Anda, S.,** Leve, L., & Aguirre, M.P. (2024, October 12). *Summary of intervention findings and significance of community- participatory research.* [Invited presentation]. National Institutes of Health (NIH) Rapid Acceleration of Diagnostics in Underserved Populations (RADx-UP) Governance Committee, NIH, webinar.

16. Hall, M. & **De Anda, S.,** Casseli, N. (2021, November 16-19). *Translating research to practice in sign language acquisition: New concepts, new tools, new data* [Invited presentation]. Annual American Speech-Language and Hearing Association conference, webinar.

15. **De Anda**, **S.,** (2021, July 14). *How a research career can align with your values*. [Invited presentation]. SPROUT Lecture Series, Cal State University Los Angeles, webinar.

14. **De Anda** (2021, May 17). *A Review of Target Selection Procedures: Incorporating Motor Learning Principles and Complexity* [Invited presentation]. Salem-Keiser School District, Salem, OR, webinar.

13. **De Anda, S.** (2021, February). *Early bilingual language development: How science can perpetuate and dispel myths* [Invited presentation] University of Iowa Communication Disorders and Sciences Department, webinar.

12. **De Anda, S.** (2020, November). *Assessing the Language Environment in the Context of Bilingualism* [Invited presentation]. Temple University Communication Sciences Disorders Department, webinar.

11. **De Anda, S.** (2020, November). *Measurement in Early Childhood: Building Pathways to Empowerment & Continuous Improvement* [Invited panelist]. Early Childhood Precision, Innovation, and Shared Measurement (EC PRISM), Institute for Child Success, webinar.

10. **De Anda, S.** & Meyer, J. (2020, August). *Stop the Silence: How to be Anti-Racist in Communication Sciences and Disorders.* [Invited presentation]. National Student Speech-Language and Hearing Association (NSSHLA), webinar.

9. **De Anda, S.** (2020, March). *Complexity for speech sound disorders.* [Invited presentation]. Early Childhood Cares, Eugene, OR, webinar (cancelled due to pandemic).

8. **De Anda, S.** (June 2019). *Language Input to Young Children: Measuring and Manipulating Variation* [Invited presentation]. University of California at Irvine's Center for Hearing Research Symposium, Irvine, CA.

7. **De Anda, S.** (October 2017). *Using Complexity to Treat Grammatical Deficits in Children* [Invited address]. Annual Oregon Speech-Language & Hearing Association Conference, Salem, OR.

6. **De Anda, S.** & Friend, M. (May 2017). *How Two Languages Interact in Early Bilingual*

Language Acquisition [Invited address]. Annual Speech-Language Awareness and Information Day, San Diego State University, San Diego, CA.

5. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (September 2016). *Exploring Cross-Language Links in Young Bilinguals* [Invited presentation]. Department of Basic Psychology, University of Barcelona, Barcelona, Spain.

4. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (September 2016). *Early Language Interaction in Bilingual Toddlers* [Invited presentation]. Collaborative Conference on Language, Literature & Linguistics, Barcelona, Spain.

3. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (Aril 2016). *Separating Fact and Fiction about Bilingualism in Young Children* [Invited presentation]. San Diego Women, Infants, & Children (WIC) program, San Diego, CA.

2. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (December 2013). *Dual Language Acquisition: The effect of minimal exposure, maternal input, and SES on emerging language* [Invited presentation]. Developmental Science Forum, San Diego State University, San Diego, CA.

1. **De Anda, S.** & Friend, M. (October 2012). *Language Exposure, Maternal Education, and Vocabulary Comprehension in Young Children* [Invited presentation]. Laboratorio de Psicolinguistica, Universidad Nacional Autónoma de México, México.

Oral Presentations

36. **De Anda, S.,** Cioffi, C., & Peña, D. (2025, February). Perspectives from Parents with Substance Use Disorder (Moving Past Participants: Engaging Underserved Communities in Adapting Early Language Interventions). [Symposium] Conference on Research Innovation in Early Intervention, San Diego, CA.

35. Zyskind, K., Cycyk, L., Moore, H., Kunz, A., Rodriguez, A., Medina Morales, N., **De Anda,** S., & Feil, E. (2025, November). *Unidos Desde el Comienzo: Collaborative intervention development for Spanish-speaking children with early language delays*. Paper presented at the American Speech-Language Hearing Association Convention, Washington D.C. https://convention.asha.org/

34. NoorAli, S.* & **De Anda, S.** (2025, November). *Leveraging Implementation Science to Integrate EBPs into Practice: An Example of Linguistic Diversity Protocol.* Presentation at the American Speech-Language and Hearing Association Convention, Washington D.C. https://convention.asha.org/

33. Budd, E. L., **De Anda, S.,** Halvorson, S., Leve, L. D., Mauricio, A. M., McWhirter, E. H., Ramírez García, J. I., Oregon Saludable: Juntos Podemos Community and Scientific Advisory Board, & DeGarmo, D. S. (2024, October 27-30). *Social determinants of health predictors of attitudes toward COVID-19 health services vary by English proficiency and parental nativity among Latinx communities.* Presentation at the American Public Health Association's Annual Meeting and Expo in Minneapolis, MN. https://apha.confex.com/apha/2024/cfp.cgi

