

Genesis D. Arizmendi, Ph.D., CCC-SLP

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EDUCATION

- 2019 **Ph.D., Speech, Language, and Hearing Sciences**
Minor: Cognitive Science
University of Arizona, Tucson, AZ
Dissertation: *The Development and Validation of a Novel Task to Quantify Functional Language Proficiency in Spanish-English Learning School-Age Children*
- 2013 **M.S., Speech, Language, and Hearing Sciences**
University of Arizona, Tucson, AZ
- 2011 **B.S., Speech, Language, and Hearing Sciences**
Minors: Spanish and Special Education, Rehabilitation, and School Psychology
University of Arizona, Tucson, AZ
Magna Cum Laude

ACADEMIC APPOINTMENTS

- 2024 – **Faculty Affiliate**, National Center for Interpretation, University of Arizona
- 2023 – **Assistant Professor**, Department of Speech, Language, and Hearing Sciences, University of Arizona
- 2023 – **Assistant Professor**, Cognitive Science Program, University of Arizona
- 2023 – **Director**, Bilingualism and the Brain in Education and Language (BABEL) Lab, Department of Speech, Language, and Hearing Sciences, University of Arizona
- 2023 – **Director**, Multicultural Bilingual Certificate Program, Department of Speech, Language, and Hearing Sciences, University of Arizona
- 2021 - 2023 **Provost Early Career Fellow**, Department of Special Education and the Texas Center for Equity Promotion, University of Texas at Austin, Austin, TX.
- 2020 - 2021 **Lecturer**, Department of Speech and Hearing Sciences, University of New Mexico, Albuquerque, NM
- 2019 - 2021 **NSF Postdoctoral Fellow**, Department of Educational Psychology, University of New Mexico, Albuquerque, NM. Mentor: Dr. H. Lee Swanson

CLINICAL EXPERIENCE

- 2021 - **Forensic Bilingual Speech-Language Pathologist**, Private Contractor
- 2021 - 2023 **Bilingual Speech-Language Pathologist**, Sonrisas Therapies, Austin, TX
- 2014 - 2019 **Bilingual Speech-Language Pathologist**, Holy Cross Hospital and Outpatient Clinic, Carondelet Health Network, Nogales, AZ.
- 2013 - 2014 **Bilingual Speech-Language Pathologist – Clinical Fellow**, Santa Cruz Valley Unified School District, Rio Rico, AZ.

FELLOWSHIPS AND AWARDS

2026	Early Career Scholar Award , University of Arizona Distinguished Faculty Awards
2026	Education Scholars Training Program , Scholars Strategy Network, Chan Zuckerberg Initiative and the Bezos Family Foundation
2025	UNIDOS Leadership Institute Selected Participant and Awardee , UNIDOS Center for HSI Community Coordination, Florida International University
2025	Ronald E. McNair Mentor of the Year Award , University of Arizona
2024	Advancing Academic Research Careers (AARC) Award , American Speech, Language, Hearing Association
2024	Latino Data Hub Action Lab Selected Participant and Awardee , University of California - Los Angeles (UCLA) Latino Policy and Politics Institute
2024	Mellon-Fronteridades Faculty Fellowship , Mellon Foundation and Confluence Center for Creative Inquiry at the University of Arizona
2023	Getting SMART: Comprehensive Program for Adaptive Interventions Training in Education (CATIE) Selected Participant & Travel Awardee , University of Michigan
2023	Supporting Outstanding Academic Research (SOAR) Award , Topic Area of Speech & Language Sciences - Honorable Mention, School of Behavioral and Brain Sciences, University of Texas at Dallas
2023	Top Cited Article 2021- 2022 , Learning Disabilities Research and Practice
2021	Distinguished Early Career Professional Award , The American Speech-Language Hearing Association
2021	Lecturer of the Year Nominee , University of New Mexico
2019	Outstanding Graduate Student in Scholarship/Research Award , Department of Speech, Language, and Hearing Sciences, University of Arizona
2019, 2015 2012, 2011	STAR NIH Travel Award , Symposium on Research in Child Language Disorders, University of Wisconsin-Madison
2019	Graduate College Fellowship , University of Arizona
2018	Grunewald Foundation Fellowship , Speech, Language, and Hearing Sciences, University of Arizona
2018	Louise Foucar Marshall Foundation Graduate Fellowship , University of Arizona
2017	Outstanding Graduate Student in Scholarship/Research Award , Department of Speech, Language, and Hearing Sciences, University of Arizona
2017	Department of Cognitive Science Travel Award , University of Arizona
2015- 2018	Galileo Circle Scholar , College of Science, University of Arizona
2016, 2011	Department of Speech, Language, and Hearing Sciences Travel Grant , University of Arizona
2016	Lessons for Success Selected Mentee , American Speech, Language, and Hearing Association

- 2015 **Outstanding Research in Cognitive Science Award**, University of Arizona
- 2012 **Initiatives to Maximize Student Development (IMSD) Scholars Program**, National Institutes of Health
- 2012 **T-32 Pre-Doctoral Trainee**, National Institutes of Health
- 2011 **Graduate Access Fellowship**, University of Arizona

