

PROGRAMMA

Oltre il Libro: Parent-Coaching per l'intervento precoce sul linguaggio

17 Novembre 2018

Sala Consiliare del Comune di Termoli (CB), Piazza Sant'Antonio
di Via Regina Margherita di Savoia

8:30 Registrazione dei partecipanti

9.00 Daniela Onofrio

Bambini che parlano in ritardo: criteri di identificazione e profili evolutivi.

Caratteristiche dei late talker

9:30 Luigi Girolametto

Oltre il Libro: Considerazioni teoriche e descrizione generale del programma

9:45 Daniela Onofrio

*Chi conduce il programma: struttura degli incontri Il ruolo dei genitori e la casa
come luogo di apprendimento*

10.30 Luigi Girolametto

Come scegliere e usare i libri per l'infanzia; come costruire una conversazione

11:15 Daniela Onofrio

Come costruire una conversazione nella lettura

12:15 Luigi Girolametto

La stimolazione focalizzata

13.00 PAUSA PRANZO

14:00 Esercitazione 1

Daniela Onofrio

La lettura dialogica: Guidare e sostenere l'apprendimento dei genitori: analisi delle interazioni a casa

15:00 Luigi Girolametto

Le Espansioni come strategia per promuovere lo sviluppo del linguaggio

16:00 Esercitazione 2

(Luigi Girolametto e Daniela Onofrio)

La stimolazione focalizzata e le espansioni: Lavoro in piccoli gruppi per fare la stimolazione focalizzata

17.00 Luigi Girolametto

Come generalizzare l'acquisizione di parole nuove e l'uso di nuove tecnologie

17.30 Daniela Onofrio

Uno studio per verificare l'efficacia dell'intervento: risultati preliminari

18:00 Questionario di valutazione ECM

18.30 CHIUSURA LAVORI



Department of Speech-Language Pathology

CURRICULUM VITAE LUIGI E. GIROLAMETTO

B. BIOGRAPHICAL INFORMATION:

1. Degrees

Ph.D.	1980-86	Ontario Institute for Studies in Education/University of Toronto (Focus on Early Childhood Special Education) Thesis: Developing dialogue skills of mothers and their developmentally delayed children: An intervention study.
M.Sc.	1976-78	Speech-Language Pathology, McGill University
B.A.	1972-75	Modern Languages and Linguistics, McGill University (Italian, German, and French Language and Literature)

2. Employment

2.1 Present Employment

2013 – present	Professor, Department of Speech-Language Pathology
2011 – 2013	Chair, Department of Speech-Language Pathology
2008 – 2011	Professor (promoted July 1, 2008) Department of Speech-Language Pathology Faculty of Medicine, University of Toronto
2008 (Sep-Dec)	Acting Vice Dean, Graduate Affairs Faculty of Medicine
2008 – present	Professor (cross-appointed on July 1, 2008) Graduate Department of Rehabilitation Sciences Faculty of Medicine, University of Toronto
2006 – 2007	Acting Chair Department of Speech-Language Pathology
1997 - 2008	Associate Professor with tenure (awarded July 1, 1997) Department of Speech-Language Pathology

Faculty of Medicine, University of Toronto

1992 – 1997 Assistant Professor (tenure-stream appointment on July 1, 1992)
Department of Speech-Language Pathology
Faculty of Medicine, University of Toronto

2.2 Previous Employment

1986 - 1992 Speech Pathologist & Clinical Researcher
Department of Communication Disorders
The Hospital for Sick Children, Toronto

1978 - 1980 Program Coordinator
Hanen Early Language Parent Program
McGill University, Montreal

2.3 Appointments Held at Other Universities, Research Institutes

May 2016- Dec 2016 Visiting Professor
Institute of Cognitive Sciences and Technologies, CNR, Rome, IT

Sep 2014 – Dec 2015 Visiting Professor
Institute of Cognitive Sciences and Technologies, CNR, Rome, IT

Apr 2010-June 2010 Visiting Professor
Universita' degli Studi di Siena, Siena, IT

Jul 2006-Dec 2011 Honorary Research Fellow
Murdoch Childrens Research Unit
Royal Children's Hospital, Melbourne, VIC Australia

Jul 2005-Jun 2006 Visiting Associate Professor
School of Human Communication Sciences
La Trobe University, Melbourne, VIC Australia

Sep 1999-Dec 1999 Visiting Professor
Universita' degli Studi di Siena, Siena, Italy

Jul 1998-Jun 1999 Visiting Associate Professor
School of Audiology and Speech Sciences
Faculty of Medicine, University of British Columbia

2.4 Research Agreements

2001 – 2010 Memorandum of Understanding I.R.C.C.S. Istituto Burlo Garofolo
Trieste, Italia

3. Honours & Awards (adjudicated)

May 2014 SAC Mentorship Award
National Association: Speech-Language and Audiology Canada

May 2014 Sustained Excellence in Graduate Teaching Award

Nov 2005	2004 Editor's Award Language, Speech, and Hearing Services in the Schools American Speech-Language-Hearing Association
Dec 2003	2003 Healthy U of T Award In recognition of initiatives that promote the physical, mental, and spiritual health of campus community members, in particular those students within the Department of Speech-Language Pathology. The Centre for Health Promotion, University of Toronto

4. Administrative Appointments and Activities

4.1 University of Toronto

Department of Speech-Language Pathology

2007 – 2011	Coordinator of Graduate Studies
2007 – 2011	Chair, Admissions and Awards Committee,
2006 - 2007	Acting Chair
2006 - 2007	Chair, Senior Advisory Committee
2006 - 2007	Chair, Examination Committee
2001 - 2005	Coordinator of Graduate Studies
1996 - 2005	Chair, Admissions and Awards Committee
1996 - 2004	Alumni Representative
1996 - 1997	Chair, Research Committee
1993 - 1994	Chair, Continuing Education Committee
1993 - 1995	Chair, Student-Faculty Liaison Committee
1992 - 1997	Member, Admissions and Awards Committee,

Faculty of Medicine

2010 - 2013	Graduate Education Committee Chair
2010 - 2013	Faculty Council
2008 (Sept-Dec)	Acting Vice Dean, Graduate Affairs
2007 - 2010	Member, Graduate Curriculum Committee
2003 - 2005	Dean's Advisory Committee on Graduate Education
2003 - 2005	Professional Masters' Program Standing Committee
2000 - 2003	Member of the Faculty Council
1993 - 1999	Member of the Faculty Council
1996 - 2000	Representative, Centre for Research in Education
1995	Representative, Collaborative Program in Community Health
1995	Member, Continuing Medical Education Committee

University of Toronto & University Councils

2009 - 2011	Graduate Academic Appeals Board, SGS
2008 - 2010	Council representative for Constituency #503 – Rehabilitation Science, Occupational Science and Occupational Therapy and Speech-Language Pathology
2007 - 2011	Ontario Council on Graduate Studies, Appraisal Committee II
2007 - 2010	Member, Committee on Program Matters, Graduate Studies
2004 - 2005	Member, Advisory Council, Department of Early Learning Centre
2003 - 2005	Faculty Mentor Programme, Office of Teaching Advancement

2003 - 2005	Chair, Division IV Fellowships Committee, Graduate Studies
2001 - 2005	Member of Executive Committee, Division IV, Graduate Studies
2001 - 2003	Governor, Governing Council, University of Toronto
2001- 2003	Member, Appeals Committee, Governing Council
2001 - 2003	Member, Policy and Procedures Committee, Governing Council
2001- 2003	Member, Division IV Fellowships Committee, Graduate Studies
2000 - 2001	Member, Academic Board of the University of Toronto

4.2 Professional Memberships

None

4.3 Professional Activities

2012 – 2015	Associate Editor for Language, Journal of Speech-Language-Hearing Disorders
2010	Guest Editor, Journal of Communication Disorders
1998 - 2006	Member, Editorial Advisory Board, Communication and Language Intervention Series, Paul H. Brookes, Publisher
2001 - 2004	International Delegate, Legislative Council, American Speech-Language-Hearing Association
2003	Member, Appeals Committee, CASLPA
2002	Member, Multi-Stakeholder Taskforce for Clinical Research; CIHR
2002 - 2005	Member, Association of Governing Boards of Universities & Colleges
2000	Member, Developmental Language Disorders Subcommittee 2000 ASHA Program Committee
1996 – 1999	Associate Editor for Language in Infancy and Early Childhood, American Journal of Speech-Language Pathology
1998	Member, Intervention for Developmental Language Disorders, Subcommittee, 1998 ASHA Program Committee
1990 - 1996	Chair, Subcommittee on Speech-Language Pathology, Canadian Speech-Language-Hearing Association
1990 - 1995	Member, Committee on Certification, Canadian Speech-Language-Hearing Association
1990 - 1993	Chair, Professional Advisory Council
1990 - 1992	Member (ex officio), Board of Directors, Speech Foundation of Ontario
1988 - 1990	Member, Professional Advisory Council, Speech Foundation of Ontario

4.4 Reviews of Manuscripts and Grants

2006 - 2012	Reviewer, Journal of Communication Disorders
2003- 2012	Reviewer, Journal of Speech, Language, and Hearing Research
2003 - 2012	Reviewer, American Journal of Speech-Language Pathology
2003 - 2012	Reviewer, Language, Speech, and Hearing Services in the Schools
2002	Reviewer, PPP Foundation, London UK
1997	Reviewer, Scholarship Committee, Bloorview-MacMillan Centre
1990 - 1996	Consulting Editor, Canadian Journal of Rehabilitation
1990 - 1996	Consulting Editor, Canadian Journal of Speech-Language Pathology and Audiology

1992 - 1996	Consulting Editor, Journal of Early Intervention
1992	Reviewer, American Journal of Mental Deficiency
1993	Reviewer, Journal of Speech and Hearing Research
1990, 1995	Grant Reviewer, The Ontario Mental Health Foundation
1995	Grant Reviewer, Hampton Fund Research Grant in the Humanities and Social Sciences University of British Columbia
1989, 1993	Grant Reviewer, The Hospital for Sick Children Foundation
1987 - 1989	Grant Reviewer, The Easter Seal Research Institute

2. Research Awards

2.1 Peer-reviewed:

2015 – 2019	Co-Investigator. \$223,932.00 (four years) from Social Sciences and Humanities Research Council (SSHRC) Title: Statistical learning ability as an indicator of individual differences in dual language learning. Principal Investigator: Elina Mainela-Arnold
2011 – 2015	Principal Investigator. \$74,948.00 (two years, extended) from Social Sciences and Humanities Research Council (SSHRC) Title: Second language learning in Chinese children learning English or Italian Co-investigator: Adriana Belletti (University of Siena, Italy)
2010 – 2014	Principal Investigator. \$106,906.00 (three years, extended) from Social Sciences and Humanities Research Council (SSHRC) Title: Effects of literacy programs for preschool children. Co-investigators: Elaine Weitzman, Med; Janette Pelletier, PhD. Collaborator: Janice Greenberg.
2007-2010	Co-investigator. \$399,000 (AU\$) for 3 years from National Health and Medical Research Council (NHMRC), Strategic Awards, AU Title: Preventing early language delay: Cluster randomized trial. Principal Investigator: Melissa Wake, MD/PhD. Co-Investigators: Sheena Reilly, PhD, Sharon Goldfeld, MD, Lisa Gold, MA; Obioha Ukoumunne, PhD. Associate Investigator: Pamela Muth, MA.
2006 – 2009	Principal Investigator. \$159,732.00 (three years) from Social Sciences and Humanities Research Council (SSHRC) Awarded in 2005; deferred to start in 2006. Title: Group language and literacy intervention for preschool children. Co-investigators: Carla Johnson, PhD, Pat Cleave, PhD, Becky Chen, PhD. Consultant: Stephen Cohen.
2008	Co-investigator. \$27,512.00 for one year from Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Group language and literacy intervention for preschool children: The impact on narrative skills. Principle Investigator: Patricia L. Cleave. Co-investigators: Luigi Girolametto, Carla Johnson, Becky Chen, Stephen