32. **De Anda, S.,** Cycyk, L.M., McIntyre, L. (2023, November 16-18). *Spanish-English Bilingual Toddlers with and without Language Delay: Differences Across Lexical-Semantic Dimensions.* [Oral presentation]. Presentation at the American Speech-Language and Hearing Association Convention, Boston, MA. https://convention.asha.org/

31. Cycyk, L.M., **De Anda, S.,** *Rodriguez, A., *Lyons, Z., Pakulak, E., *Bermudez, B., & Lucero,

A. (2023, June 26-30). Parent and Child Code-Switching Patterns: Similar or Different? In **S. De Anda** (Organizer), *Code-switching During Language Acquisition: Examining Parent and Child Language in Spanish-English Speakers in the U.S.* [Symposium]. Presentation at the International Symposium on Bilingualism, Sidney, Australia. https://www.isb14.com/

30. Hendrickson, K.I., *Sanchez-Malendez, H., *Upadhyay, S., *Trinh, M., & **De Anda, S.** (2023, March 23-25). *Word Recognition in Dual Language Learners: The Mechanisms Underlying Listening and Reading in two Languages.* [Oral presentation]. Society for Research and Child Development Biennial Meeting, Salt Lake City, UT.

29. Hall, M., & **De Anda, S.** (2023, March 5-7). *Using the D-LEAT to Collect DHH Children's Language Histories: A Hands-On Workshop*. [Oral presentation]. Early Hearing Detection and Intervention Annual Conference, Salt Lake City, UT. https://ehdiconference.org/index.cfm

28. *NoorAli, S., & **De Anda, S.** (2022, November 17-19). *Grammar and Vocabulary Development in Urdu-English Bilingual Children: a Literature Review*. [Oral presentation]. American Speech-Language and Hearing Association Convention, New Orleans, LA. https://convention.asha.org/

27. Cycyk, L.M., **De Anda, S.,** & *Dillehay, K.M. (2022, November 17-19). *Maternal Mental Health: Impact on Maternal Input and Early Child Language Outcomes in Spanish-Exposed Toddlers.* [Oral presentation]. American Speech-Language and Hearing Association Convention, New Orleans, LA. https://convention.asha.org/

26. Adler Mosqueda, E., **De Anda, S.,** Patricelli, M., & Griffith, K. (2022, October 14-15). *Working with Interpreters as Speech-Language Pathologists: An Introduction.* [Oral presentation]. Oregon Speech-Language and hearing Association Fall Conference, Salem, OR. https://www.oregonspeechandhearing.org/fall-conference

25. Ramirez Garcia, J., Cioffi, C., Mauricio, A.M., Budd, E.L., **De Anda, S.,** McWhirter, E.H., Ramos, J., Seeley, J., & Level, L.D. (2022, September 8-10). *Implementation and Community-Engaged Research Processes in a COVID-19 Mitigation Research Trial with Latinx Populations in 38 Community Sites.* [Oral presentation]. Society for Implementation Research Collaboration Conference 2022, San Diego, CA. https://societyforimplementationresearchcollaboration.org

24. DeGarmo, D., Cioffi, C.C., **De Anda, S.,** Budd, E.L., Tavalire, H., Searcy, J., Mauricio A.M., Mueller, M., Ramos, J., Cresko, B., & Leve, L.D. (2021, October 11-12). Intent to treat evaluation of Promotores de Salud: Addressing health disparities of Latinx Oregonians In **S. De Anda** (Moderator), *An Overview from Development to Results of Oregon Saludable: Juntos Podemos, A Collaborative Approach to Reducing COVID-19 Disparities in Oregon's Latinx Communities.* [Symposium]. Oregon Public Health Association Annual Conference, webinar. https://www.oregonpublichealth.org/opha-conference

23. Budd, E.L., McWhirter, E.H., **De Anda, S.,** Mueller, M., Yarris, K., Oregon Saludable Advisory Board, & Leve, L.D. (2021, October 11-12). Development and design of a culturally tailored intervention to address COVID-19 disparities among Latinx communities across Oregon. In **S. De Anda** (Moderator), *An Overview from Development to Results of Oregon Saludable: Juntos Podemos, A Collaborative Approach to Reducing COVID-19 Disparities in Oregon's Latinx Communities.* [Symposium]. Oregon Public Health Association Annual Conference, webinar. https://www.oregonpublichealth.org/opha-conference

22. Cycyk, L., **De Anda, S.,** Ramsey, K., Sheppard, B., & Zuckerman, K., (2021, November 18-20). *Disparities in Early Intervention and Early Childhood Special Education for*

Communication Concerns: Evidence from Oregon [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.

21. **De Anda, S.,** Ellis, E., & *Mejia, N. (2021, November 18-20). *Promoting Within- and Cross-language Generalization During Word Learning in Bilingual Preschoolers* [Oral presentation]. American Speech-Language and Hearing Association Convention, Washington D.C.

20. **De Anda, S.,** & Hall, M. (2021, November 18-20). *Incorporating Language Access Profiles into Assessments of Children Who are Deaf and Hard of Hearing* [Oral presentation]. American Speech-Language and Hearing Association Convention, Washington D.C.

19. **De Anda, S.,** Cycyk, L., Moore, H., *Huerta, L., Larson, A., & King, M., (2021, November 18-20). *Validity and Reliability of the English-Spanish Vocabulary Inventory.* [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.