REFEREED PUBLICATIONS

- 24) Arsenault, T. & **Arizmendi, G.D.** (under review). Are mathematics teachers prepared? Examining teacher knowledge for bilingual learners with and without mathematics disabilities.
- 23) **Arizmendi, G.D.**, Palma, J., Baker, D. (2025). Predicting science and social studies vocabulary learning in Spanish-English bilingual children. *Language, Speech, and Hearing Services in the Schools*, 56(4), 1069-1087.
- 22) **Arizmendi, G.D.** (2025). Functional language proficiency in bilingual children: A conceptual framework, culturally-responsive practice, and measurement approach. *Language, Speech, and Hearing Services in the Schools*, 56(3), 682–700.
- 21) Powell, S.R., Barnes, M.A., Root, J., Hughes, E., Ketterlin-Geller, L., Nelson, G., Rojo, M., Allsopp, D.H., Witzel, B., Myers, J., Flores, M.M., Lembke, E., Burns, M.K., Namkung, J., Poncy, B., Ennis, R., Morin, L.L., Arsenault, T.L., Doabler, C.T., Hinton, V., Satsangi, R., Kong, J., Jimenez, B., Bundock, K., Coddling, R.S., King, S., Dueker, S., **Arizmendi, G.**, Gilley, D., Brafford, T., Stevens, E.A., Clarke, B., Riccomini, P.J., Peltier, C. (2025). The NCTM/CEC Position Statement on Teaching Mathematics to Students with Disabilities: What’s in It and What’s Not. *Research in Special Education*.
- 20) Swanson, H.L., **Arizmendi, G.D.**, & Li, J. (2024). Mathematical problem-solving in emergent bilingual children: Is growth related to the navigation between two working memory systems? *Journal of Educational Psychology*, 116(5), 657.
- 19) Alt, M., Hunter, D., Levy, R., Neiling, S.L., Leon, K., **Arizmendi, G.D.**, Cowan, N., & Gray, S. (2024). Working memory structure in young Spanish-English bilingual children. *Bilingualism: Language and Cognition*, 28(2), 469-483.
- 18) **Arizmendi, G.D.**, Asencio Pimentel, M.F., Li, J., & Swanson, H.L. (2023). The phonological loop and dual language learning: Do variations exist across languages? *Bilingual Research Journal*, 46(1-2), 64-81.
- 17) Swanson, H. L., **Arizmendi, G.D.**, & Li, J. (2023). Emergent math difficulties among English Learners: Can the odds be reduced? *Child Neuropsychology*, 29(1), 136-164.
- 16) Kong, J., **Arizmendi, G.D.**, & Doabler, C. (2023). Implementing the Science of Math in a culturally sustainable framework for students with and at risk for math learning disabilities. *Teaching Exceptional Children*, 56(1), 44-51.
- 15) Li, J., **Arizmendi, G. D.** & Swanson, H. L. (2022). The role of language comprehension skills and instructional practices in the cross-language influence of Spanish-speaking dual language learners’ calculation skills. *Early Childhood Research Quarterly*, 61, 90-105.

- 14) Li, J., **Arizmendi, G.D.**, & Swanson, H.L. (2022). The influence of teachers' math instructional practices on English Learners' reading comprehension and math problem-solving performance in Spanish and English. *International Journal of Bilingual Education and Bilingualism*, 25(10), 3614-3630.
- 13) Swanson, H.L., **Arizmendi, G.D.**, & Li, J. (2022). What mediates the relationship between growth in math problem-solving and working memory in English language learners? *Journal of Educational Psychology*, 114(7), 1608.
- 12) Colina, S., Rodriguez-Guerra, M., Marrone, N., Ingram, M., Navarro, K., **Arizmendi, G.**, & Coco, L. (2022). Research documents for populations with limited English proficiency: Translation approaches matter. *Ethics and Human Research*, 44(1), 29-39.
- 11) **Arizmendi, G.D.**, Li, J., Van Horn, M.L., Swanson, H.L., & Petcu, S.D. (2021) Language focused interventions on math performance for English learners: A selective meta-analysis of the literature. *Learning Disabilities Research and Practice*, 36(1), 56-75.
- *Top Cited Article 2021-2022 in Learning Disabilities Research and Practice**
- 10) Swanson, H.L., **Arizmendi, G.D.**, & Li, J. (2021) The stability of learning disabilities among emergent bilingual children: A Latent Transition Analysis. *Journal of Educational Psychology*, 113(6), 1244–1268.
- 9) Swanson, H.L., **Arizmendi, G.D.**, & Li, J. (2021) Working memory growth predicts mathematical problem-solving among emergent bilingual children. *Journal of Experimental Child Psychology*, 201, 104988.
8. Alt, M., Mettler, H.M., Erikson, J.A., Figueroa, C., Etters-Thomas, S.E., **Arizmendi, G.D.**, & Oglivie, T. (2020). Exploring input parameters in an expressive vocabulary treatment with Late Talkers, *Journal of Speech, Language, and Hearing Research*, 1-18.
- 7) Alt, M., **Arizmendi, G.D.**, Gray, S., Hogan, T., Green, S. Cowan, N. (2019). Novel word learning in children who are bilingual: Comparison to monolingual peers. *Journal of Speech, Language, and Hearing Research*, 1-29.
- 6) **Arizmendi, G.D.**, Alt, M., Gray, S., Hogan, T., Green, S., Cowan, N. (2018). Do bilingual children have an executive function advantage? Results from inhibition, shifting, and updating tasks. *Language, Speech, and Hearing Services in the Schools*, 49(3), 356-378.
- 5) Plante, E., Tucci, A., Nicholas, K., **Arizmendi, G.D.**, & Vance, B. (2018). Effective use of auditory bombardment as a treatment adjunct for children with developmental language disorders. *Language, Speech, and Hearing Services in the Schools*, 1-14.
- 4) Alt, M., **Arizmendi, G.D.**, DiLallo, J.N. (2016). The role of socioeconomic status in the narrative story retells of school-aged English language learners. *Language, Speech, and Hearing Services in the Schools*, 47(4), 313-323.
- 3) Alt, M., **Arizmendi, G.D.**, & Beal, C. (2014). The relationship between mathematics and language: Academic implications for children with Specific Language Impairment and English language learners. *Language, Speech, and Hearing Services in the Schools*, 45(3), 220-233.