	Cohen.
2007	Principal Investigator. \$32,000.00 for one year from Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Language stimulation and intervention at home and in day care centres. Co-investigator: E. Weitzman, M.Ed.
2007	Co-investigator. \$24,500.00 for one year from Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Group language and literacy intervention for preschool children: The impact on narrative skills. Principle Investigator: Patricia L. Cleave. Co-investigators: Luigi Girolametto, Carla Johnson, Becky Chen, Stephen Cohen.
2006	Co-investigator. \$50,000.00 (AU \$) for 9 months from the Murdoch Children's Research Institute, Melbourne, AU Title: Preventing early language delay in the primary care setting: A pilot study. Principal Investigator: Melissa Wake, MD/PhD. Co-Investigators: Sheena Reilly, PhD; Sharon Goldfeld, MD; Lisa Gold, MA; Obioha Ukoumunne, PhD. Associate Investigator: Pamela Muth, MA.
2006	Principal Investigator. \$38,800.00 (one year) from the Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Language stimulation and intervention at home and in day care centres Co-investigator: E. Weitzman, M.Ed.
2006	Co-investigator. \$17,200 for one year from Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Group language and literacy intervention for preschool children: The impact on narrative skills. Principal Investigator: Patricia L. Cleave. Co-investigators: Luigi Girolametto, Carla Johnson, Becky Chen, Stephen Cohen.
2004 - 2005	Principal Investigator. \$38,040.00 (two years) from the Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Language stimulation and intervention at home and in day care centres Co-investigator: E. Weitzman, M.Ed
2003	Principal Investigator. \$38,040.00 (one year) from the Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Parent-focused language intervention for children with autism Co-investigator: E. Weitzman, M.Ed

2001 - 2004	Principal Investigator. \$80,000.00 (three years) from Social Sciences and Humanities Research Council (SSHRC) Title: Language intervention in context: Training teachers and peers to stimulate language development in integrated day care centres. Collaborator: E. Weitzman, M.Ed.
2001-2002	Principal Investigator. \$47,550.00 (18 months) from the Networks of Excellence: Canadian Language and Literacy Research Network (CLLRNet) Title: Language stimulation and intervention in day care centres Co-investigator: E. Weitzman, M.Ed.
1997-2000	Principal Investigator. \$95,000.00 (three years) from Social Sciences and Humanities Research Council (SSHRC) Title: Effects of Interactive language stimulation on preschoolers with and without language impairment in integrated daycares. Collaborator: E. Weitzman, M.Ed.
1996-97	Principal Investigator. \$28,539.40 (one year) from The Hospital for Sick Children Foundation Title: The effects of focused stimulation for children with Down syndrome. Co-investigators: J. Clements-Baartman and E. Weitzman
1994-96	Principal Investigator. \$93,472.21 (two years) from National Health Research and Development Program, Health and Welfare Canada (NHRDP) Title: Interactive language intervention: The effects of parent training on child language and family functioning. Co-investigators: P. Pearce and E. Weitzman Same Proposal: Principal Investigator. \$89,472.21 (two years) from The Hospital for Sick Children Foundation. [declined in favour of NHRDP award]
1993-94	Principal Investigator. \$14,580.00 (one year) from the Ontario Ministry of Health. Title: The development of a rating scale for assessing social-conversational skills.
1993-94	Principal Investigator. \$6,000.00 (one year) from the Connaught Secretariat, University of Toronto (New Junior Faculty Award). Title: Language impairment and language intervention.
1987-90	Co-investigator. \$98,480.00 (two years) from the Ministry of Community and Social Services Lottery Grants Program. Title: Efficacy of a conversational model of language intervention with specifically language delayed and developmentally delayed children. Principal Investigator: L. Siegel, PhD and Co-Investigator: R. Tannock, PhD.

2.2 Non peer-reviewed (research contracts):

- 2004 - 2005 Co-investigator. \$100,000.00 (Contract: two years starting in Sept 2004) from the Canadian Language and Literacy Research Network (CLLRNet) Impact Study: The Canadian Language and Literacy Calendar, 2004-2005 Co-Investigators: E. Weitzman, R. Kealy, D. Sinai, J. Wright
- 2003 - 2004 Co-investigator. \$38,242.00 (Contract: September 2003 – January 2004) from the Canadian Language and Literacy Research Network (CLLRNet) Canadian Language and Literacy Calendar Co-Investigators: E. Weitzman, J. Greenberg, & J. Wright
- 1986 Co-investigator. \$6,000.00 (Contract: one year) from the Ministry of Community and Social Services, Ontario. Communicative intervention for infants at risk. Co-investigators: A. Manolson & I. Ushycky

D. PUBLICATIONS:

Peer-reviewed Journal Articles

1. Milburn, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (in press). Cognitive, linguistic and print-related predictors of preschool children's word spelling and name writing. *Journal of Early Childhood Literacy*.
2. Rezzonico, S., Hipfner-Boucher, K., Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (in press). Improving Preschool Educators' Shared Book Reading Practices: Effects of coaching in professional development. *American Journal of Speech-Language Pathology*.
3. Rezzonico, S., Goldberg, A., Mak, K., Yap, S., Milburn, T., Belletti, A., & Girolametto, L. (2016). Narratives in Two Languages: Storytelling of Bilingual Cantonese-English Preschoolers. *Journal of Speech, Language, and Hearing Research*, 59, 521-532.
4. Katz, E. & Girolametto, L. (2015). Peer-mediated intervention for pre-schoolers with ASD: Effects on responses and initiations. *International Journal of Speech-Language Pathology*, 17, 6, 565-576.
5. Girard, L. & Girolametto, L. (2015). Fostering children's alphabet knowledge at school entry through engagement in family literacy activities. *Children's Research Digest*, 2(2), 72-79.
6. Rezzonico, S.; Chen, X.; Cleave, P.; Greenberg, J.; Hipfner-Boucher, K.; Johnson, C.; Milburn, T.; Pelletier, J.; Weitzman, E. & Girolametto, L. (2015). Oral Narratives in Monolingual and Bilingual Children Preschoolers with SLI. *International Journal of Language & Communication Disorders*, 50(6), 830-841.
7. Milburn, T., Hipfner-Boucher, K., Greenberg, J., Weitzman, E., Pelletier, J., & Girolametto, L. (2015). Effects of coaching on educators' and preschoolers' use of references to print and phonological awareness during a small group craft/writing activity. *Language, Speech, and Hearing Services in the Schools*, 46(2), 94-111.

8. Namasivayam, A., Hipfner-Boucher, K., Milburn, T., Greenberg, J., Weitzman, E., Pelletier, J., & Girolametto, L. (2015). Effects of coaching on educators' vocabulary-teaching strategies during shared reading. *International Journal of Speech-Language Pathology*, 17(4), 346-356.
9. Hipfner-Boucher, K., Milburn, T., Greenberg, J., Weitzman, E., Pelletier, J., & Girolametto, L. (2015). Narrative abilities in subgroups of English Language Learners and monolingual peers. *International Journal of Bilingualism*, 19(6), 677-692.
10. Stich, M., Girolametto, L., Johnson, C. J., Cleave, P.L. & Chen, X. (2015). Contextual effects on the conversations of mothers and their children with SLI. *Applied Psycholinguistics*, 36, (2), 323-344.
11. Levickis, P., Reilly, S., Girolametto, L., Obioha, U., & Wake, M. (2014). Maternal behaviors that promote early language acquisition in slow-to-talk toddlers: Prospective community-based study. *Journal of Developmental and Behavioral Pediatrics*, 35, (4), 274-281.
12. Hipfner-Boucher, K., Milburn, T., Greenberg, J., Weitzman, E., Pelletier, J., & Girolametto, L. (2014). Relationships between preschoolers' oral language and phonological awareness. *First Language*, 34(2), 178-197.
13. Milburn, T., Girolametto, L., Weitzman, E., & Greenberg, J. (2014). Enhancing preschool educators' ability to facilitate conversations during shared book reading. *Journal of Early Childhood Literacy*, 14(1), 105-140.
14. Bonifacio, S. Montico, M., & Girolametto, L. (2013). Lo sviluppo delle abilità socio-conversazionali del bambino dai 12 ai 36 mesi. [The development of social conversational skills in children from 12-36 months of age.] *Quaderni acp [Journal of Pediatrics, Italy]*, 20(6), 248-251.
15. Katz, E. & Girolametto, L. (2013). Peer-mediated intervention for children with ASD implemented in early childhood education settings. *Topics in Early Childhood Special Education*, 33(3), 133-143.
16. Girard, L. & Girolametto, L. (2013). Investigating the relationship between social behaviours and phonological awareness in preschool children. *Journal of Applied Developmental Psychology*, 34(3), 123-130.
17. Girard, L., Girolametto, L., Weitzman, E., & Greenberg, J. (2013). Educators' Literacy Practices in Two Emergent Literacy Contexts. *Journal of Research in Childhood Education*, 27, 46-60.
18. Bonifacio, S., Girolametto, L., Bruno, M. (2012). Come conversano i bambini a 12, 18, e 24 mesi? [Conversations of toddlers aged 12, 18, and 24 months.]. *Quaderni acp [Journal of Pediatrics, Italy]*, 19(5), 200-203.
19. Girolametto, L., Weitzman, E., & Greenberg, J. (2012). Efficacy of a professional development program for facilitating preschoolers' emergent literacy skills in early childhood settings. *American Journal of Speech-Language Pathology*, 21, 47-63.
20. Lamont, J., Girolametto, L., Johnson, C. J., Cleave, P.L. & Chen, X. (2011). Parent

Assessment of Emergent Literacy for Preschoolers with Language Disorders: Monolingual English and Dual Language Learners. *Canadian Journal of Speech-Language Pathology and Audiology*, 35(4), 286-298.