18. **De Anda, S.,** & Ellis, E., (2020, November 19-21). *Learning Words in Two Languages: Examining Within- and Cross-language Generalization* [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).

17. Hall, M. & **De Anda, S.,** (2020, November 19-21). *Language Access Profiles Can Reveal Shifts in Communication Mode among Children with Hearing Loss* [Oral presentation]. Annual American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).

16. **De Anda, S.,** Cycyk, L., Moore, H., Larson, A., King, M., & *Huerta, L. (2020, November 19-21). *Measuring Vocabulary in Multilingual Infants and Toddlers: Psychometrics of the English-Spanish Vocabulary Inventory* [Oral presentation]. American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).

15. Hall, M. & **De Anda, S.,** (2020, November 19-21). *Language Access Profiles in Children who are Deaf or Hard of Hearing* [Oral presentation]. American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).

14. Cycyk, L., **De Anda, S.,** Zuckerman, K., Ramsey, K., Moore, H., Dolata, J., Sanford-Keller, H., *Huerta, L., Busch, A., Gómez, M., & McIntyre L. (2020, November 19-21). *Disparities in Early Intervention and Early Childhood Special Education for Communication Concerns: Evidence from Oregon* [Oral presentation]. American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).

13. **De Anda, S.,** & Hall, M., (2020, November 19-21). *Assessing Language Input in Infants and Toddlers Who are Deaf and Hard of Hearing* [Oral presentation]. American Speech-Language and Hearing Association Convention, San Diego (convention cancelled).

12. Friend, M., *Lopez, O., **De Anda, S.,** Poulin-Dubois, D., Arias-Trejo, N., & Abreu-Mendoza, R. (2020, July 13-17). *Language Specificity in Maternal Education Revisited: Vocabulary Growth Before 30 Months of Age* [Oral presentation]. International Association for the Study of Child Language, Philadelphia, PA.

11. **De Anda, S.** (2020, March 7). *A Review of Target Selection Procedures: Incorporating Motor Learning Principles and Complexity* [Oral presentation]. Communication Disorders and Sciences Continuing Education Workshop, Eugene, OR.

10. Cycyk, L.M., Moore, H., **De Anda, S.,** & *Huerta, L. (2019, November 21-23). *Adapting a Caregiver-Implemented Naturalistic Language Intervention for Latinx Families: Results of a*

Multi-Phase Pilot Study [Oral presentation]. American Speech-Language and Hearing Association Convention, Orlando, FL.

9. Larson, A., Cycyk, L.M., & **De Anda, S.** (2019, November 21-23). *Recommended Practices in the Assessment of Infants and Toddlers from Latinx Backgrounds* [Oral presentation]. American Speech-Language and Hearing Association Convention, Orlando, FL.

8. *Huerta, L., Busch, A., Cycyk, L., Zuckerman, K., Sanford-Keller, H., Dolata, J., **De Anda, S.,** Moore, H., & McIntyre, L.L. (2019, October 11-12). *Current Practices in Communication Assessment of Young Latinx Children: Opportunities for Professional Development* [Oral presentation]. Oregon Speech-Language and Hearing Convention, Salem, OR.

7. **De Anda, S**. (2019, July 23-28). Towards a Developmental Approach in the Study of Bilingual Language Representation and Processing In **S. De Anda** & K. Byers-Heinlein (Co-chairs), *Moving Away from the Adult Bilingual: What Early Development Can Tell Us About Bilingualism* [Symposium]. International Symposium on Bilingualism, Alberta, Canada.

6. **De Anda,** S. (2019, April 20). *Introduction to Complexity for Treatment of Speech Sound Disorders* [Oral presentation]. Workshop on Speech-Language Pathology in the Pediatric Setting, Eugene, OR.

5. **De Anda, S**., *Enriquez, B., Zesiger, P., Poulin-Dubois, & Friend, M. (2017, July 17-21). Code-Switching in Young Spanish-English Bilingual Toddlers and Their Parents In M. Friend (Chair), *Expressive Language in Dual Language Learners* [Symposium]. International Association for the Study of Child Language, Lyon, France.

4. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, January 27-29). *Cross-Language links in Young Bilinguals* [Oral presentation]. Conference on Bilinguals in the Hispanic and Lusophone world, Tallahassee, FA.

3. Friend, M., **De Anda, S.,** Poulin-Dubois, D., & Zesiger, P. (2015, May 20-24). *Vocabulary Growth, in Spanish and English Monolingual and Dual Language Toddlers* [Oral presentation]. International Symposium on Bilingualism, Rutgers University, NJ.

2. **De Anda, S.,** Friend, M., Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2014, July 14-18). The Influence of Environmental Variables on Early Vocabulary: Evidence from English and Spanish In M. Friend (Chair), *The Emerging Lexical-Semantic System: Findings from a Cross-Language, Direct Assessment of Word Comprehension* [Symposium]. International Association for the Study of Child Language, Amsterdam, NL.

1. **De Anda, S.** (2013, March 8-9). *Variability in Early Language: Assessing Effects of Socioeconomic Status and Language Exposure* [Oral presentation]. San Diego State University Student Research Symposium, San Diego, CA.

Poster Presentations

50. *Culinski, T., *Erickson, B., *Bennion, P., Chinn, L., Conradt, L., **De Anda, S**., & Cioffi, C. (2026, June). *Child language development outcomes following prenatal substance exposure* [Poster Presentation]. The College on Problems of Drug Dependence (CPDD) 88th Annual Scientific Meeting. Portland, OR, United States.