2) Alt, M., Meyers, C., Oglivie, T., Nicholas, K., & **Arizmendi, G.** (2014). Cross-situational statistically-based word learning intervention for late-talking toddlers. *Journal of Communication Disorders*, 52, 207-220.

1) Alt, M., **Arizmendi, G.D.**, Beal, C., & Hurtado, J.S. (2013). The effect of test translation on the performance of second grade English learners on the Keymath-3. *Psychology in the Schools*, 50, 27-36.

Book chapters

Arizmendi, G.D., Coco, L., & Alonzo, C. (2025). Deciding to pursue implementation research? In Olswang, L., Feuerstein, J. & Douglas, N. (Eds.) Implementation Research in Communication Sciences and Disorders, Brookes.

Arizmendi, G.D. & Kong, J. (2025) Culturally adapted practices and interventions to support the mathematics needs of emergent bilingual students. In Vega, D. & Wolf, J. (Eds.) Culturally And Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students, Springer.

Oglivie, T.K. & **Arizmendi, G.D.** (2025). Assessing emergent bilingual students for speech-language impairments and collaboration with school psychologists. In Vega, D. & Wolf, J. (Eds.) Culturally And Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students, Springer.

Swanson, H.L., Kong, J., & **Arizmendi, G.D.** (2023). Learning Disabilities: Historical and Recent Perspectives. In A. O'Donnell, N. Barnes & J. Reeve (Eds.) Oxford Handbook of Educational Psychology, NY: Oxford University Press.

ABSTRACTS and PRESENTATIONS (* denotes peer-reviewed, **denotes student mentee)

***Arizmendi, G.D.** (2026, November). When Systems Fail: Tracing the School-to-Prison Pipeline Through Bilingual Forensic SLP Evaluations. Talk submitted for presentation at the American Speech, Language, Hearing Association Conference, Indianapolis, IN.

***Arizmendi, G.D.** (2026, November). Implementing the FLiP in Practice for Spanish-English Bilingual Children. Talk submitted for presentation at the American Speech, Language, Hearing Association Conference, Indianapolis, IN.

***Arizmendi, G.D.**, Oglivie, T., & Mentor, A.** (2026, November). Navigating Federal Policy Shifts Across the Minoritized Speech-Language Pathology Continuum. Talk submitted for presentation at the American Speech, Language, Hearing Association Conference, Indianapolis, IN.

*Regalado-Lee, A.** & **Arizmendi, G.D.** (2026, November). Teachers' Endorsement of CLD-Related Myths Across Training and Teaching Characteristics. Poster submitted for presentation at the American Speech, Language, Hearing Association Conference, Indianapolis, IN.

***Arizmendi, G.D.** & Zapien-Hidalgo, A. (2026, November). Building the Multilingual Clinical Learning Collaborative: An interprofessional approach to multilingual clinical education. Talk submitted for presentation at the National Association for Medical Spanish Conference, Huntington Beach, CA.

*Crandall, A.,** & **Arizmendi, G.D.** (2026, June). Translanguaging profiles in majority-minority contexts: Spanish-English narratives in the early elementary years. Poster accepted for presentation at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

***Arizmendi, G.D.**, & Rojas, R. (2026, June). Recognizing language disorder indicators across linguistic profiles: Gaps in teacher-reported identification competence. Poster accepted for presentation at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

***Arizmendi, G.D.**, Mentor, A.** (2026, April). The experiences of the 9%: Addressing representation gaps in speech-language pathology. Talk accepted for presentation at the National Black Association for Speech-Language and Hearing Convention, Atlanta, GA.

*Crandall, A** & **Arizmendi, G.** (2026, March). Translanguaging in Spanish-English bilingual elementary school children during narrative retell tasks. Poster accepted for presentation at the Arizona Speech, Language, Hearing Association Convention, Mesa, AZ.

***Arizmendi, G.D.** & Fernandez, A. (2026, March). Bridging language, spirit, and resistance: Transforming bilingual special education. Talk presented at the Council for Exceptional Children Conference, Salt Lake City, UT.

***Arizmendi, G.D.** & Arsenault, T. (2026, March). Bridging gaps in teacher preparation for bilingual learners with and without mathematics disabilities, Talk presented at the Council for Exceptional Children Conference, Salt Lake City, UT.

***Arizmendi, G.D.** (2025, December). Pathway for Underrepresented Education, Networking, Training, and Empowerment (PUENTE) for Diversity in CSD. Talk presented at the American Speech, Language, Hearing Association Conference, Washington, D.C.

***Arizmendi, G.D.**, Coco, L., Alonzo, C. (2025, December). Where are we in CSD Implementation Research? Talk presented at the American Speech, Language, Hearing Association Conference, Washington, D.C.

***Arizmendi, G.D.**, & Mentor, A.** (2025, December). Centering access and belonging in the SLP pipeline: Voices from underrepresented communities. Talk presented at the American Speech, Language, Hearing Association Conference, Washington, D.C.

***Arizmendi, G.D.**, & Arsenault, T. (2025, November). Strengthening success in mathematics: Supporting dual language learners with learning differences. Talk presented at La Cosecha Dual Language Conference, Albuquerque, NM.

***Arizmendi, G.D.**, & Mentor, A.** (2025, October). If we are to serve all communities: Addressing representation gaps in speech-language pathology. Talk presented at the Cultural Humility Virtual Conference, National Black Association for Speech-Language and Hearing, virtual.