21. Wake, M., Tobin, S., Girolametto, L., Ukoumunne, O., Gold, L., Goldfeld, S., Levickis, P., Sheehan, J., Reilly, S. (2011). Two-year old outcomes of population-based language promotion for slow-to-talk toddlers: Let's Learn Language randomized trial. *British Medical Journal*, 343, 1-10.
22. DeLuzio, J. & Girolametto, L. (2011). Peer interactions of preschool children with and without hearing loss. *Journal of Speech-Language-Hearing Research*, 54, 1197-1210.
23. Girard, L., Girolametto, L., Weitzman, E., & Greenberg, J. (2011). Training early childhood educators to promote peer interactions: Effects on children's aggression and prosocial behaviours. *Early Education and Development*, 22(2), 305-323.
24. Cleave, P., Girolametto, L., Chen, X., & Johnson, C. (2010). Narrative abilities in bilingual children with specific language impairment. *Journal of Communication Disorders* 43(6), 511-522.
25. Pile, E., Girolametto, L., Johnson, C. J., Cleave, P.L. & Chen, X. (2010). Shared Book Reading Intervention for Children with Language Impairment: Using Parents-as-aides in Language Intervention. *Canadian Journal of Speech-Language Pathology and Audiology*, 34(2), 96-109.
26. Sheehan, J., Girolametto, L., Reilly, S., Ukoumunne, O., Price, A., Gold, L., & Wake, M. (2009). Feasibility of a language promotion program for toddlers at risk. *Early Childhood Services*, 3(1), 33-50.
27. Bonifacio, S. & Girolametto, L. (2007). Abilità socio-conversazionali in un gruppo di bambini parlatori tardivi sottoposti ad un intervento precoce. *Psichiatria dell'Infanzia e dell'Adolescenza*, 7(3), 547-558.
28. Girolametto, L., Sussman, F., & Weitzman, E. (2007). Using case study methods to investigate the effects of interactive intervention for children with Autism Spectrum Disorders. *Journal of Communication Disorders*, 40, 470-492.
29. Bonifacio, S., Girolametto, L., Bulligan, M., Callegari, M., Vignola, S., Zocconi, E. (2007). Assertive and responsive conversational skills of Italian-speaking late talkers. *International Journal of Language and Communication Disorders*, 42 (5), 607-623.
30. Girolametto, L. & Weitzman, E. (2007). Promoting peer interaction skills: Professional development for early childhood educators and preschool teachers. *Topics in Language Disorders*, 27 (2), 93-110.
31. Flowers, H., Girolametto, L., Weitzman, E., & Greenberg, J. (2007). Promoting early literacy skills: Effects of in-service education for early childhood educators. *Canadian Journal of Speech-Language Pathology and Audiology*, 31 (1), 6-18.
32. Girolametto, L., Weitzman, E., Lefebvre, P., & Greenberg, J. (2007). In-service education for

- promoting emergent literacy in child care centers: A feasibility study. *Language, Speech, and Hearing Services in the Schools*, 38(1), 72-83.
33. Tsybina, I., Girolametto, L., Weitzman, E., Greenberg, J. & (2006). Recasts used with preschoolers learning English as their second language. *Early Childhood Education Journal*, 34(2), 177-185.
 34. DeLuzio, J. & Girolametto, L. (2006). Joint attention strategies used by a preschool educator who is Deaf. *Journal of Deaf Studies and Deaf Education*. 11(2), 214-223.
 35. Girolametto, L., Weitzman, E., & Greenberg, J. (2006). Facilitating language skills: Inservice education for early childhood educators and preschool teachers. *Infants and Young Children* 19(1), 36-50.
 36. Bonifacio, S., & Girolametto, L. (2005). Applicazione clinica del questionario Le Abilità Socio-Conversazionali Del Bambino. *Psichiatria dell'Infanzia e dell'Adolescenza*, 72, 583-595.
 37. Girolametto, L., Weitzman, E., & Greenberg, J. (2005). Supporting peer interactions of children with low social communication skills. *Journal of Speech-Language Pathology and Audiology*, 29, 14-26.
 38. de Rivera, C., Weitzman, E., Greenberg, J., & Girolametto, L. (2005). Children's responses to educators' questions in day care playgroups. *American Journal of Speech-Language Pathology*, 14, 14-26.
 39. Girolametto, L., Weitzman, E., & Greenberg, J. (2004). The effects of verbal support strategies on small group peer interactions. *Language, Speech, and Hearing Services in the Schools* 35, 256-270. **Winner of the 2004 Editor's Award from the American Speech-Language-Hearing Association.**
 40. Girolametto, L., Weitzman, E., & Greenberg, J. (2003). Training day care staff to facilitate children's language. *American Journal of Speech-Language Pathology*, 12, 299-311.
 41. Girolametto, L. & Weitzman, E. (2002). Responsiveness of childcare providers in interactions with toddlers and preschoolers. *Language, Speech, and Hearing Services in the Schools*, 33, 268-282.
 42. Girolametto, L., Bonifacio, S., Visini, C., Weitzman, E., Zocconi, E., & Pearce, P. S. (2002). Mother-child interactions in Canada and Italy: Linguistic responsiveness to late-talking toddlers. *International Journal of Communication and Language Disorders*, 37, 153-171.
 43. Girolametto, L., Wiigs, M., Smyth, R., Weitzman, E., & Pearce, P.S. (2001). Children with a history of expressive language delay: Outcomes at 5 years of age. *American Journal of Speech-Language Pathology*, 10, 358-369.
 44. Girolametto, L., Weitzman, E., van Lieshout, R. & Duff, D. (2000). Directiveness in teachers' language input to toddlers and preschoolers in day care. *Journal of Speech, Language, and Hearing Research*, 43, 1101-1114.

45. Girolametto, L., Hoaken, L., van Lieshout, R., & Weitzman, E. (2000). Patterns of interaction in integrated day care groups. *Language, Speech, and Hearing Services in the Schools*, 31, 154-167.
46. Girolametto, L. (2000). Participation parentale à un programme d'intervention précoce sur le développement du langage: Efficacité du programme parental de Hanen. *Rééducation Orthophonique*, 203, 31-62. Principal Author
47. Girolametto, L., Weitzman, E., Wiigs, M., & Pearce, P. (1999). The relationship between maternal language measures and language development. *American Journal of Speech-Language Pathology*, 8, 364-374.
48. Mahoney, G., Kaiser, A., Girolametto, L., MacDonald, J., Robinson, C., & Spiker, D. (1999). Parent education in early intervention: A call for a renewed focus. *Topics in Early Childhood Special Education*, 19 (3), 131-140.
49. Kaiser, A., Mahoney, G., Girolametto, L., MacDonald, J., Robinson, C., Spiker, D. (1999). Rejoinder: Toward a contemporary vision of parent education. *Topics in Early Childhood Special Education*, 19 (3), 173-176.
50. Girolametto, L., Weitzman, E., & Clements-Baartman, J. (1998). Vocabulary intervention for children Down syndrome: Parent training using focused stimulation. *Infant-Toddler Intervention: A Transdisciplinary Journal*, 8, (2), 109-126.
51. Girolametto, L. (1997). Development of a parent report measure for profiling the conversational skills of preschool children. *American Journal of Speech-Language Pathology*, 6, 26-34.
52. Girolametto, L., Pearce, P., & Weitzman, E. (1997). The effects of lexical intervention on the phonology of late talkers. *Journal of Speech, Language, and Hearing Research*, 40, 338-348.
53. Pearce, P., Girolametto, L., & Weitzman, E. (1996). The effects of focused stimulation on mothers of late-talking toddlers. *Journal of Infant-Toddler Intervention*, 6, 213-228.
54. Girolametto, L., Pearce, P., & Weitzman, E. (1996). The effects of focused stimulation for promoting vocabulary in young children with delays: A pilot study. *Journal of Children's Communication Development*, 17, 3-9.
55. Girolametto, L., Pearce, P., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech and Hearing Research*, 39, 1274-83.
56. Clements-Baartman, J. & Girolametto, L. (1995). Facilitating the acquisition of two-word semantic relations by pre-schoolers with Down syndrome: Efficacy of interactive versus didactic therapy. *Canadian Journal of Speech-Language Pathology*, 19, 103-111.
57. Girolametto, L. (1995). Reflections on the origins of directiveness: Implications for intervention. *Journal of Early Intervention*, 19, 104-106.
58. Girolametto, L. & Tannock, R. (1994). Correlates of directiveness in the interactions of

fathers and mothers of children with developmental delays. *Journal of Speech and Hearing Research*, 37, 1178-1191.

59. Girolametto, L., Verbey, M., & Tannock, R. (1994). Improving joint engagement in parent-child interaction: An intervention study. *Journal of Early Intervention*, 18, 155-167.
60. Girolametto, L., Tannock, R. & Siegel, L. (1993). Consumer-oriented evaluation of the interactive language intervention. *American Journal of Speech-Language Pathology*, 2, 41-51.
61. Tannock, R., Girolametto, L. & Siegel, L. (1992). Language intervention with children who have developmental delays: Effects of an interactive approach. *American Journal of Mental Retardation*, 97, 145-160.
62. Girolametto, L. (1988). Improving the social-conversational skills of developmentally delayed children: An intervention study. *Journal of Speech and Hearing Disorders*, 53, 156-167.
63. Girolametto, L., Greenberg, J. & Manolson, A. (1986). Developing dialogue skills: The Hanen Early Language Parent Program. *Seminars in Speech and Language*, 7, 367-382.

Journal Articles Submitted for Peer Review (or in preparation)

Milburn, T., Greenberg, J., Pelletier, J., Weitzman, E., & Girolametto, L. (2015). Code-related skills of bilingual preschoolers: Effects of exposure to the language of instruction at home. In preparation.

Rezzonico, S., Goldberg, A., Mak, K., Yap, S., Milburn, T., Belletti, A. & Girolametto, L. (2015). Narratives in Two Languages: Verb Development in the Story Telling of Bilingual Cantonese-English Preschoolers. In preparation.

Girard, L. & Girolametto, L. (2015). The impact of preschoolers' phonological awareness skills on social behaviours with peers. In preparation.

Books & Book Chapters (Invited)

64. Weitzman, E., Girolametto, L., & Drake, L. &. (In press). It Takes Two to Talk - The Hanen Program for Parents: Early Language Intervention through Caregiver Training. In R. McCauley and M. Fey (Eds.), *Treatment of language disorders in children*, 2nd edition. New York: Paul Brookes Pub.
65. Bonifacio, S., Girolametto, L., & Montico, M. (2013). Le abilità socio-conversazionali del bambino: Questionario e dati normativi dal 12 ai 36 mesi d'età. Milano, Italy: FrancoAngeli.
66. Girolametto, L., Weitzman, E., & Earle, C. (2013). From words to early sentences: Parent-implemented intervention for late-talking toddlers, pp. 261-282. In L. Rescorla and P. Dale (Eds.), *Late-talkers: Language development, interventions, and outcomes*. New York: Paul Brookes Pub.
67. Girolametto, L., Weitzman, E. (2008). Working with families of young children with

communication and language impairments: Intervention, pp. 131-170. In N. Watts Pappas & S. McLeod (Eds). *Working with families in speech-language pathology*. San Diego, CA: Plural Publishing.

68. Bonifacio, S. & Girolametto, L. (2007). Questionario ASCB: Le abilità socio-conversazionali del bambino. Pisa, IT: Edizioni del Cerro.
69. Weitzman, E., Girolametto, L., & Greenberg, J. (2006). Adult responsiveness as a critical intervention mechanism for emergent literacy: Strategies for Early Childcare Educators. In L. Justice (Ed.), *Clinical Approaches to Emergent Literacy Intervention*, pp. 127-178. San Diego: Plural Publishing.
70. Girolametto, L. & Weitzman, E. (2006). It Takes Two to Talk - The Hanen Program for Parents: Early Language Intervention through Caregiver Training. In R. McCauley and M. Fey (Eds.), *Treatment of language disorders in children*, pp. 77-103. New York: Paul Brookes Pub.
71. Girolametto, L. (1995). The evaluation and remediation of language impairment in children with cleft palate. In R. Shprintzen & J. Bardach (Eds.), *Cleft Palate Speech Management: A Multidisciplinary Approach*, pp. 167-174. St Louis: Mosby.
72. Tannock, R. & Girolametto, L. (1992). Reassessing parent-focused language intervention programs. In S. Warren & J. Reichle (Eds.), *Perspectives on communication and language intervention: Development, assessment and remediation*, pp.49-79. New York: Brookes Publishing.
73. Girolametto, L. (1988). Developing dialogue skills: The effects of a conversational model of language intervention. In K. Marfo (Ed.), *Parent-child interaction and developmental disabilities: Theory, research and intervention*, pp. 145-162. New York: Praeger Press.