49. **De Anda, S.,** Budd, E.L., Chaovalit, P., Vu, A.*, Leve, L.D., & DeGarmo, D. (2025, May), A *meta-analysis of social determinants of health predictors of vaccination attitudes among us Latinx adults.* [Poster presentation]. Society for Prevention Research 33rd Annual Meeting, Seattle, WA.

48. Budd, E. L., **De Anda, S.,** Halvorson, S., Leve, L. D., Mauricio, A. M., McWhirter, E. H., Ramírez García, J. I., Oregon Saludable: Juntos Podemos Community and Scientific Advisory Board, & DeGarmo, D. S. (2024, October). *Social determinants of health predictors of attitudes toward COVID-19 health services vary by English proficiency and parental nativity among Latinx communities.* [Poster presentation]. American Public Health Association's Annual Meeting and Expo in Minneapolis, MN.

47. Cycyk, L. M., & **De Anda, S.** (2024, July). *Variations in maternal language input to bilingual children: Considering early language delay status.* [Poster Presentation]. 16th International Congress for the Study of Child Language, International Association for the Study of Child Language, Prague, Czech Republic.

46. **De Anda, S.,** & Cycyk, L.M., (2024, July 8-11). *Evaluating Dimensions of Early Communication Among Spanish-English Learning Toddlers with and without Language Delays.* [Poster presentation]. International Congress on Infant Studies, Glasgow, Scotland. https://infantstudies.org/2024-congress/

45. *Sanchez Melendez, H., Harmon, Z., **De Anda, S.,** & Hendrickson, K. (2023, November 16-18). *Within and Cross Language Competition in English-Spanish Bilingual Adults* [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, Boston, MA. https://convention.asha.org/

44. **De Anda, S.,** Cycyk, L., & McIntyre, L.M. (2022, November 17-19). *Lexical Skills in Spanish-Dominant Bilingual Toddlers With and Without Language Delays.* [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, New Orleans, LA. https://convention.asha.org/

44. Hall, M., Hallock, T., **De Anda, S.,** Kite, B.J., & Mitchiner, J (2021, June 8-10). *"Not good enough", or just "not enough"? Quality and quantity of signed input in DHH children from hearing families* [Poster presentation]. The 14th conference of Theoretical Issues in Sign Language Research, Osaka, Japan. https://cscenter.co.jp/tislr2022/

43. **De Anda, S.,** Cycyk, L., Durán, L., Biancarosa, G., & McIntyre, L. (2021, August 23-24). *Describing Sentence Diversity in Spanish-English Bilingual Toddlers* [Poster presentation]. University of Warwick Late Talker Workshop, Coventry, UK. https://warwick.ac.uk/fac/cross_fac/ias/calendar/late-talker-workshop-2021/

42. Cycyk, L., *Carino, I., **De Anda, S.,** & Batz, R. (2021, November). *Maternal Input to Spanish-speaking Toddlers: Are there interactional or linguistic differences by child language status?* [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.

41. *Rodriguez, A., Cycyk, L., **De Anda, S., ***Bermudez, B., Lucero, A., & Pakulak, E., (2021, November 18-20). *Parental Code-Switching: Examining Frequency, Patterns and Functions in Child-Directed Speech to Spanish-English Dual Language Learners* [Poster presentation]. Annual American Speech-Language and Hearing Association Convention, Washington D.C.

40. Friend, M., **De Anda, S**., Poulin-Dubois, D., Arias-Trejo, N., Abreu-Mendoza, R. (2021, April 7-9). *Maternal Education Revisited: Vocabulary Growth before 30 months of Age in Spanish- and English-dominant children* [Poster presentation]. Society for Research in Child Development Biennial Conference, webinar.

39. Cycyk, L.M., *Coles, K., *O'Dea, K., Zuckerman, K., Sanford-Keller, H., **De Anda, S.,** Moore, H., Dolata, J., *Huerta, L., *Gomez, M., & *Libak, A.J. (2020, October 9-10). *Serving Young Latinx Children with Disabilities: Oregon's Challenges and Resources* [Poster

Presentation]. Annual Oregon Speech-Language and Hearing Association Conference, Salem, OR.

38. *Rodriguez, A., Cycyk, L., **De Anda, S.,** *Bermudez, B., Lucero, A., & Pakulak, E. (2020, November 19-21). *Examining the Frequency and Function of Code-Switching in Child-Directed Speech to Spanish-English Dual Language Learners* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).

37. Moore, H., Cycyk, L., **De Anda, S.,** *Quaife, C., & *Garza, X. (2020, November 19-21). *Caregiver Naturalistic Communication Interventions: Characterizing Caregiver's Chosen Home Routines* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).

36. Cycyk., L., & **De Anda, S.** (2020, November 19-21). *Maternal Mental Health, Input, and Child Language Outcomes for Toddlers Exposed to Spanish and English* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).

35. *Huerta, L., *Busch, A., Cycyk, L., Sanford-Keller, H., **De Anda, S.,** Moore, H., Dolata, J., Zuckerman, K., Gomez, M., & McIntyre, L. (2020, November 19-21). *Current Practices in Communication Evaluation of Young Latinx Children: Are We Meeting Best Practice Guidelines?* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, San Diego, CA (convention cancelled).