Delgado, M.F.** & **Arizmendi, G.D.** (2025, August). Creating emotionally protective experiences for first-generation Hispanic students entering higher education. Talk presented at the McNair Research Symposium at the University of New Mexico, Albuquerque, NM.

Romero, M.** & **Arizmendi, G.D.** (2025, August). Building bridges: The impact of a culturally responsive language curriculum on high school students' identity and community belonging. Poster presented at the Undergraduate Research Opportunities Consortium Symposium at the University of Arizona, Tucson, Arizona.

Delgado, M.F.** & **Arizmendi, G.D.** (2025, August). Creating emotionally protective experiences for first-generation Hispanic students entering higher education. Poster presented at the Undergraduate Research Opportunities Consortium Symposium at the University of Arizona, Tucson, Arizona.

Delgado, M.F.** & **Arizmendi, G.D.** (2025, August). Creating emotionally protective experiences for first-generation Hispanic students entering higher education. Talk presented at the Undergraduate Research Opportunities Consortium Symposium at the University of Arizona, Tucson, Arizona.

***Arizmendi, G.D.** (2025, June). Understanding bilingual language development through place and context: A borderlands perspective. Talk presented at the International Symposium on Bilingualism, Donostia-San Sebastián, Spain.

Daines, G.**, Cholanian, M. & **Arizmendi, G.D.** (2025, April). Neural development: A children's book. Poster presented at the Franke Honors Pinnacle Research Symposium at the University of Arizona, Tucson, AZ.

Mentor, A.** & **Arizmendi, G.D.** (2025, April). Barriers and facilitators to diversity in speech-language pathology. Poster presented at the Franke Honors Pinnacle Research Symposium at the University of Arizona, Tucson, AZ. *Honors Thesis won third place for Best Thesis at Honors Pinnacle Symposium*

*Mentor, A.** & **Arizmendi, G.D.** (2025, April). Barriers and facilitators to diversity in speech-language pathology. Poster presented at the Arizona Speech, Language, Hearing Association Convention, Phoenix, AZ.

***Arizmendi, G.D.** (2025, February). The cultural and practical significance of language brokering and translanguaging in bilingual communities. Talk presented at the National Association for Bilingual Education Conference, Atlanta, GA.

***Arizmendi, G.D.** & Castillo, C**. (2024, December). Porque no me creen: Understanding and elevating language brokering in bilingual communities across the lifespan. Talk presented at the American Speech, Language, Hearing Association Conference, Seattle, WA.

Romero, M.** & **Arizmendi, G.D.** (2024, July). Development and refinement of semantic networks in Spanish-English bilingual children. Poster presented at the Undergraduate Research Opportunities Consortium, McNair Scholar Program, University of Arizona.

Tabanico, A.** & **Arizmendi, G.D.** (2024, July). Developing culturally-responsive educational curriculum for high school students for promotion of careers in communication sciences & disorders. Poster presented at the Undergraduate Research Opportunities Consortium, Arizona's Science, Engineering, and Math Scholars Program, University of Arizona.

***Arizmendi, G.D.** (2024, July). Assessing the influence of language and literacy on mathematical achievement in emergent bilingual students. Talk presented at the Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.

* **Arizmendi, G.D.** (2024, May). Functional language proficiency in bilingual children: A translanguaging-based conceptual framework and measurement approach. Talk presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

* **Arizmendi, G.D.** (2024, March). Investigating co-occurring challenges in heritage language preservation: Dispelling myths and enriching language in the classroom. Talk presented at the National Association for Bilingual Education Conference, New Orleans, LA.

* Li, J., **Arizmendi, G.D.**, & Swanson, H.L. (2023, April). The cross-language influence of linguistic knowledge and calculation skills from Spanish to English. Poster presented at the American Educational Research Association Conference, Chicago, Illinois.

* **Arizmendi, G.D.** & Powell, S.R. (2023, February). Examining mathematics skills in emergent bilinguals with and without mathematics difficulties. Poster presented at the Pacific Coast Research Conference, San Diego, California.

* **Arizmendi, G.D.**, Asencio Pimentel, M. F, Li, J., Swanson, H.L. (2022, November). The phonological loop and dual language learning: Do variations exist across languages? Poster presented at the American Speech-Language-Hearing Association Conference, New Orleans, Louisiana.

* **Arizmendi, G.D.** & Baker, D. (2022, July). Predictors of science and social studies vocabulary word learning in Spanish-English learning students. Poster presented at the Society for the Scientific Study of Reading Conference, Newport Beach, California.

* Li, J., **Arizmendi, G.D.**, Swanson, H.L. (2022, April). The longitudinal impacts of teaching practices on math word problem-solving accuracy of English learners at risk for math difficulties. Paper presented at the American Educational Research Association Conference, San Diego, California.

* Baker, D., **Arizmendi, G.D.**, Kowalkowski, H. (2022, February). Supporting families and children in bilingual classroom. National Association for Bilingual Education Conference – Elementary School SIG, New York, NY. *Online presentation due to COVID-19.

* **Arizmendi, G.D.** & Alt, M. (2022, March). The development and validation of the Functional Language Proficiency task for Spanish-English bilingual children. Paper presented at the Speech, Language, and Learning Intervention Virtual Research Symposium, virtual conference.

* Li, J., **Arizmendi, G.D.**, Petcu, S., Van Horn, L., & Swanson, H.L. (2021, April). The effects of instructional practices on English learners' math word problem-solving accuracy. Paper presented at the American Educational Research Association Conference, virtual conference.

* Li, J., **Arizmendi, G.D.**, Petcu, S., Van Horn, L., & Swanson, H.L. (2021, April). The role of two instructional practices in enhancing English learners' Spanish and English math performance. Paper presented at the American Educational Research Association Conference, virtual conference.