Professional Publications or Online Journals (not peer reviewed)

Girolametto, L. Bello, A., Onofrio, D., Remi, L., Caselli, C. (in press). *Parent-coaching per l'intervento precoce sul linguaggio: Percorsi di lettura dialogica nel programma "Oltre il Libro"*. Trento, IT: Erickson.

Katz, E. & Girolametto, L. (2011, Fall). Typical Peers and Children with ASD: How to Implement a Peer-mediated Intervention. *CASLPA Communiqué*.

DeLuzio, J. & Girolametto, L. (2011, September 20). Peer Interactions of Preschoolers With Hearing Loss. *The ASHA Leader*.

Girolametto, L., & Greenberg, J. (2011, Summer). A Role in Promoting Emergent Literacy for SLPs in Child Care Centres. *CASLPA Communiqué*.

Girolametto, L. Services and programs supporting young children's language development. In R. Tremblay, R. Barr, & R. Peters (Eds.), *Encyclopedia on Early Childhood Development* [online]. Montreal, QC: Centre of Excellence for Early Childhood Development; 2004:1-6. Available at <http://www.excellence-earlychildhood.ca/documents/GirolamettoANGxp.pdf>. Also in French at <http://www.excellence-jeunesenfants.ca>.

Girolametto, L. (2004). *Getting The Word Out: Picking Up The Pace In Turning Research Into Practice. Interaction: Canadian Child Care Federation.*

Weitzman, E., Greenberg, J., & Girolametto, L. (2004; 2005; 2006; 2007). *The Preschool Language and Literacy Calendar.* Toronto, ON: The Hanen Centre.

Girolametto, L. (2003). Why get a PhD in Audiology or Speech-Language Pathology? *Communiqué* (Official Newsletter of the Canadian Association of Speech-Language Pathology and Audiology).

Girolametto, L. & Ushycky, I. (1990). *You and your baby: Building communication.* Toronto, ON: The Hanen Centre.

E. PRESENTATIONS AND SPECIAL LECTURES

1. Published Conference Proceedings

1. Girolametto, L., & Weitzman, E. (2003). *Enhancing caregiver language facilitation in child care settings.* Proceedings from the Symposium. Toronto, ON: The Hanen Centre.
2. Girolametto, L., & Weitzman, E., Editors. (2003). Language facilitation in childcare settings: A social-interactionist perspective. *Proceedings of the Symposium on Caregiver language facilitation in childcare settings.* Toronto, ON: The Hanen Centre.
3. Girolametto, L. (1999). Early identification and intervention for children with expressive vocabulary delays. *Incontri di Pediatria Pratica*, 7, 149-166. (Invited, refereed)
4. Tannock, R., Girolametto, L., & Siegel, L. (1990). Are the social-communicative and linguistic skills of developmentally delayed children enhanced by a conversational model of language intervention? *Proceedings of the Conference on Treatment Efficacy.* Sponsored by the American Speech-Language-Hearing Foundation, March 1989, San Antonio, Texas. (refereed)
5. Girolametto, L., Ushycky, I. & Hellman, J. (1987). Hanen training programs for high-risk infants. *Proceedings of the Symposium on High-Risk Infants: Facilitating Interaction and Communication.* Toronto, Ontario: The Hanen Resource Centre.

2. Papers presented at meetings and symposia (peer reviewed)

1. Bello, A., Onofrio, D., Remi, L., Caselli, M.C., & Girolametto, L. (2016 Jan). Oltre il libro: Percorsi per genitori e bambini con ritardo del linguaggio. Poster presented at Giornate di neuropsicologia dell'età evolutive, XI edizione. Bressanone, Bolzano, Italy.
2. Rezzonico, S., Milburn, T. & Girolametto, L. (2015, Mar). The acquisition of verb inflections in Cantonese-English bilingual preschoolers. Roundtable at 2015 AAAL Meeting. Toronto, Ontario, Canada.
3. Rezzonico, S., Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015 Mar). Introducing referents in narrative in English and Cantonese: bilingual and monolingual preschoolers. Poster at 2015 SRCD Biennial Meeting. Philadelphia, Pennsylvania, United States.

4. Milburn, T., Rezzonico, S., Hipfner-Boucher, J., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015 Mar) Conversation and the use of inferential questions in shared book reading: The effect of coaching in professional development. Poster at 2015 SRCD Biennial Meeting. Philadelphia, Pennsylvania, United States.
5. Milburn, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2014 Jul). Early literacy performance in two groups of dual language learners who speak differing amounts of English at home. Poster presentation presented at Society for the Scientific Studies of Reading. Santa Fe, New Mexico, United States.
6. Milburn, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2013 Jun). Component skills of preschool children's early writing ability: Name, word, and sentence level. Poster presented at Child Language Seminar. Manchester, Manchester, United Kingdom.
7. Girard, L., Girolametto, L. (September 2012). An investigation of phonological processing skills and social behaviours in Junior Kindergarten. Poster presented at the Connaught Global Challenge International Symposium, Toronto, ON.
8. Milburn, T., Hipfner-Boucher, K., & Girolametto, L. (September 2012). Identifying the emergent skills that contribute uniquely to preschool children's name writing and word spelling. Poster to be presented at the Connaught Global Challenge International Symposium, Toronto, ON.
9. Hipfner-Boucher, K., Milburn, T., & Girolametto, L. (September 2012). The contribution of narrative performance to phonological awareness in the preschool years. Poster presented at the Narrative, Intervention and Literacy Conference, Paris, France.
10. Hipfner-Boucher, K., Milburn, T., Girolametto, L., Greenberg, J., Weitzman, E., & Pelletier, J. (September 2012). Intervention effects on the narrative performance of EL1 and EAL preschoolers with varying levels of English exposure. Poster presented at the Narrative, Intervention and Literacy Conference, Paris, France.
11. Milburn, T., Girolametto, L., Weitzman, E., & Greenberg, J. (July 2012). Enhancing preschool educators' ability to facilitate shared book reading conversations. Poster presented at the Society for the Scientific Study of Reading Conference, Montreal, QC.
12. Girard, L., Girolametto, L. (July 2012) An investigation of the relationship between social behaviour and phonological processing. Poster presented at the International Society for the Study of Behavioural Development Biennial Meeting, Edmonton, AB.
13. Girolametto, L., Bonifacio, S., Hamada, T., & Hamada, K. (2011, July). Responsiveness and assertiveness skills of Italian and Japanese toddlers. Poster presented at the International Association for the Study of Child Language Congress, Montreal, QC.
14. Girard, L., Girolametto, L., Weitzman, E., & Greenberg, J. (2011, July). Educators' print referencing strategies and children's responses in two emergent literacy contexts. Poster presented at the Poster presented at the International Association for the Study of Child Language Congress, Montreal, QC.

15. Levickis, P., Wake, M., Reilly, S., Girolametto, L., & Ukoumunne, O. (2011, July). Understanding maternal behaviours that promote early language acquisition. Poster presented at the Poster presented at the International Association for the Study of Child Language Congress, Montreal, QC.
16. Lamont, J., Girolametto, L., Johnson, C., Chen, X., & Cleave, P. (2011, April). Parent Assessment of Emergent Literacy for Multilingual Language-Impaired Preschoolers. Seminar presented at the CASLPA Annual Conference, Montreal, QC.
17. Girolametto, L. Greenberg, J., & Weitzman, E. (2011, April) ABC and Beyond: Facilitating emergent literacy in preschool classrooms. Seminar presented at the CASLPA Annual Conference, Montreal, QC.
18. Wake, M., Tobin, S., Girolametto, L., Ukoumunne, O., Gold, L. Levickis, P., Sheehan, J., Goldfeld, S., Reilly, S. (2011, May). Outcomes of population-based language promotion for slow-to-talk toddlers at ages 2 and 3 years: The let's learn language trial. Pediatric Academic Societies' & Asian Society for Pediatric Research Joint Meeting, Denver, CO.
19. Girolametto, L., Stich, M., Johnson, C. J., Cleave, P. L., & Chen, X. (2010, November). Contextual effects on the conversations of mothers and their children with SLI. Poster presented at ASHA Annual Conference, Philadelphia, PA.
20. Girolametto, L., Landry, S., Reilly, S., & Warren, S. (2010, November). Responsive Parenting Programs for Children at Risk of Language Delay. Seminar presented at the annual conference of ASHA, Philadelphia, PA.
21. Stich, M. Girolametto, L., Johnson, C. J., Cleave, P. L., & Chen, X. (2010, June). Contextual effects on the conversations of mothers and their children with SLI. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
7. DeLuzio, J. & Girolametto, L. (2009, November). Peer interactions of preschool children with and without cochlear implants. Oral presentation at the annual conference of the American Speech-Language-Hearing Association, New Orleans, LA.
8. DeLuzio, J. & Girolametto, L. (2009, November). Children With Hearing Loss in Preschool: How Are They Doing? Oral presentation at the annual conference of the American Speech-Language-Hearing Association, New Orleans, LA.
9. DeLuzio, J. & Girolametto, L. (2009, June). Peer interactions of preschool children with and without hearing loss. Oral presentation at the 12th Symposium on Cochlear Implants in Children, Seattle, WA.
10. Greenberg, J., Weitzman, E., & Girolametto, L. (2008, November). Beyond ABC: Supporting emergent literacy in early childhood settings. Session presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
11. Cleave, P., Girolametto, L., Johnson, C.J., Chen, X., & Cohen, S. (2008, November). Emergent Literacy Intervention for Preschool Children with SLI: The impact on narrative skills. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

12. Katz, E., & Girolametto, L. (2008, November). Promoting communication in preschoolers with ASD via peer interention: Update. Technical session presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
13. Watts Pappas, N., McLeod, S., Crais, E., Girolametto, L., Weitzman, E., Langevin, M., Packman, A., Mathisen, B., Eriks-Brophy, A., Williams, L., & Coutinho, M. (2008, November). Working with families in speech-language pathology for children. Short course presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
14. Girolametto, L., Weitzman, E., & Greenberg, J. (2008, November). Beyond ABC: Building emergent literacy in preschool settings and child care centres. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
15. Girolametto, L., Truxler, J., Johnson, C. Chen, X., Cleave, P., & Cohen, S. (2008, November). Parent-focused emergent literacy intervention for preschoolers with SLI. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
16. Girolametto, L., Truxler, J., Chen-Bumgardner, X., Cleave, P., Johnson, C., Cohen, S. (2008, June). Effects of a parent-focused literacy intervention for preschoolers with SLI. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
17. Cleave, P., Girolametto, L., Johnson, C., Chen, X., Cohen, S. (2007, November). Group emergent literacy intervention for preschool children with language disabilities. Presentation at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
18. DeLuzio, J. & Girolametto, L. (2006, November). Peer interactions of preschool children with and without hearing loss. Presentation at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.
19. Katz, E. & Girolametto, L. (2006, November). Promoting interactive communication in preschoolers with autism via peer intervention. Presentation at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.
20. Girolametto, L., Weitzman, E., LeFebvre, P., & Greenberg, J. (2006, November). In-service education to promote emergent literacy in day care centres. Presentation at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.
21. Davies, T., Girolametto, L., Sussman, F., Weitzman, E. (2006, May). Outcome measures for children with ASD following parent training. Presentation at the annual conference of the Canadian Association of Speech-Language Pathologists and Audiologists, Winnipeg, Manitoba.
22. Weitzman, E. & Girolametto, L. (2005, November). Helping Parents & Teachers Facilitate Language Development: Hanen Programs. Presentation at the annual conference of the American Speech-Language-Hearing Association, San Deigo, CA.