34. **De Anda, S.**, Cycyk, L., & Friend, M. (2020, July 6-9). *Psychometrics of a Behavioral Assessment of Spanish and English Vocabulary Across the Third Year* [Poster Presentation]. International Congress for Infant Studies, Glasgow, Scotland.

32. **De Anda, S.,** *Anderson, L. (2019, November 21-23). *Word Learning in Bilinguals: Promoting Cross-Language Generalization* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, Orlando, FL.

31. **De Anda, S.,** Cycyk, L.M., Moore, H., & *Huerta, L. (2019, November 21-23). *Assessing Vocabulary in Bilingual Infants and Toddlers: Preliminary Evidence from a Parent Report Tool* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, Orlando, FL.

30. Cycyk, L.M., **De Anda, S.,** Kapantzoglou, M., & Iglesias, A. (2019, October 21-23). *Using All-Day Language Recordings to Analyze Children's Input: Methodological guidance for selecting segments for analysis* [Poster Presentation]. Annual American Speech-Language and Hearing Association Convention, Orlando, FL.

29. Hall, M., & **De Anda, S.** (2019, September 26-28) *Language Access Profiles: A better way to characterize DHH children's early communicative input* [Poster Presentation]. Conference of Theoretical Issues in Sign Language Research, Hamburg, Germany.

28. **De Anda, S.,** & Friend, M. (2019, March 21-23). *Examining Semantic Word Knowledge in Spanish-English Monolinguals and Bilinguals* [Poster Presentation]. The Society for Research in Child Development, Baltimore, MD.

27. Cycyk, L., **De Anda, S.,** Kapantzoglou, M., & Iglesias, A. (2019, March 21-23). *Language Sample Analysis of All-Day Language Recordings: Are there differences in existing sample selection methods?* [Poster Presentation] The Society for Research in Child Development, Baltimore, MD.

26. **De Anda, S.,** Blossom, M., & Abel, A. (2018, November 15-17). *A Single-Subject Study of a Complexity Approach to Treatment of Tense & Agreement Delay* [Poster Presentation]. American Speech Language & Hearing Science Annual Conference, Boston, MA.

25. Moore, H., Cycyk, L., **De Anda,** S. & *Huerta, L. (2018, November 15-17). *LAPE en español: Adapting a Caregiver-Implemented Naturalistic Communication Intervention for Spanish-Speaking Families* [Poster Presentation]. American Speech Language & Hearing Association Annual Conference, Boston, MA.

24. *Rice, A., Cycyk, L., Durán, L., & **De Anda, S.** (2018, November 15-17). *¡Viva Mexico! The influence of a short-term study abroad program on speech-language pathology students' cultural competence* [Poster Presentation]. Presentation accepted for the American Speech Language & Hearing Association Annual Conference, Boston, MA.

23. *Rice, A., Cycyk, L., Durán, L., & **De Anda, S.** (2018, October 12-13). *A short-term study abroad program for speech-language pathology students' cultural competence* [Poster Presentation]. Presentation accepted for the Oregon Speech Language & Hearing Association Annual Conference, Salem, OR.

22. *Thayer, L., **De Anda, S.,** & Friend, M. (2018, June 29-July 3). *Lexical Access and Organization in Monolingual and Bilingual 18-month-olds* [Poster Presentation]. International Congress on Infant Studies, Philadelphia, PA.

21. **De Anda, S.,** & Friend, M. (2018, June 29-July 3). *A Comparison of Lexical-Semantic Processing in Monolingual and Bilingual Toddlers* [Poster Presentation]. International Congress on Infant Studies, Philadelphia, PA.

20. *Zuel, B., *Dahlen, R., *Fewx, J., **De Anda, S.,** & Cycyk, L. (2018, May 17). *Comparing Language Exposure Measures in Dual Language Contexts* [Poster Presentation]. University of Oregon Undergraduate Research Symposium, Eugene, OR.

19. *Thayer, L., **De Anda, S.,** & Friend, M. (2018, March 2-3). *Lexical Access and Organization in Monolingual and Bilingual 18-month-olds* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.

18. Hall, M., & **De Anda, S.** (2018, March 18-20). *From 'Communication Mode' to 'Language Access Profiles' When Working with DHH Children* [Poster Presentation]. Annual Early Hearing Detection and Intervention Meeting, Denver, CO.

17. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, April 6-8). *Word Knowledge and Lexical Processing in Bilingual Toddlers* [Poster Presentation]. Society for Research in Child Development, Austin, TX.

16. *Campos, A., **De Anda, S**., & Friend, M. (2017, March 4-5). *Translation Equivalents and Code-Switching in Bilingual Preschoolers* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.

15. *Thayer, L., **De Anda, S**., & Friend, M. (2017, March 4-5). *How Vocabulary Supports Lexical Processing in Young Bilinguals* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.

14. *Kortright, K., *Moon, H., **De Anda, S.,** & Friend, M. (2017, March 4-5). *Understanding Variability in Executive Function Skill in Toddlers* [Poster Presentation]. San Diego State University Student Research Symposium, San Diego, CA.

13. **De Anda, S.,** Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016, November 4-6). *Lexical Access in the Second Year: A Cross-linguistic Investigation of Mono- and Bilingual Vocabulary Development* [Poster Presentation]. Boston University Conference on Language Development, Boston, MA.