* **Arizmendi, G.D.**, Li, J., & Swanson, H.L. (2020, November). Considerations for Spanish-English dual language learners: Language proficiency or disorder? Talk presented at the La Cosecha Dual Language Education Conference, Santa Fe, New Mexico. *Online dissemination due to COVID-19.

***Arizmendi, G.D.**, Li, J., Van Horn, M.L., & Swanson, H.L. (2020, May). A meta-analysis of language-focused math interventions for English language learners. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin. *Online dissemination due to COVID-19.

*Colina, S., Marrone, N., Rodriguez, M., **Arizmendi, G. D.**, Navarro, K., & Ingram, M. (2020, April). Two approaches to the translation of a health survey: comparing their usability. Poster presented at the Conference of the American Translation and Interpreting Studies Association, University of Santa Barbara, Santa Barbara, California.

***Arizmendi, G.D.** & Alt, M. (2019, June). The development and validation of a functional task for quantifying language proficiency in Spanish-English bilingual children. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin

Arizmendi, G.D. (2019, February). Understanding the role of language in Spanish-English bilingual children's lives. University of New Mexico - Educational Psychology Department, Albuquerque, New Mexico.

***Arizmendi, G. D.**, Alt, M., Gray, S. Hogan, T., Green, S., & Cowan, N. (2017, June). Exploring the bilingual advantage in 2nd grade children: Monolingual and bilingual performance on central executive tasks of working memory. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

Arizmendi, G.D. (2016, November). Development of a functional translation task to uncover language proficiency in bilinguals. Speech, Language, and Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.

***Arizmendi, G.D.**, Alt, M., Gray, S., Hogan, T., Green, S., & Cowan, N. (2015, June). Word learning in Spanish-English bilingual children. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

*Meyers, C., Plante, E., Nicholas, K., Dailey, N., Aguilar, J., **Arizmendi, G.D.**, Oglivie, T., & Vance, B. (2014, June). Attention orienting or consolidation? Optimizing the use of an auditory stimulation phase for treatment of morpheme errors. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

*Alt, M., Oglivie, T., Meyers, C., & **Arizmendi, G.D.** (2013, June). Learning-theory-based intervention for late-talking toddlers. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

*Alt, M., and **Arizmendi, G. D.** (2012, June). The math skills of children with specific language impairment: Insight into the disorder. Talk presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

***Arizmendi, G.D.**, Hurtado, J.S., and Alt, M. (2011, June). Test translation: The effect on test scores for English Language Learners. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

INVITED PRESENTATIONS

Arizmendi, G.D. (2026, Summer). Implementing the FLiP in Practice, New York City Public Schools, New York, NY.

Arizmendi, G.D. (2026, April). Culturally-responsive practice for speech-language pathologists serving multilingual students. Department of Speech-Language Pathology, Stony Brook University, Stony Brook, NY.

Arizmendi, G.D. (2026, April). Equity in Action: Advancing Diversity in CSD Professions Panel, Speech-Language-Hearing Association of Virginia.

Arizmendi, G.D. (2026, January). Over-identified, under-served, or missed entirely: Rethinking identification of bilingual students. Department of Speech-Language Pathology, Stony Brook University, Stony Brook, NY.

Arizmendi, G.D. (2026, January). Translanguaging in bilingual communities, ASHA Voices Podcast, American Speech, Language, Hearing Association.

Arizmendi, G.D. (2025, November). Implementing the FLiP in Practice, Cherry Creek School District, Aurora, CO.

Arizmendi, G.D. (2025, October). Language in context: Centering bilingual realities in clinical science. Brown Bag Research Talk, Department of Communication Sciences and Disorders at Northern Arizona University, Flagstaff, AZ.

Arizmendi, G.D. (2025, October). The science of lived bilingualism: Connecting research, practice, and community. Joint Doctoral Program in Language & Communicative Disorders at San Diego State University/UC San Diego, San Diego, CA.

Arizmendi, G.D. (2025, October). Rooted in practice, grown in community: Bilingualism, development, and revitalization. Gila River Indian Community Reservation-Wide Annual Teacher In-Service, Gila River Indian Community Education Department, Chandler, AZ.

Arizmendi, G.D. (2025, September). Two languages, one mind: What science reveals about bilingual communication. Arizona Senior Academy, Tucson, AZ.

Arizmendi, G.D. (2025, September). FLiP the script: Rethinking bilingual assessment and practice. Tassel Learning Network, nationwide. (virtual).

Arizmendi, G.D. (2025, August). FLiP the script: Asset-based language assessment for bilingual learners. Bilingualism Virtual Masterclass, Back to School Conference, Austin, TX.

Oglivie, T. & **Arizmendi, G.D.** (2025, August). Supporting students with speech and language impairments. Nogales Unified School District, Nogales, AZ.

Arizmendi, G.D. (2025, July). Bilingual by process, not perfection: Understanding bilingual development across the lifespan. Spanish Sin Pena, nationwide. (virtual).

Arizmendi, G.D. (2025, June). Rooted in practice, grown in community: Bilingualism, development, and revitalization. American Indian Language Development Institute and the West Regional Native American Language Resource Center, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2025, June). Bilingual by process, not perfection: Reclaiming and sustaining our languages. Spanish Sin Pena, San Antonio, TX. (virtual).

Arizmendi, G.D. (2025, April). Bilingual and bicultural in speech-language pathology: Lessons learned in the field. National Student Speech, Language, Hearing Association at Case Western Reserve University, Columbus, OH. (virtual).