23. Girolametto, L., de Rivera, C., Weitzman, E., & Greenberg, J. (2004, November). Children's responses to questions in day care groups. Poster accepted for presentation at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.
24. Girolametto, L., Weitzman, E., & Greenberg, J. (2004, November). Knowledge dissemination: The Canadian Language and Literacy Calendar. Poster accepted for presentation at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.
25. Girolametto, L., DeLuzio, J., Flowers, H., Katz, E., & Tsybina, I. (2004, October). Facilitating language and peer interactions in child care centres. Seminar presentation at the annual conference of the Ontario Speech-Language-Hearing Association, Toronto, ON.
26. Girolametto, L., Weitzman, E., & Greenberg, J. (2003, November). Facilitating preschoolers' peer interactions in child care settings. Poster accepted for presentation at the annual conference of the American Speech-Language-Hearing Association, Chicago, Ill.
27. Girolametto, L., Weitzman, E., & Greenberg, J. (2002, November). Responsive language input to toddlers and preschoolers in day care. Poster accepted for presentation at the annual conference of the American Speech-Language-Hearing Association, Atlanta, GA.
28. Girolametto, L. & Weitzman, E. (2002, July). Child-directed responsive speech input in day care centres. Poster presented at the joint conference of the International Congress for the Study of Child Language and the Symposium on Child Language Disorders, Madison, WI.
29. Mahoney, G., Perales, F., Boyce, G., Akers, A., Girolametto, L., & Weitzman, E. (2002, April). Examining the effectiveness of three models of relationship-focused early intervention. Symposium presented at the International Conference of Infant Studies, Toronto, ON.
30. Girolametto, L., Bonifacio, S., Visini, C., Weitzman, E., & Zocconi, E. (2001, November). Mother-child interactions in Canada and Italy: Linguistic responsiveness to late-talking toddlers. Poster presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.
31. Girolametto, L., Weitzman, E., & Greenberg, J. (2001, November). Assessing teachers' responsiveness using the Interaction and Language Rating Scale. Poster presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.
32. Girolametto, L., Weitzman, E., & Greenberg, J. (2001, August). Efficacy of training day care providers to facilitate language development. Poster presented at the joint conference of the Canadian Speech-Language-Hearing Association and the International Association of Logopedics and Phoniatrics, Montreal, QC.
33. Girolametto, L., Bonifacio, S., Visini, C., Zocconi, E. (2001). Mothers' responsiveness to Italian-speaking and English-speaking children with expressive vocabulary delays. Poster presented to the annual convention of the International Association of Logopedics and Phoniatrics, Montreal, QC.

34. Bonifacio, S., Visini, C., Zocconi, E., Girolametto, L., & Weitzman, E. (2000). Contingent responsiveness of Italian-speaking and English-speaking mothers to children with expressive vocabulary delays. Poster presented at the conference: Linguistic Theory: Speech and Language Pathology, Padova, Italy.
35. Girolametto, L. & Weitzman, E. (2000, May). Measuring change in teacher-child interaction in day care centres. Paper presented at the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Toronto, ON.
36. Girolametto, L. & Weitzman, E. (2000, May). Outcomes of parent education programs for children with developmental delay, children with Down syndrome, and late talkers. Poster presented at the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Toronto, ON.
37. Girolametto, L., Cleave, P., & Le Dorze, G. (2000, May). Outcome and efficacy research in child and adult disorders: Current practices and future directions. Paper presented at the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Toronto, ON.
38. Wiigs, M., Girolametto, L., Weitzman, E., & Pearce, P. (1999, November). Language skills of late talkers: Follow-up at age five. Paper presented at the annual convention of the American Association of Speech-Language Pathologists and Audiologists, San Francisco.
39. Wiigs, M., Girolametto, L., Weitzman, E., & Pearce, P. (1999, May). Language skills of late talkers: Follow-up at age five. Paper presented at the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Edmonton, AB.
40. Girolametto, L., Weitzman, E., & Clements-Baartman, J. (1998, June). Effects of focused stimulation for teaching vocabulary to children with Down syndrome. Symposium on Research in Child Language Disorders, Madison, WI.
41. Girolametto, L., Weitzman, E., & Clements-Baartman, J. (1998, April). Vocabulary intervention for children with Down syndrome. 1998 Treatment Efficacy Conference, Nashville.
42. Warren, S., Yoder, P., Camarata, S., Girolametto, L., & Chapman, R. (1997, November). Does adult responsivity to child behavior facilitate communication development? Annual convention of the American Speech, Language, and Hearing Association, Boston, MA.
43. Girolametto, L. & Weitzman, E. (1997, November). The Hanen Program for parents: Bridging the gap between research and practice. Linkages in Rehabilitation Outcome Measurement, Toronto, Ontario.
44. Girolametto, L., Pearce, P., Weitzman, E. (1996, June). The effects of focused stimulation on mothers and their late-talking toddlers. Symposium on Research in Child Language Disorders, Madison, Wisconsin.
45. Girolametto, L., Pearce, P., Weitzman, E. (1996, April). The effects of focused stimulation on the vocabulary, language and phonology of Late Talkers. Third Symposium on Treatment Research, Chicago.

46. Girolametto, L., Clements-Baartman, J., & Weitzman, E. (1996, April). The effects of focused stimulation on children with Down syndrome. Research Proposal presented at the Third Symposium on Treatment Research, Chicago.
47. Girolametto, L., Pearce, P., & Sussman, F. (1995, October). Using focused stimulation procedures to promote vocabulary in late bloomers. Paper presented at the annual convention of the Ontario Association of Speech-Language Pathologists and Audiologists.
48. Girolametto, L., Weitzman, E., & Pearce, P. (1995, April). Promoting expressive vocabulary in later talkers: The effects of focused stimulation. Paper presented at the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Ottawa.
49. Weitzman, E., Girolametto, L., & Pearce, P. (1994, November). Parent implementation of focused stimulation: Effects on expressive vocabulary in delayed preschoolers. Paper presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans.
50. Pearce, P., Weitzman, E., & Girolametto, L. (1994, October). Interactive language intervention: The effects of parent training on expressive vocabulary. Paper presented at the annual convention of the Ontario Association of Speech-Language Pathologists and Audiologists, Niagara-on-the-Lake, ON.
51. Girolametto, L., Pearce, P. & Weitzman, E. (1994, April). The effects of parent training on expressive vocabulary: A pilot study. Poster presented at the Second Symposium on Treatment Research, Chicago.
52. Clements-Baartman, J. & Girolametto, L. (1993, October). Acquisition of Two-Word Semantic Relations by Preschoolers with Down Syndrome. Paper presented to the annual convention of the Ontario Speech-Language-Hearing Association, Toronto.
53. Girolametto, L. & Pukonen, M. (1993, October). Group Programming for Language Intervention. Miniseminar presented to the annual convention of the Ontario Speech-Language-Hearing Association, Toronto.
54. Hayden, D., Girolametto, L. & Pukonen, M. (1992, November). Group programming for preschool intervention: Theoretical models and implementation. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, San Antonio.
55. Girolametto, L. & Tannock, R. (1992, October). Consumer-Oriented Evaluation of Interactive Language Intervention. Paper presented at the annual convention of the Ontario Association of Speech-Language Pathologists and Audiologists, Toronto.
56. Girolametto, L., Briggs, K., & Malette, L. (1992, May). Do parents learn what we teach? Paper presented at the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Saskatoon, Saskatchewan.
57. Warren, S., Yoder, P., Wilcox, J., & Girolametto, L. (1991, November). Methods and Models of Prelinguistic Intervention. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, Seattle.

58. Girolametto, L., Tannock, R. & Kaiser, A. (1990, November). Reassessing the naturalistic model of intervention: Measuring quality and outcome. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, Seattle.
59. Girolametto, L., Tannock, R. & Siegel, L. (1989, November). Parent Programs: Should we train fathers and mothers to interact similarly? Paper presented at the annual convention of the American Speech-Language-Hearing Association, St. Louis.
60. Girolametto, L., Tannock, R. (1989, November). Consumer satisfaction: A measure of program evaluation and social validation. Poster presented at the annual convention of the American Speech-Language-Hearing Association, St. Louis.
61. Tannock, R., Girolametto, L. & Siegel, L. (1989, March). Are the conversational skills of developmentally delayed children enhanced by a conversational model of language intervention? Paper presented at the American Speech-Language-Hearing Foundation Conference on Treatment Efficacy, San Antonio, Texas.
62. Tannock, R., Girolametto, L. & Siegel, L. (1988, November). Efficacy of a conversational model of language intervention with developmentally delayed children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Boston.
63. Ushycky, I., Girolametto, L. & Hellman, J. (1988, November). Enhancing the communication skills of high-risk infants. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston.
64. Klaiman, P., Girolametto, L. & Witzel, M. A. (1988, November). The child with cleft palate: A parent-child communication program. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Boston.
65. Girolametto, L., Tannock, R. & Siegel, L. (1988, August). Conversational interactions of mothers and fathers with their developmentally delayed preschoolers. Paper presented at the Eighth Congress of the International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland.
66. Tannock, R., Girolametto, L. & Siegel, L. (1988, August). Efficacy of a conversational model of language intervention: Preliminary findings. Paper presented at the Eighth Congress of the International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland.
67. Girolametto, L. (1986, November). Developing dialogue skills in developmentally delayed children: A follow-up study. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Detroit.
68. Tannock, R., Girolametto, L. & Manolson, A. (1984, November). Parent-focused language intervention programs: Evaluating consumer satisfaction. Paper presented at the annual convention of the American Speech-Language-Hearing Association, San Francisco.
69. Girolametto, L. (1984, November). Model for intervention: Developing dialogue between mothers and their developmentally delayed children. Paper presented at the annual

convention of the American Speech-Language-Hearing Association, San Francisco.

3. Invited Lectures

3.1 International

1. Girolametto, L. (2015, October). Intervento precoce nei bambini con ritardo primario del linguaggio. Dipartimento di Psicologia, La Sapienza – Università di Roma, RM, Italia.
2. Girolametto, L. (2015, May). Screening e intervento precoce nei bambini con ritardo primario del linguaggio. Giornate CLASTA, VI Edizione. Roma, Italia.
3. Girolametto, L. (2015, January). Abilità socio-comunicative nella prima infanzia, indicatori precoci di rischio e modelli di intervento. Giornate di Neuropsicologia dell'età evolutiva. Bressanone, Italy.
4. Girolametto, L. & Rezzonico, S. (2014, December). Lo sviluppo del linguaggio nei bambini bilingui cantonese-inglese in età prescolare. Institute of Cognitive Sciences and Technologies, CNR, Roma, Italy.
5. Girolametto, L. (2014, November). L'interazione genitore-bambino: Un contesto per promuovere lo sviluppo linguistico in bambini con un ritardo del linguaggio. Consiglio Nazionale delle Ricerche, Institute of Cognitive Sciences and Technologies, Roma, Italy.
6. Bonfiacio, S., Girolametto, L., Mariscal, S., Pastrana, J.C., Shadlou, V., Ozbic, M., Kogovsek, D., Penko, B., Tadashi, H. (2010, October). L'adattamento italiano, tedesco, spagnolo, sloveno, giapponese del Social Conversational Skills Rating Scale. Scientific Meeting "Il plurilinguismo in logopedia", Pisa, Italy.
7. Girolametto, L. & Cleave, P.L. (2009, December). Efficacy of group emergent literacy intervention for children with SLI. Population Health Seminar, Murdoch Childrens Research Institute at the Royal Children's Hospital, Melbourne, AU.
8. Girolametto, L. & Weitzman, E. (2009, November). Parent programs that work. The American Speech-Language-Hearing Association Preconference Workshop, Division 4, New Orleans, LA.
9. Girolametto, L. & Weitzman, E. (2008, March). Language and literacy strategies that work: The efficacy of professional development for early childhood educators. The 40th Banff International Conference on Behavioural Science, Banff, AB.
10. Girolametto, L. (2007, December). Facilitating emergent literacy in children with language disorders. Two-hour seminar for speech-language pathologists and researchers. Invited by the Department of Speech Pathology, Royal Children's Hospital, Melbourne, AU.
11. Girolametto, L. (2006, March). Parent-administered language intervention: Full-day workshop for students, faculty, and speech-language pathologists. Invited by the Discipline of Speech Science, Department of Psychology, University of Auckland, Auckland, NZ.
12. Girolametto, L. (2006, March). Treatment efficacy studies in speech-language pathology.