12. *Enriquez, B., **De Anda, S**., & Friend, M. (2016, March 5-6). *Code-Switching in Young Spanish-English Bilingual Toddlers and Their Parents* [Poster Presentation]. Student Research Symposium at San Diego State University, San Diego, CA.

11. **De Anda, S.,** Blossom, M., & Abel, A. (2015, November 12-14). *A Complexity Approach to Treatment of Tense and Agreement Deficits in Children with SLI* [Poster Presentation]. American Speech Language & Hearing Science Annual Conference, Denver, CO.

10. *Lopez, L., *Alba, L., **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015, March 19-21). *Predicting Language Production at 30 months from Comprehension at 16 and 22 months* [Poster Presentation]. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

9. *Alba, L., *Lopez, L., **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015, March 19-21). *Does early receptive vocabulary predict expressive vocabulary at 30 months in Spanish-speaking children?* [Poster Presentation] Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

8. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, November 13-15). *Maternal input and children's vocabulary: A direct comparison between English and Spanish monolingual preschoolers in the US* [Poster Presentation]. Society for Research in Child Development Special Topics Meeting on Parenting At Risk, San Diego, CA.

7. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, September 11-13). *The Language Exposure Questionnaire: Quantifying exposure for research on young infants and children* [Poster Presentation]. Society for Research in Child Development Special Topics Meeting on Developmental Methodology, San Diego, CA.

6. **De Anda, S.,** Abreu-Mendoza, R., Arias-Trejo, N. & Friend, M. (2014, July 3-5). *Vocabulary size and SES effects in Mexican Spanish infant learners* [Poster Presentation]. International Conference on Infant Studies, Berlin, Germany.

5. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, July 3-5). *Factors Affecting Lexical Growth in Spanish Speaking Infants* [Poster Presentation]. International Conference on Infant Studies, Berlin, Germany.

4. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2013, August 1-2). *Assessing the Continuum of L2 Exposure: Effects on Early Vocabulary Comprehension* [Poster Presentation]. NIH Summer Scholars Workshop, Bethesda, MD.

3. **De Anda, S.,** Poulin-Dubois, D., Zesiger, P., & Friend, M. (2013, July 19-22). "Effects of SES and Maternal Input on Early Language: New Evidence from a Direct Assessment of Vocabulary Comprehension." [Poster Presentation]. Workshop on Infant Language Development, San Sebastian, Spain.

2. Friend, M., Zesiger, P., Deak, G., **De Anda, S.,** Conboy, B., & Poulin-Dubois, D. (2013, April 18-20). *Bilingual Language Assessment: Why Direct Assessment Matters* [Poster Presentation]. Society for Research in Child Development, Seattle, WA.

1. **De Anda, S.,** & Friend, M. (2013, April 18-20). *Assessing the Effects of SES and Language Exposure on Early Comprehension* [Poster Presentation]. Society for Research in Child Development Biennial Meeting, Seattle, WA.

Instructional and Advising Activities

Current Instructional Courses Taught

** = graduate, ** = undergraduate*

University of Oregon

CDS 406: Practicum, Fall 2025, Winter 2026, Spring 2026 14 enrolled*
CDS 608/620: Evidence Based Practice, Fall, Winter, Spring 2022, 2021, 2020, 2019; Winter 2026, 26-38 enrolled*
CDS 652: Speech Sound Disorders, Fall 2025, 2024, 2023, 2022, 2021, 2020, 2019, 2018, 2017; 26-35 enrolled*
CDS 450: Language Development, Winter 2020, 70 enrolled**
CDS 631: Practice with Culturally Diverse Populations, Spring 2019, 2020, 35 enrolled*
CDS 401: Independent Research, Winter 2024, Winter 2023, 2019, 2020, 6 enrolled**

Clinical Supervision

Clinical Supervisor, BOOST Bilingual Preschool for Spanish Speaking Children, Summer 2019
Clinical Supervisor, Clinical simulation: working with interpreters, Winter 2018, 2019, 2020, 2023

Graduate Student Committees

University of Oregon

Doctoral Dissertations

Chair

Kendra Ames, Communication Disorders and Sciences, 2025–present
Sabreen NoorAli, Communication Disorders and Sciences, 2021–2025

Committee Member

Maiko Hata, Educational Leadership, 2024–2026
Seulbi Lee, Special Education and Clinical Sciences, 2024–present
Danielle Jones, Communication Disorders and Sciences, 2024–present
Gabriella Luther, Counseling Psychology and Human Services, 2022–2023
Angel (Fang-Yu) Lin, Special Education and Clinical Sciences, 2021–2022
Jill Potratz, Linguistics, 2020–2022
Qi Wei, Special Education and Clinical Sciences, 2021–2022
Lidia Huerta, Communication Disorders and Sciences, 2019–2021

Masters Theses

Chair

Nik Vuong, Communication Disorders and Sciences, 2025–present
Grecia Acevedo, Communication Disorders and Sciences, 2023–2025
Anayaset Sandino, Communication Disorders and Sciences, 2022–2023
Kavya Murthi, Communication Disorders and Sciences, 2021–2022