Arizmendi, G.D. (2025, April). Understanding bilingual language development: Myths and realities. Women in Medicine and Science, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2025, March). Shifting the narrative: Evidence, equity, and action in bilingual development. Talk presented at the Bilingual Initiatives Symposium, University of Arizona, Tucson, Arizona.

Arizmendi, G.D. (2025, March) Functional language proficiency in bilingual communities. Research Unpacked! Podcast, University of Pittsburgh.

Arizmendi, G.D. (2025, March). Two languages, one mind: What science reveals about bilingual communication. Can we talk?: The science of communication. College of Science Lecture Series, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2025, March). Challenging myths, building equity: Advancing evidence-based practice in bilingual communities. Family and Community Medicine Grand Rounds, College of Medicine, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2025, February). Bilingualism in practice: Key concepts, social contexts, and implications for speech-language pathology. Research-Based Approaches for Multilingual Practice Conference, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2024, April). Navigating the doctoral path into postdoctoral fellowships and academia as a scholar of color. Initiatives to Maximize Student Development (IMSD) Colloquium, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2024, April). Bilingual development: Challenging myths and building equity through collaboration. Talk presented at the Bilingual Initiatives Symposium, University of Arizona, Tucson, Arizona.

Arizmendi, G.D. (2023, October). What are your individual needs in conducting D&I research? - panelist, National Institute on Deafness and Other Communication Disorders Workshop on Dissemination and Implementation Science, virtual.

Arizmendi, G.D. (2023, October). Bilingualism and Multiculturalism in the Health Professions, Speech, Language, and Hearing Cats of Color Forum at the University of Arizona.

Arizmendi, G.D. (2023, June). Language and Communication Access Highlight: Language Mediation Needs in Research, LIDERES Institute Project, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2023, March). Understanding the impacts of language on learning in Spanish-English bilingual students: An interdisciplinary perspective. Supporting Outstanding Academic Research in the Behavioral and Brain Sciences Symposium, University of Texas at Dallas, Dallas, TX.

Arizmendi, G.D. (2023, February). The development and validation of the Functional Language Proficiency task: Capitalizing on language brokering. National Association for Bilingual Education Conference – Elementary School SIG, Portland, OR.

Arizmendi, G.D. (2023, February). Bridging disciplines to improve educational and health outcomes for Spanish-English learning children. Communicative Sciences and Disorders Colloquium at New York University, New York, NY.

Arizmendi, G.D. (2023, January). Bridging disciplines to improve educational and health outcomes for Spanish-English learning children. Special Education Colloquium at The University of Texas at Austin, Austin, TX.

Arizmendi, G.D. (2022, December). Bridging disciplines to improve educational and health outcomes for Spanish-English learning children. Speech, Language, and Hearing Sciences Colloquium at The Ohio State University, Columbus, OH.

Arizmendi, G.D. (2022, September). Connecting the pieces: An interdisciplinary approach toward improving outcomes for Spanish-English learning children. Cognitive Science Colloquium at University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2022, July). Executive function and learning during COVID-19: A call for trauma informed care. Bilingual Therapies Symposium, Austin, TX.

Arizmendi, G.D. (2022, February). Keeping dual language students from falling through the cracks: Improving student outcomes through early identification. National Association for Bilingual Education Conference – Elementary School SIG, New York, NY. *Online presentation due to COVID-19.

Arizmendi, G.D. (2022, January). Evidence-based practice for dual language learners: Considerations in teaching and assessment practices. Cleveland Metropolitan School District - Professional Development, Cleveland, OH. *Online presentation due to COVID-19.

Arizmendi, G.D. (2021, June). Speech, Language, and Hearing Research. Undergraduate Research Opportunities Consortium and Maximizing Access to Research Careers, Minimizing Health Disparities Summer Program, University of Arizona, Tucson, AZ. *Online presentation due to COVID-19.

Arizmendi, G.D. (2021, April). Bilingualism: Considerations in school-age assessment and intervention in speech-language pathology. Speech, Language, and Hearing Sciences Colloquium at California State University East Bay – Hayward, CA. *Online presentation due to COVID-19.

Arizmendi, G.D. (2020, October). The intersection of language development, cognition, and academics in Spanish-English learning children. Speech, Language, and Hearing Sciences Colloquium at Indiana University – Bloomington, IN. *Online presentation due to COVID-19.

Arizmendi, G.D. (2020, October). Broadening the lens in the study of the development of Spanish-English learning children. Speech and Hearing Sciences NSSLHA Forum at the University of New Mexico. *Online presentation due to COVID-19.

Arizmendi, G.D. (2020, April). Navigating graduate school as an underrepresented minority in Speech-Language Pathology. Iona College Annual Student Conference, New Rochelle, NY. *Online presentation due to COVID-19.

COMMUNITY PRESENTATIONS & DISSEMINATION

Arizmendi, G.D. (2026, February). More is not better: Strategies for busy undergraduate students, Community Sessions, Speech, Language, Hearing Sciences, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2025, November). The role of a speech-language pathologist across systems, The PT, OT, SLP (POST) club at the University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2025, October). Beyond standardized tests: Implementing the FLiP with bilingual speakers, Bilingual Speechie, IG Live, (virtual).

Arizmendi, G.D. (2025, April). Career day: What is a bilingual speech-language pathologist? Los Niños Elementary School, Tucson, AZ.

Arizmendi, G.D. (2025, February) Fronteras del lenguaje: Understanding bilingualism in the borderlands, Border Community Alliance, Wittner Museum, Nogales, AZ.

Arizmendi, G.D. (2025, January) The science of bilingual development and communication. Arizona Science, Arizona Public Media.