Student seminar (2 hours). Invited by the Department of Communication Disorders, University of Canterbury, Christchurch, NZ.

13. Girolametto, L. (2006, March). Language abilities of late-talking toddlers: A follow-up study at 5 years of age. Research colloquium for students and faculty (1.5 hours). Department of Psychology, La Trobe University, Melbourne, AU.
14. Girolametto, L. (2005, November). The Hanen Program: Research Design for Treatment Efficacy Studies. Research colloquium for students and faculty (1 hour). Human Communication Sciences, La Trobe University, Melbourne, AU.
15. Girolametto, L. (2005, October). Facilitating Peer Interactions of Preschoolers in Child Care Settings. Seminar for master's students and faculty in Speech-Language Pathology (3 hours). Macquarie University, Sydney, AU.
16. Girolametto, L. (2005, October). The Language We Use. Presentation at the Annual Convention of the Early Childhood Intervention Association of Australia, Sydney, AU.
17. Girolametto, L. (2005, October). Outcomes Following Interactive Intervention for Children with Autism. Full day workshop for speech-language pathologists. Lifestart Cooperative Ltd, Sydney, AU.
18. Girolametto, L. (2005, October). Treatment Efficacy Studies in Speech-Language Pathology: Design Challenges. Research Colloquium for students and faculty (2 hours). Flinders University Human Communication Research Group, Adelaide, AU.
19. Girolametto, L. (2005, August). Parent-administered Interventions for Late Talkers and Children with ASD. Full day workshop for speech-language pathologists. Bayside District Health Service, Brisbane, AU.
20. Girolametto, L. (2005, August). Looking at Language: Early Risks, Identification, and Caregiver Intervention. Half day workshop for speech-language pathologists. Speech Pathology Australia, Melbourne, AU.
21. Girolametto, L. (2005, April). Bambini che parlano in ritardo: Dalla diagnosi al trattamento. Research colloquium for students and research scientists at the Istituto di Scienze e Tecnologie della Cognizione, Consiglio Nazionale della Ricerca, Roma, Italia.
22. Girolametto, L. (2005, April). Dalla diagnosi al trattamento: Come collegare gli strumenti di valutazione agli obiettivi d'intervento. Presentation at the conference: Update on specific language impairment: I disturbi specifici del linguaggio in età evolutiva, Università di Urbino, Urbino, Italia.
23. Girolametto, L. (2001, May). Modelli e programmi d'intervento per bambini con un ritardo del linguaggio. Keynote speaker at a symposium for speech-language pathologists. IRCCS Istituto per l'Infanzia Burlo Garofolo, Trieste, Italia.
24. Girolametto, L. (1999, October). Learning to speak English as a Second/Foreign Language (three two-hour lectures). Centro Siena-Toronto, Università degli Studi di Siena, Italia.

25. Girolametto, L. (1999, November). Il ritardo del linguaggio in bambini piccoli: Identificazione precoce ed esiti dell'intervento focalizzato sui genitori. Research colloquium for research scientists and students. Dipartimento di Psicologia, Centro Nazionale di Ricerca (CNR), Roma, Italia.
26. Girolametto, L. (1999, November). L'intervento precoce per il bambino parlatore tardivo. Workshop for speech-language pathologists. IRCCS Istituto per l'Infanzia Burlo Garofolo, Servizio di Logopedia, Trieste, Italia.
27. Girolametto, L. (1999, November). L'efficacia dell'intervento del linguaggio per il bambino parlatore tardivo. Workshop for speech-language pathologists. Unione Logopedisti Italiani, Padova, Italia.
28. Girolametto, L. (1999, December). Il ritardo del linguaggio in bambini di 2 – 3 anni d'età. Research colloquium for research scientists and students at IRCCS Stella Maris, Università di Pisa, Calambrone, Italia.
29. Girolametto, L. (1999, December). Efficacia dell'intervento precoce in bambini con un ritardo del linguaggio. Research colloquium for research scientists and students at Policlinico Careggi, Università di Firenze, Firenze, Italia.
30. Girolametto, L. (1999, December). Le conseguenze di un ritardo del linguaggio in bambini prescolari. Invited Speaker, 25th Congress of the Italian Society of Neuropediatrics, Istituto di Clinica Pediatrica, Siena, Italia.
31. Girolametto, L. (1999, December). L'evaluazione e l'intervento per bambini con un ritardo del linguaggio. Seminar to students in the Dipartimento di Otorinolaringoiatria, Diploma in Logopedia, Università degli Studi di Siena, Italia.

3.2 National & Local

1. Girolametto, L. (2007, June). Helping Young Children Learn Language and Literacy Skills. Workshop for early childhood practitioners hosted by Best Start, Peel Region School Board, Mississauga, ON.
2. Girolametto, L. (2007, May). Communication Rounds: "Knowledge Translation: Disseminating Language and Literacy Research to Early Childhood Educators" Bloorview Kids Rehab, Toronto, ON.
3. Girolametto, L. (2007, February). Promoting language and literacy in kindergarten-aged children. Workshop for kindergarten teachers in the Sudbury District Catholic School Board. Sudbury, ON.
4. Girolametto, L. (2004, April). Helping Young Children Learn Language and Literacy Skills: Connecting Research and Everyday Practice. Knowledge dissemination workshop for clinicians and early childhood educators, The Canadian Language and Literacy Network.
5. Girolametto, L. (2004, March). Facilitating Peer Interactions: Verbal Support Strategies used by Early Childhood Educators in Day Care Centres. Research colloquium for students and faculty. Human Development and Applied Psychology, OISE/UT, Toronto, ON.

6. Girolametto, L. (2004, January). "It's Annie's turn now" - Language facilitation in childcare settings. Keynote Speaker, On the Same Page in Simcoe County: Literacy Conference, Barrie, ON.
7. Girolametto, L. (2003, October). Facilitating Peer Interactions in Day Care Centres. Developmental Journal Club for students and faculty in the Department of Psychology, McMaster University, Hamilton, ON.
8. Girolametto, L. (2003, May). Communication in Day Care: What strategies do childcare providers use to promote communication and language? Invited presentation at the Canadian Association of Speech-Language Pathologists and Audiologists, St. John's, NF.
9. Girolametto, L. (2001, July), Identification, Assessment and Intervention of Late-Talking Children. Workshop for speech-language pathologists, Speech and Language Services Sudbury/Manitoulin, Sudbury ON.
10. Girolametto, L. (2001, May). Teacher-Child Interaction in Day Care Settings: Implications for Speech-Language Pathologists. Workshop at the Rotary Children's Centre, Waterloo ON
11. Girolametto, L. (2001, March). Late Talkers at 5 Years of Age: Performance on High Level Tasks. Research seminar for faculty and students, School of Audiology and Speech Sciences, University of British Columbia, Vancouver, BC.
12. Girolametto, L. (2001, January). Identification, Assessment, and Intervention Outcomes of Late Talking Children. Invited speaker at the Manitoba Speech and Hearing Association Convention, Winnipeg, MB.
13. Girolametto, L. (1999, March). Development of a semi-structured probe for measuring vocabulary learning after naturalistic intervention. Research symposium on Treatment Outcomes, School of Audiology and Speech Sciences, University of British Columbia, Vancouver, BC.
14. Girolametto, L. (1998, November). Parent-mediated intervention for children with expressive language delays. Seminar to students at the School of Audiology and Speech Sciences, University of British Columbia, Vancouver, BC.
15. Girolametto, L. (1998, October). Language Intervention for Late-talking Children. Research seminar for faculty and students in the Department of Educational Psychology and Special Education, University of British Columbia, Vancouver, BC.
16. Girolametto, L. (1998, April). Intervention for infants and toddlers. Invited speaker at the Canadian Speech and Hearing Association Convention, Halifax, Nova Scotia
17. Girolametto, L. (1988, March). Language Intervention for Late Talkers: Promoting Vocabulary, Language, and Phonology. Invited speaker at the Pennsylvania State Speech-Language-Hearing Association Convention, Philadelphia, PA
18. Girolametto, L. (1997, May). Intervention for late talkers: Using focused stimulation to improve vocabulary, language and phonology. Invited speaker at the Canadian Speech and Hearing Association Convention, Toronto, ON.

19. Girolametto, L. (1997, April). Interactive focused stimulation: training parents of toddlers. Invited speaker at the New York State Speech-Language-Hearing Association Convention, Buffalo, NY.
20. Girolametto, L. (1996, February). The effectiveness of parent training for toddlers with language delays. Seminar to students at the School of Audiology & Speech Sciences, University of British Columbia, Vancouver, BC.
21. Girolametto, L. (1995, December). Parent-focused early intervention with late talkers. Seminar to students and faculty at the École d'orthophonie et d'audiologie, Université de Montréal, Montréal, QC.
22. Girolametto, L. (1995, December). Parent-focused intervention: The impact of research on theory. School of Communication Sciences and Disorders, McGill University, Symposium entitled: Theory, Research and Practice: Partners in managing clinical treatment. Montreal, QC.
23. Girolametto, L. (1994, April). Facilitating Peer Interactions. The Durham Down Syndrome Association Conference, Oshawa, ON.
24. Girolametto, L. (1993, February). The Interactive Model of Language Intervention. Seminar to speech-language pathologists at The Hanen Centre, Toronto, ON.
25. Girolametto, L. (1991, March). Parent-focused Interventions for High-risk Infants. Neonatal Rounds, The Hospital for Sick Children, Toronto, ON.
26. Girolametto, L. (1989, October). Parent Training for Parents of High-Risk Infants. Presentation at the Ontario Speech-Language-Hearing Association, Toronto, ON.
27. Girolametto, L. (1989, February). Infant Assessment and Family Systems. Workshop for speech-language pathologists, Home Care Association of Toronto, Toronto, ON.
28. Girolametto, L. (1989, March). The Efficacy of Parent-focused Intervention with Preschool-aged Children. Workshop for speech-language pathologists, Metropolitan Toronto Board of Education, Toronto, ON.
29. Girolametto, L. (1988, May). Enhancing Communication with Infants and Children. Conference presentation: Issues of Prematurity: Are these children different? Held at Women's College Hospital, Toronto, ON.
30. Girolametto, L. (1987, October). Communication Intervention with High-Risk Infants. Presentation to speech-language pathologists, Surrey Place Centre, Toronto, ON.

F. TEACHING AND DESIGN:

2014 SLP1527 Clinical Analysis

30 hours. This graduate course is offered to 50 students. I have the major responsibility for the design of this blended learning course.