Committee Member

Madeline Griffin, Communication Disorders and Sciences, 2022–2023
Kali Mcafferty, Communication Disorders and Sciences, 2021–2022
Alyssa Campos, Communication Disorders and Sciences, 2019–2020
Shaundra Cook, Communication Disorders and Sciences, 2018–2019
Ariel Rice, Communication Disorders and Sciences, 2017–2018

Masters Evidence-Based Practice Final Capstone Projects, Communication Disorders and Sciences Program, Faculty Mentor

Breana Erickson 2025–2026
Paige Bennion, 2025–2026

Maya Guerrero, 2025–2026
Ava Curtin, 2025–2026
Giovanna Hernandez, 2025–2026
JJ Jen, 2024–2025
Melodi Lagandaon, 2024–2025
Kaite Corcoran, 2024–2025
Justina Stern, 2024–2025
Natalie Bartram, 2024–2025
Sarah Young, 2024–2025
Ethan Dawson, 2024–2025
Maddy Navarro, 2024–2025
Elizabeth Umaña, 2023–2024
Julisa Silva Ramirez, 2023– 2024
Becca Kilpatrick, 2023– 2024
Natalia Carbuccia, 2023– 2024
Jordyn Holbrook, 2023– 2024
Valeria Rosa, 2023– 2024
Ashley Loth, 2022–2023
Melanie Hendrickson, 2022–2023
Ilsa Trummer, 2022–2023
Tamara Smith, 2022–2023
Mara Paley, 2021–2022
Dominique D'Orazi, 2021–2022
Giselle Marquez, 2021–2022
Lily Murch, 2020–2021
Rachel Foley, 2020–2021
Lauren Hudgins, 2020–2021
Jessica Johns, 2020–2021
Rachael Dahlen, 2020–2021
Molly McCullough, 2019–2020
Jasmine Guantez, 2019–2020
Iris Chin, 2019–2020
Maeghan Scriven, 2019–2020
Laurel Foss, 2018–2019
Leigh Anderson, 2018–2019
Laurel Smith, 2018–2019
Dani Dorroh, 2017–2018
Anna Coddington, 2017–2018

Northwestern University
Doctoral Candidacy (qualifying research projects)
Committee Member (external)
Hannah Feiner, 2022

Undergraduate Student Committees and Advisees

UO Clark Honors College Undergraduate Theses Committee
Chair
Emily Housely, University of Oregon Honors College, 2023 – 2025
Abbey Ward, University of Oregon Honors College, 2018 – 2020 **Thesis earned UO's Scientific Frontiers Award*

Student Mentorship, UO Early Dual Language Development Lab, Faculty Co-Director
4 graduate and undergraduate students, 2017–2018
14 graduate and undergraduate students, 2018–2019
14 graduate and undergraduate students, 2019–2020

11 graduate and undergraduate students, 2020–2021
9 graduate and undergraduate students, 2021–2022
10 graduate and undergraduate students, 2022–2023
12 graduate and undergraduate students, 2023–2024
7 graduate and undergraduate students, 2024–2025

Honors and Senior Thesis, Doctoral Student Mentor, co-mentor: Margaret Friend, PhD
Lauren Thayer, Psychology, San Diego State University, 2016–2018
Kelly Kortright, Psychology, San Diego State University, 2014–2016
Laura Alba, Psychology, San Diego State University, 2014–2015
Lukas Lopez, Psychology, San Diego State University 2014–2015

Previous Courses Taught

San Diego State University
Instructor, SLHS 513: Language Development & Disorders, 2014

University of California, San Diego
Teaching Assistant, COGS 156: Language Development, 2013
Teaching Assistant, HDP 120: Language Acquisition, 2013
Instructional Apprentice, COGS 101C: Cognitive Science & Language, 2011

Service Activities

National and Professional Service

Committees and Advisory Boards

2026–present Caregiver Report of Early Language Interactions (CRELI) Community Advisory Board
University of Kansas Medical Center

2023–2025 Oregon Department of Education, Early Learning Division
Early Learning Transition Check-In Advisory Panel Member

2023 LIDERES project, University of Arizona
Advisory Board Member

2021–2023 Providing Opportunities for Women in Education Research (POWER)
Mentorship Committee Member

2020– present National Institutes of Health
Study Section Member
Language and Communication (LCOM)
Early Career Development (K) Review
Special Small Panel Review

2021–2022 Network for Equity in Education Policy (NEEP), College of Education, UO
Standing Member

2019–2021 Early Childhood Measures Repository Advisory Board, UO Center for Teaching and Learning and Institute for Child Success
Member

2019 ASHA Research Mentor-Protégé Award,
Faculty Mentor

Ad Hoc Review

Language, Speech, and Hearing Services in Schools; American Journal of Speech-Language and Hearing Research; Journal of Speech-Language and Hearing Research; Language Learning and Development; Bilingualism: Language & Cognition; Applied Psycholinguistics; Infant Behavior and Development; Perspectives of the Special Interest Groups of the American Speech Language and Hearing Association; Journal of Experimental Child Psychology; Child Development; PLoS ONE; British Journal of Developmental Psychology

University and College Service

Fall 2022–Spring 2023 University of Oregon, College of Education
Dean Search Committee Member

Winter 2022 Vice President for Research and Innovation Search Committee
Facilitator for Faculty Meetings with Finalists

Spring 2021, Winter 2022 Prevention Science Institute
Outreach Coordinator Hiring Committee, Member
Promotion Committee, Member