Arizmendi, G.D. (2024, November) Bilingualism in the borderlands. The Voices of Fronteridades Podcast, Confluence Center for Creative Inquiry, University of Arizona, Tucson, AZ
<https://podcasters.spotify.com/pod/show/confluencenter/episodes/Language-Brokering-in-the-Borderlands-e30dmkr>

Arizmendi, G.D. (2024, November) Faculty Q & A Panel, Department of Neuroscience, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2024, November) Professional roles and responsibilities seminar, Sonoran Center for Excellence in Disabilities, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2024, November). Intentional Interactions: Elevating clinical practice through cultural awareness and communication skills. Speech, Language, and Hearing Sciences Comm-Unity Sessions, University of Arizona, Tucson, AZ.

Arizmendi, G.D. (2024, September). Bilingualism is your superpower. Latino Leaders Program, Galveston Elementary School, Chandler, AZ.

Arizmendi, G.D. (2024, September). Spanish is your superpower. Tucson Unified School District Mes de la Cultura Program, Roskrige Bilingual Elementary School, Tucson, AZ.

Arizmendi, G.D. (2022, April). Developmental disabilities and climate change. Resilient New Mexico Podcast, Albuquerque, NM.

Arizmendi, G.D. (2020, November). Climate change and human health. The Climate Reality Project.

RESEARCH FUNDING

Federal

Math Words: Vocabulary Support for Students Experiencing Difficulty in Mathematics – 9/1/2023 –
Funded: Institute of Education Sciences (IES) 8/31/2027

Role: Advisory Board Member, Yrs 1-2 1.5 hr each, \$3000

PI: Elizabeth Stevens (University of Kansas), Co-PIs: Sarah Powell, Audrey Leroux

Reading UArizona: An interprofessional personnel training program to train diverse personnel 4/1/2024 –
to serve multicultural and multilingual children with disabilities – Funded: Office of Special 03/31/2029
Education Programs (OSEP)

Role: Co-Investigator, Percent credit: 5% (Year 1), Percent FTE: .11

PI: Mary Alt and Jennifer White, Co-I: Robin-Samlan

Total: \$1,119,077, Direct: \$1,085,257, Indirect: \$33,820, Percent UA: 100%,
%UA SLHS: 100%

Advancing Inclusion: Personnel Development to Improve Services and Results for Children 4/1/2024 –
with Disabilities – Funded: Office of Special Education Programs (OSEP) ALN # 84.325D 03/31/2029

Role: Co-Investigator, Percent credit: 40%, Percent FTE: .10

PIs: Nancy Scherer (ASU) & Mary Alt (UA)

Total: \$2,224,942, Percent UA: 50% (\$1,005,410 DC + \$29,055 IDC), Percent UA SLHS:
100%

Resolving inequities in Spanish-English learning children through science and math – 7/1/2024 –
Funded: NIH/NIMHD Loan Repayment Program (first renewal) 6/30/2026

Role: Principal Investigator, Percent credit: 100%

Total: \$28,660.92

Industry/Foundation

Equitable Foundations: Empowering Bilingual Learners through Interdisciplinary 9/1/2024 –
Collaboration – Funded: American Speech, Language, Hearing, Association 2/28/2026

Role: Principal Investigator, Percent credit: 100%, Percent FTE: .11

Total: \$5,000, Direct: \$5,000, Indirect: 0, Percent UA: 100%, Percent UA SLHS: 100%

Middle School Pathway for Underrepresented Education and Networking in Training and 7/13/2026
Empowerment (Mi PUENTE) for Diversity in Speech-Language Pathology and Audiology –

Under Review: American Speech, Language, Hearing, Association 12/1/2027

Role: Principal Investigator, Percent credit: 100%, Percent FTE: .11

Total: \$15,000, Direct: \$15,000, Indirect: 0, Percent UA: 100%, Percent UA SLHS: 100%

Internal Grants

Porque no me creen: Elevating the overlooked cultural-linguistic wealth of the borderlands – 1/15/2024

Funded: Mellon-Fronteridades Faculty Fellowship, Mellon Foundation and Confluence –

Center for Creative Inquiry at the University of Arizona 3/31/2025

Role: Principal Investigator, Percent credit: 100%, Percent FTE: .11,
Total: \$20,000, Direct: \$20,000, Indirect: 0, Percent UA: 100%,
Percent UA SLHS: 100%

Pathway for Underrepresented Education and Networking in Training and Empowerment 7/1/2024 –
(PUENTE) for Diversity in Speech-Language Pathology and Audiology – Funded: Research, 12/31/2025
Innovation, and Impact at the University of Arizona

Role: Principal Investigator, Percent credit: 100%, Percent FTE: .11
Total: \$15,000, Direct: \$15,000, Indirect: 0, Percent UA: 100%,
Percent UA SLHS: 100%

Multilingual Clinical Learning Collaborative (MCLC) 2/16/2026
Funded: Arizona HSI Grants for Advancing Talent & Equity at HSIs (GATE), –
Subaward of National Science Foundation, HSI STEM Hub Grants (Award #2311013) 5/16/2027
Role: Principal Investigator, Percent credit: 90%, Total effort, 10%
Total: \$25,000, Percent UA: 100%

SUBMITTED GRANTS AND CONTRACTS

Federal

Bilingual Profiles of Working Memory for Educational Research (B-POWER) –Not funded. 2024
R01: NIH/NIDCD Role: Co-Investigator, Percent credit: 25%, FTE: 1.0 month academic; 1.0 month
summer (Years 1&2), .75 month academic; .75 month summer (Years 3-5). Total effort 12.08%
PIs: Alt, Gray, Cowan, Levy
Total: \$3,930,288, Direct: \$2,498,901, Indirect: \$1,431,387