2013, 2014 JLS475 Literacy and Reading Disorders

45 hours. This undergraduate course is offered to 40 students in the Department of Linguistics. I have the major responsibility for the design of this course.

- 2012, 2016 JLS 472 Child Language Disorders
45 hours. This undergraduate course is offered to 40 students in the Department of Linguistics. I have the major responsibility for the design of this course.
- 1992 - 2010 SLP 1505Y Child Language I
60 hours. I have the major responsibility for the design of this course. (Formerly SPP 1523Y Normal and Disordered Language Development in Childhood; renamed and restructured in 1997; restructured again in 2000 with the initiation of our new MHSc curriculum; restructured again in 2007 to include case-based instruction)
- 1992 – 2012 SLP 1506H Child Language II
45 hours. I have the major responsibility for the design of this course. (Formerly SPP 1523Y Normal and Disordered Language Development in Childhood; renamed and restructured in 1997 restructured again in 2000 with the initiation of our new MHSc curriculum)
- 2011 SLP 4007H – Reading Seminar for Trelani Milburn
(sole instructor, 30 hours seminar teaching)
- 2006 SLP 4007H – Reading Seminar for Shelley Mitchell, PhD Student
(sole instructor, 30 hours seminar teaching)
- 2001 SLP 4007H – Reading Seminar for Jo DeLuzio
(sole instructor, 30 hours seminar teaching)
- 2000 SLP 1528F Research Methods in Speech-Language Pathology
I had the major responsibility for the design of this course.
- 1997 SLP 3004H – Reading Seminar for Esther Katz, PhD Student
(sole instructor, 30 hours seminar teaching)
- 1996-1997 SLP 3003H/4000H Research Seminar (MSc and PhD)
I had the major responsibility for the design of this course. Lectures were given by other faculty and graduate students.

G. GRADUATE STUDENT THESIS SUPERVISION

Primary Supervisor

- 2013 – 2015 Stefano Rezzonico, PhD, Post Doctoral Fellow **(completed)**
Bilingual Language Development in Cantonese-speaking Children
- 2012 – 2014 Kathy Hipfner-Boucher, PhD, Post Doctoral Fellow **(completed)**
Narrative skills of EL1 and EL2 Preschool Children
- 2012 – 2014 Trelani Milburn, PhD **(completed)**

2009 – 2013	The Development of Invented Spelling in Preschoolers Lisa Girard, PhD (completed) Aggression and literacy in preschool children Department of Speech-Language Pathology, University of Toronto
2010-2011	Trelani Milburn, MSc Student (completed) Impact of Professional Development on Conversations with Preschoolers
2006 – 2013	Shelley Mitchell, PhD Candidate Communication intervention for infants at risk of developing Autism Spectrum Disorders Department of Speech-Language Pathology, University of Toronto
2002 – 2009	Jo DeLuzio, PhD (completed) Teacher interactions with children who are deaf Department of Speech-Language Pathology, University of Toronto
1999	Riet van Lieshout, Post-doctoral Candidate (completed) Educator-child interaction in two contexts. Department of Speech-Language Pathology, University of Toronto
1999	Lisa Hoaken, MA (completed) Teacher-child interaction in day care settings: Integrated Versus non- Integrated groups OISE/University of Toronto
1997– 2014	Esther Katz, PhD (completed) Language intervention for children with PDD/Autism. Department of Speech-Language Pathology, University of Toronto
1996	Bruce Sparks, MA (completed) Evaluation of the effects of an interactive language-based intervention program on the child behaviour problems of toddlers with expressive vocabulary delays. OISE/University of Toronto

Member of Supervisory Committee

2008 – 2010	Michelle Wang, MSc (completed) Virtual reality with children who have ASD GDRS, University of Toronto
2009 – 2011	Trelani Milburn, MSc (completed) Literacy skills in children with cochlear implants Department of Speech-Language Pathology, University of Toronto
2009 – 2012	Alice Hovsepian, PhD (completed) Vocabulary development in bilingual children Department of Speech-Language Pathology, University of Toronto
2006 – 2009	Melanie Stich, PhD (completed) Theory of Mind in Children with SLI Department of Speech-Language Pathology, University of Toronto
2004 – 2010	Irina Tsybina, PhD (completed) Vocabulary intervention for bilingual LT Department of Speech-Language Pathology, University of Toronto
2000 - 2005	Joan Truxler, PhD (completed) Bootstrapping Reading, Writing, and Spelling for AAC users Department of Speech-Language Pathology, University of Toronto
1996	Anne Dubé, MA (completed)

Traduction et étude de fiabilité d'une grille-questionnaire destinée aux parents et permettant de dégager le style expressif de leur enfant âgé entre 2 et 5 ans et qui démontre un retard de langage.
Ecole d'orthophonie et d'audiologie, Université de Montréal.

Il sottoscritto è a conoscenza che, ai sensi dell'art. 26 della legge 15/68, le dichiarazioni mendaci, la falsità negli atti e l'uso di atti falsi sono puniti ai sensi del codice penale e delle leggi speciali. Inoltre, la sottoscritta autorizza al trattamento dei dati personali, in conformità a quanto stabilito dal Regolamento Privacy Europeo n. 679/2016 e successive modifiche ed integrazioni (cosiddetto "**GDPR**").

23 settembre 2018

Firma

INFORMAZIONI PERSONALI

Daniela Onofrio

 Via Nomentana 56, 00161, Roma (Italia)

 +39 06.44161533

daniela.onofrio@istc.cnr.it

ESPERIENZA PROFESSIONALE

- 02/09/2015- alla data attuale **Ricercatore**, livello III, tempo determinato
Laboratorio *Language and Communication across Modalities (LaCAM)*
Istituto di Scienze e Tecnologie della Cognizione (ISTC) Consiglio Nazionale delle Ricerche (CNR), Via Nomentana 56, 00146 Roma
- 01/01/2013–31/07/2015 **Assegno di Ricerca**
Istituto di Scienze e Tecnologie della Cognizione (ISTC) Consiglio Nazionale delle Ricerche (CNR), Via Nomentana 56, 00146 Roma
- 01/01/2013–31/12/2015 **Psicologa, Psicoterapeuta**
Studio privato in via Giuseppe Veronese 86, 00145 Roma
Consulenza psicologica e psicoterapia
- 01/10/2010–31/12/2012 **Assegno di Ricerca**
Istituto di Ricerche sulle Attività Terziarie (IRAT) Consiglio Nazionale delle Ricerche (CNR), Via Michelangelo Schipa, 91, 80122 Napoli
- 01/11/ 2012 - 31/12/2012 **Psicologa Tutor** per l'utilizzo di strumenti di valutazione psicologica nei minori
Università degli Studi di Roma "La Sapienza", Dipartimento di Psicologia Dinamica e Clinica, Via degli Apuli, 1, 00185, Roma
- 01/04/2010–01/04/2011 **Psicologa** del progetto Pop'S- Prevenire l'insuccesso accademico degli studenti disabili
Ripartizione IV, Università degli Studi di Roma "La Sapienza", Via Cesare De Lollis, 22 - 00185 Roma
- 01/01/2010–28/02/2010 **Assistente di Ricerca**
Università degli Studi di Roma " La Sapienza", Dipartimento di Psicologia Dinamica e Clinica, Via degli Apuli, 1, 00185, Roma
- 01/01/2010–31/05/2010 Psicologa, **Consulente Tecnico d'Ufficio (CTU)**
Tribunale di Napoli - Tribunale di Perugia
- 30/04/2007–01/05/2009 **Psicologa in ambito scolastico**
 - Esperto esterno per un progetto sulla comunicazione interpersonale, I.T. Servizi Sociali "Elsa Morante", Secondigliano - Napoli
 - Esperto esterno per un progetto di educazione all'eccellenza, Scuola Media Statale Paolo Di Tarso - Bacoli (Napoli)

Progettazione e conduzione di laboratori per promuovere le capacità di apprendimento negli studenti

ISTRUZIONE E FORMAZIONE

- 01/11/2013–alla data attuale **29° Ciclo di dottorato di ricerca in Psicologia Dinamica e Clinica**
Università degli Studi di Roma “La Sapienza”, Dipartimento di Psicologia Dinamica e Clinica, Via degli Apuli, 1, 00185, Roma
Progetto di ricerca: Riconoscere un ritardo di linguaggio nei bambini bilingui. Studio delle traiettorie evolutive e degli indicatori precoci di rischio nello sviluppo del linguaggio.
Tutor: R. Ferri; Co-Tutor: M.C. Caselli
- 09/09/2008–23/11/2012 **Diploma di Specializzazione in Psicologia della Salute** (conseguito in data 23/11/2012, rilasciato il 06/02/2013 prot. n. 10568/12)
Università degli Studi di Roma “La Sapienza”, Scuola di Specializzazione in Psicologia della Salute
Voto finale: 70/70 con LODE e abilitazione alla psicoterapia
- 23/07/2012–27/07/2012 **Summer School in Analisi Multivariata per la ricerca sociale**
Università della Calabria, Campus di Arcavacata di Rende, SDIPA
Test inferenziali, relazioni tra variabili, confronto tra medie, analisi fattoriale, cluster analysis
- 27/03/2007–10/04/2009 **Diploma in Psicodiagnosi Rorschach** (rilasciato il 5/4/2009)
Centro Studi Psicodinamici e Psicodiagnostici di Napoli
Somministrazione, siglatura e interpretazione quantitativa e qualitativa di un protocollo Rorschach
- 10/03/2005–19/03/2007 **Laurea specialistica in Psicologia Dinamica e Clinica della Persona, delle Organizzazioni e della Comunità** (rilasciata il 19/03/2007, prot. 6456/125)
Università “Sapienza” di Roma, Facoltà di Psicologia 1
Votazione finale: 110/110 con LODE
- 28/11/2002–26/01/2005 **Laurea in Psicologia della Prevenzione del Disagio Individuale e Relazionale** (rilasciata il 26/01/2005 FOL. 52/n.461)
Seconda Università degli Studi di Napoli (SUN), Facoltà di Psicologia
Votazione finale: 110/110 con LODE
- a.s. 1996/1997 - 2000/2001 **Diploma di maturità socio-psico-pedagogico**
VIII Istituto Magistrale di Napoli, Via Saverio Gatto, 80131, Napoli
Votazione finale: 100/100

COMPETENZE PERSONALI

Lingua madre Altre lingue	Italiano				
	COMPRENSIONE		PARLATO		PRODUZIONE SCRITTA
	Ascolto	Lettura	Interazione	Produzione orale	
Inglese	A2	B2	A2	A2	A2
Lingua dei Segni Italiana (Gruppo Silis, Roma, Ilivello)	A2		A2	A2	

Competenze comunicative	Buone capacità dialettiche, di ascolto attivo, di comunicazione empatica e negoziazione, assertività.
Competenze organizzative e gestionali	Buone capacità di pianificazione del lavoro, gestione del tempo, problem solving, spirito di iniziativa e capacità di prendere decisioni. Buone capacità di formazione e tutoraggio per giovani in formazione.
Competenze professionali	Buone competenze nella somministrazione e analisi di test cognitivi, linguistici, proiettivi di personalità in adulti e bambini; Buone capacità di stabilire alleanza diagnostica e terapeutica con bambini e adulti; Buone esperienze nella comunicazione scientifica ad un pubblico di esperti e non esperti; Buona esperienze nei lavori di gruppo e di équipe multidisciplinari.
Competenze informatiche	Buona conoscenza di Microsoft Office Buona conoscenza di SPSS Statistics IBM