2019, 2020 University of Oregon, College of Education
Scholarship Review Committee

Spring 2019 Duck Days Scholarship Event,
Invited Faculty

Spring 2018 Oregon Research Schools Network
College of Education Curriculum Committee

Winter 2017, Fall 2019, Spring 2021 National Student Speech-Language and Hearing Association (NSSHLA), Student Outreach, Invited faculty presentation

Department Service

Winter 2025 – Spring 2026 UO Communication Disorders and Sciences Program
Chair of Visiting Lecturer Search Committee

Spring 2025 – Summer 2025 UO Communication Disorders and Sciences Program
Chair of Career Instructor Search Committee

Fall 2024 – Spring2026 UO Communication Disorders and Sciences Program
Program Director and Graduate Advisor

Summer 2023 – Winter 2024 UO Communication Disorders and Sciences Program
Tenure Track Assistant Professor Search Committee Member

UO Communication Disorders and Sciences Program Thesis and Doctoral Committee
Fall 2024 – present — Chair
Fall 2021 – Summer 2024 — Member

UO Communication Disorders and Sciences Program Equity and Inclusion Committee
2024 – present — Chair
2017 – 2023 — Member

UO Master's Evidence Based Practice Capstone Projects
2019 – 2023, 2024 – present — Lead Coordinator for Communication Disorders and Sciences Program

Clinical Simulation: Master's Student Workshops
Lead presenter
2018 – 2024 — Working with interpreters as speech-language pathologists
2017 — Counseling for speech-language pathologists

Graduate Student Recruitment
2017 – 2022, 2024 — American Speech-Language Hearing Conference
2017 – 2022 — Oregon Speech-Language Hearing Convention

Spring 2020 – Winter 2022 — UO Communication Disorders and Sciences Program Curriculum Review
Workgroup Lead

Spring 2020 – Winter 2022 — UO Communication Disorders and Sciences Program Student Recruitment and Retention Workgroup
Member

Winter 2019, 2020 — UO Communication Disorders and Sciences Program Annual Conference: Speech-Language Pathology Practice in the Pediatric Setting
Conference Organizer

Summer 2018 — Summer Academy to Inspire Learning at UO,
Guest Speaker

Community Service and Outreach

Community Service

2017 – present — Bilingual parent workshop "Apoyando el aprendizaje de dos idiomas en casa" ("Supporting learning two languages at home"), presentations given for community partners
- Early Childhood Cares (Eugene, OR)
- Camino del Rio Elementary School (Eugene, OR)
- Women Infants and Children (Eugene, OR)
- Relief Nursery (Eugene, OR)
- Centro LatinoAmericano (Eugene, OR)
- Headstart of Lane County (Eugene, OR)
- Preschool Promise (Eugene, OR)

2017 – 2019 — Language and Play Everyday en español Parent Class, faculty co-lead and supervisor
- Early Childhood Cares (Eugene, OR)

Committees

2022 – 2025	UO Latine Family and Community Alliance Member
2020 – 2022	Oregon Saludable: Juntos Podemos COVID-19 Latinx testing campaign, Co-lead of Community Engagement Workgroup
2017 – present	John G. Shedd Institute for the Arts, Hearing Loop Council Volunteer

Awards and Professional Activities

Awards and Honors

Meritorious Session Award, 2026 American-Speech Language and Hearing Association Convention
College of Education Faculty Star Award, 2024
Oregon Speech-Language and Hearing Association Outstanding Research Award, October 2023
Dr. Martin Luther King Jr. Social Justice Award Nominee, University of Oregon, Division of Equity and Inclusion, December 2021
American Speech-Language and Hearing Association Research Mentor-Protégé Award, 2019
International Congress for Infant Studies, Outstanding Dissertation of the Year, 2018
American Speech-Language and Hearing Association Lessons for Success Award, 2018
Society for Language Development, Student Award, 2016
Boston University Conference on Language Development, Student Travel Fund, 2016
San Diego State University Center for Cognitive Neuroscience, Travel Fund, 2016
International Congress for the Study of Child Language, Travel Fund, 2015; 2017
International Congress for Infant Studies, Travel Funds, 2014
Speech Language and Hearing Sciences Graduate Student Travel Fund, 2012

Professional Affiliations

Member, The American Speech-Language-Hearing Association
Member, The Oregon Speech-Language & Hearing Association
Member, The Society for Research in Child Development
Member, International Association for the Study of Child Language

Media

Video, Challenges and Triumphs in Inclusive Education for Spanish-Speaking Students, University of Oregon, November 2024
https://www.youtube.com/watch?v=paMB5Izw9HA&feature=youtu.be

Blog, Child and Family Blog (available in Spanish and English), June 2024
https://childandfamilyblog.com/childrens-digital-media-exposure-as-a-backdrop-for-multilingual-learning/
https://www.linkedin.com/posts/child-and-family_digital-media-exposure-multilingual-learning-activity-7203771180040749056-kf-5/?utm_source=share&utm_medium=member_desktop

Article, UO Office of the Vice President for Research and Innovation, October 2023
https://research.uoregon.edu/about/announcements/justice-bilingual-children-speech-language-pathology

Interview, SpeechPathology.com, July 2018

https://speechpathologymastersprograms.com/resources/faculty-interviews-stephanie-de-anda/