ULTERIORI INFORMAZIONI

Interessi di Ricerca	Nell'ambito dello studio dello sviluppo del linguaggio in bambini di età prescolare e scolare i principali interessi di ricerca riguardano: - analisi della produzione dei gesti in relazione alle competenze linguistiche e cognitive, nello sviluppo tipico e atipico, e uso dei gesti in compiti di comprensione linguistica; - confronto cross-linguistico nella produzione di gesti e parole; - analisi degli indicatori per l'identificazione precoce dei bambini con disturbi della comunicazione e del linguaggio; - sperimentazione di strategie di intervento indirette, rivolte ai genitori, per i bambini con ritardi di linguaggio; - analisi dello "sviluppo tipico" bilingue e elaborazione di metodologie e strumenti specifici per la loro valutazione; - studio del bilinguismo bimodale (Italiano-Lingua dei Segni Italiana) in bambini sordi, con protesi tradizionali o con impianti cocleari, e in bambini udenti con altre disabilità (es. Sindrome di Down).
Partecipazione a progetti di ricerca nazionali e internazionali finanziati	➤ Progetto <i>Screening dei bambini a rischio di disturbi del linguaggio e della comunicazione</i>, Ministero della Salute, Ricerca Finalizzata (resp. scient. P. Pasqualetti)

- Progetto *Migrazioni*, Dipartimento Scienze Umane e Sociali, Patrimonio Culturale (resp. scient. M. Cadeddu)
- Progetto PRIN- MIUR 2008, *Gestures and Language in Children with Atypical and at Risk Developmental Profiles* (resp. scient. A. Sansavini)
- Progetto Peretti Foundation *Italian Sign Language Assessment LISA* (resp. scient. M. C. Caselli)
- Progetto Fondazione Cassa di risparmio di Trento e Rovereto, Aspetti linguistici, cognitivi e attentivi in bambini e ragazzi sordi (resp. scient. M. C. Caselli)
- Progetto europeo (LLP Programme) *Sign Language: Methodologies and Evaluation Tools Sign-Met* (resp. scient. P. Rinaldi)
- Progetto Fondazione Telecom Italia *VOLIS* Valutazione on Line della Lingua dei Segni Italiana (resp. scient. P. Rinaldi)

Elenco delle Pubblicazioni

Onofrio, D., Caselli M.C. (2015), Gli strumenti di screening e la loro validità nella valutazione del bambino con ritardo nella comparsa del linguaggio, in *Prospettive in pediatria*, ottobre-dicembre 2015 vol. 45, n. 180, pp. 258-264

Onofrio, D., Pettenati, P., Rinaldi, P., Caselli M.C. (2015), Primo sviluppo del linguaggio e valutazione in bambini bilingui. In: a cura di C. Bruno, S. Casini, F. Gallina, R. Siebetchu, *Plurilinguismo/Sintassi*, Atti del XLVI Congresso Internazionale della Società di Linguistica Italiana, Bulzoni Editore, pp. 145-158 [ISBN 978-88-7870-981-2].

Caselli, M.C., Rinaldi P., **Onofrio, D.**, Tomasuolo, E. (2015), Language Skills and Literacy of Deaf Children in the Era of Cochlear Implantation: Suggestions for Teaching through e-Learning Visual Environments. In: (Eds.) H. Knoors & M. Marschark *Educating Deaf Learners: Creating a Global Evidence Base*, Oxford University Press, pp. 443-460 [ISBN 978-0-19-021519-4].

Onofrio, D., Rinaldi, P., Caselli, M.C., Volterra, V. (2014), Il bilinguismo bimodale dei bambini sordi: aspetti teorici ed esperienze di ricerca, in *Rivista di Psicolinguistica Applicata*, xiv, 1, pp. 25-41 [ISSN 1592-1328, E-ISSN 1727-0646].

Onofrio, D., Pettenati, P., Caselli, M.C. (2014), I ritardi di linguaggio nel bambino bilingue nei primi 3 anni di vita. In: a cura di A., Schindler e D., Patrocínio, *I disturbi di comunicazione nella popolazione multilingue e multicultural*, FrancoAngeli Editore, pag. 148-160 [ISBN 978-88-917-0748-2].

Caselli, M.C., Bello, A., **Onofrio, D.**, Pasqualetti P., Pettenati P., (2014), Differenze individuali e indici di rischio nel primo sviluppo del linguaggio in bambini monolingui e bilingui. In: (a cura di) L. Marotta e M.C. Caselli, *I Disturbi del Linguaggio: Caratteristiche, valutazione e trattamento*, Erikson Editore, pag.41-64 [ISBN 978-88-590-0640-4].

Rinaldi, P., Caselli, M. C., **Onofrio, D.**, Volterra, V. (2014), Language Acquisition by Bilingual Deaf Preschoolers: Theoretical, Methodological Issues and Empirical Data. In: M. Marschark, H. Knoors & G. Tang (Eds.), *Bilingualism and Bilingual Deaf Education*, Oxford University Press, pp. 85-116 [ISBN 978-0-19-937181-5].

Bello, A., **Onofrio, D.**, Caselli, M.C. (2014), Nouns and Predicates Comprehension and Production in Children with Down syndrome, *Research in Developmental Disabilities*, vol.35 (4), pp.761-775 [doi: 10.1016/j.ridd.2014.01.023].

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- **Onofrio, D.**, T. Luciola, Ferri, R., Caselli, M.C., (2015), *Può la lingua dei segni promuovere le abilità comunicative di una bambina udente con Sindrome Down?*, CONGRESSO NAZIONALE AIRIPA - Associazione Italiana per la Ricerca e l'Intervento nella Psicopatologia dell'Apprendimento- Pesaro, 9-10 ottobre 2015, (talk).
- Rinaldi, P., **Onofrio, D.**, Caselli, M.C (2015) *The use of code-blends in a narrative task by deaf and hearing bimodal bilingual children*, 2ND INTERNATIONAL CONFERENCE ON SIGN LANGUAGE ACQUISITION (ICSLA) Amsterdam, July 1-3 2015 (poster).
- **Onofrio, D.**, Caselli, M.C., Ferri, R. (2015), *Segni per l'inclusione: abilità comunicative di una bambina con Sindrome Down esposta a più lingue*, XI CONGRESSO NAZIONALE SOCIETÀ ITALIANA DI PSICOLOGIA DELLA SALUTE (SIPSA), Catania, 28-30 maggio 2015(talk).
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- **Onofrio, D.** (2014), *Bilinguismo bimodale in bambini sordi e udenti*, Giornata di studio BILINGUISMO IN ETÀ EVOLUTIVA: UNA SFIDA E UNA RISORSA, Villa Contarini-Fondazione G.E. Ghirardi, Piazzola sul Brenta (Pd), 15 marzo 2014 (talk).
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- **Onofrio, D.**, Pettenati, P., Bello, A., Remi, L., Caselli, M. C. (2013), *Bambini bilingui parlatori tardivi: questioni di input o vero ritardo?*, XXII CONGRESSO NAZIONALE AIRIPA, Pordenone, 25-26 Ottobre 2013 (poster).
- **Onofrio, D.**, Rinaldi, P., Pettenati, P., Caselli, M.C., (2012), *Il primo vocabolario di bambini bilingui figli di migranti*, XLVI CONGRESSO INTERNAZIONALE SLI 2012 Plurilinguismo/Sintassi, Università per Stranieri di Siena, 27-29 settembre 2012 (talk).

- Pettenati, P., Rinaldi, P., **Onofrio, D.**, Caselli, M.C., (2012), *Primo sviluppo del linguaggio e valutazione in bambini bilingui*, GIORNATE DI NEUROPSICOLOGIA DELL'ETÀ EVOLUTIVA, Bressanone, 18-21 gennaio 2012 (talk).
- **Onofrio, D.**, Rinaldi, P., Pettenati, P., Caselli, M.C. (2012), *Input linguistico e primo sviluppo del linguaggio in bambini bilingui figli di migranti*, CONGRESSO NAZIONALE DELLE SEZIONI AIP, Chieti, 20/23 settembre 2012 (poster).
- **Onofrio, D.**, Bello, A., Rinaldi, P., Caselli, M.C., (2012), *Gesti e Parole e in Gioco nei bambini con Sindrome Down*, GIORNATE DI NEUROPSICOLOGIA DELL'ETÀ EVOLUTIVA, Bressanone 18-21 gennaio 2012 (talk).
- Pettenati, P., Rinaldi, P., **Onofrio, D.**, Caselli, M.C., (2011), *Più lingue per crescere: Competenze lessicali in bambini bilingui figli di genitori migranti*, AIP XXIV, CONGRESSO NAZIONALE DELLA SEZIONE DI PSICOLOGIA DELLA SVILUPPO, Genova, 19-21 settembre 2011 (talk).
- **Onofrio, D.** e Rinaldi, P. (2011), *Più lingue per crescere*, Seminario Progetto Migrazioni, CNR, Roma, 30 marzo 2011 (talk).
- Bello, A., **Onofrio D.**, Rosa, M., Caselli, M.C., (2011), *Gesti e Parole e in Gioco nei bambini con Sindrome Down*, AIP, CONGRESSO NAZIONALE DELLA SEZIONE DI PSICOLOGIA DELLA SVILUPPO, Genova, 19-21, settembre, 2011 (talk).
- Pettenati, P., Caselli, M.C., Rinaldi P., **Onofrio, D.** (2010), *Parole e frasi nel primo vocabolario di bambini bilingui italiano-spagnolo*, AIP, XXIII CONGRESSO NAZIONALE DELLA SEZIONE DI PSICOLOGIA DELLO SVILUPPO E DELL'EDUCAZIONE, Bressanone, 26-28 settembre 2010 (talk).

Attività didattica

- Dal 2013 attività didattica al Master di I livello in Neuropsicologia dell'Età Evolutiva, Libera Università Maria Ss. Assunta (LUMSA), Roma, lezioni dal titolo "*Strumenti di valutazione diretta del lessico e della prima grammatica in bambini di età prescolare*" e "*Come valutare il linguaggio nei bambini bilingui precoci simultanei: metodologie e strumenti di valutazione*".
- Dal 2014 attività didattica nel modulo di Psicologia del Corso di Lingua dei Segni Italiana, Gruppo SILIS, Roma, Lezione del titolo "*Bilinguismo unimodale e bimodale: somiglianze e differenze*".
- Dal 2015 attività didattica al Master di I livello in Disturbi del linguaggio e dell'apprendimento, Libera Università Maria Ss. Assunta (LUMSA), Roma, lezione dal titolo "*Test di valutazione del lessico Parole in Gioco PING*"; "*La valutazione delle abilità linguistiche nei bambini bilingui*".
- Dal 2014 attività di supervisione clinica nell'ambito della psicologia dello sviluppo presso la Scuola di specializzazione in Psicologia della Salute, Università degli Studi di Roma "La Sapienza" (6 moduli di 4 ore ciascuno).

Associazioni professionali

- Dal 2007 iscritta all'Ordine degli Psicologi della Regione Campania con il numero 3196
- Dal 2008 iscritta all'Albo dei Consulenti Tecnici d'Ufficio (C.T.U.) con il n. 267, Tribunale di Napoli
- Dal 2008 iscritta alla Società Italiana di Psicologia della Salute (<http://www.sipsa.org>) e nel 2010 membro del comitato organizzativo del X Congresso Nazionale
- Dal 2012 socio dell'associazione di promozione sociale "Clelia" (<http://www.associazioneclelia.org>)
- Dal 2013 socio dell'associazione "Communication & Language Acquisition Studies in Typical and Atypical populations" CLASTA (www.clasta.org)

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