Center for Research on Developmental Language Disorder 2024
Project: Redefining DLD as a Neurodevelopmental Disorder – Not funded P50 NIH/NIDCD
Role: Co-Investigator, Percent credit: 25%, Effort = 2 months academic (22%), 1 month summer
(33%).
Project PI: Elena Plante, Co-PIs: Lisa Goffman, Krystal Werfel, Karla McGregor, Co-I: Jacob
Oleson
Total: \$1,968,300, Direct: 1,282,280, Indirect: \$686,020

Industry/Foundation

Pathway for Underrepresented Education, Networking, Training, and Empowerment 2026
(PUENTE) for Diversity in Speech-Language Pathology and Audiology
Under review: Robert Wood Johnson Foundation
Role: Principal Investigator, Percent credit: 100%, Percent FTE: NA
Total: \$500,000, Percent UA: 100%

BABEL Learning Network 2026
Not funded: Multilingual by Design
Role: Principal Investigator, Percent credit: 100%, Percent FTE: NA
Total: \$350,000, Percent UA: 50%

Pathway for Underrepresented Education, Networking, Training, and Empowerment
(PUENTE) for Diversity in Speech-Language Pathology and Audiology 2025
Not Funded: Robert Wood Johnson Foundation
Role: Principal Investigator, Percent credit: 100%, Percent FTE: NA

Total: \$500,000, Percent UA: 100%

Bilingual Language, Cognitive, and Social Development

Not Funded: Jacobs Foundation

Role: Principal Investigator, Percent credit: 100%, Percent FTE:NA

2025

Total: \$500,000, Percent UA: 100%,

Internal Grants

Augmented Recording Integration for Effective Speech-Language Therapy (ARIES)

2026

Not funded: Arizona Exploratory Projects in AI and Health

Role: Principal Investigator, Percent credit: 100%, Total effort, 10%

Total: \$100,000, Percent UA: 100%

Language-Heavy and Language-Light Mathematics for Emergent Bilingual Students

2026

Under review: The University of Texas at El Paso, Pilot Grant Program

Role: Co-Investigator, Percent credit: 25%,

Total: \$24,953.44

SUBMITTED BEFORE CURRENT RANK

PI – IES, Growth in cognition, language, and academic achievement in Spanish-English learning children with and without Developmental Language Disorder

2020

Co-PI – NIH, Typical and atypical language function in middle childhood: A mixed-methods analysis of mono- and bilingualism, co-occurring difficulties, and the social environment

2020

PI – NIH, Kirchstein-NRSA Individual Predoctoral Fellowship (F31), Development of a functional translation task to uncover language proficiency in bilinguals

2016

CLINICAL CERTIFICATION AND LICENSURE

Texas Department of Health Services Professional License – Speech-Language Pathologist #119156

2021

Certificate of Clinical Competence, American Speech-Language-Hearing Association

2015

Arizona Department of Health Services Professional License – Speech-Language Pathologist #8451

2014

Arizona Department of Education Certificate – Speech-Language Pathologist, Pre-K-12

2013

TEACHING EXPERIENCE

Instructor, Cognitive Science, University of Arizona

2026

Graduate course: CGSC 305 Bilingual Language and Learning

Instructor, Speech, Language, and Hearing Sciences, University of Arizona

2026

Graduate course: SLHS 597 Workshop on Service Delivery for Bilingual Populations

Instructor, Cognitive Science, University of Arizona

2026

Graduate course: COGS 595 Colloquium

Instructor, Speech, Language, and Hearing Sciences, University of Arizona

2026

Graduate course: SLHS 435/535 Bilingualism, Multiculturalism, and Language Varieties

- Co-Instructor**, Speech, Language, Hearing and Hearing Sciences, University of Arizona 2026
Graduate course: SLHS 696A Doctoral Seminar in Speech and Language Intervention
Research with Young Children from Culturally and Linguistically Diverse Families
- Invited Lecturer**, Speech, Language, and Hearing Sciences, University of Arizona 2025
Graduate course: SLHS 508 Inclusive Clinical Services
Topic: Serving Spanish-English Bilingual Communities
- Invited Lecturer**, Speech, Language, and Hearing Sciences, University of Colorado – Boulder 2025
Graduate course: MA-SLP5352 Bilinguals with Communication Disorders
Topic: Language Development and Disorders in Spanish-English Bilingual Communities
- Invited Lecturer**, Speech, Language, and Hearing Sciences, University of Arizona 2025
Graduate course: SLHS 597 Differentiating Instruction for Literacy
Topic: Building Science Vocabulary for Literacy Development
- Invited Lecturer**, Speech, Language, and Hearing Sciences, University of Arizona 2025
Undergraduate course: SCI 197A Student Success Strategies
Topic: Bilingual Development and Academic Success
- Invited Lecturer**, Neuroscience, University of Arizona 2025
Undergraduate course: NROS 195B Freshmen Colloquium
Topic: Language Development and Disorders in Spanish-English Bilingual Communities
- Instructor**, Cognitive Science, University of Arizona 2025
Undergraduate course: CGSC 305 Bilingual Language and Learning
- Instructor**, Speech, Language, and Hearing Sciences, University of Arizona 2025
Graduate course: SLHS 536 Assessment I
- Invited Lecturer**, Speech, Language, and Hearing Sciences, University of Arizona 2025
Graduate course: SED383 Special Education Bilingual Seminar
Topic: Bilingual Language Development and Developmental Language Disorder
- Instructor**, Speech, Language, and Hearing Sciences, University of Arizona 2025
Graduate course: SLHS 435/535 Bilingualism, Multiculturalism, and Language Varieties
- Invited Lecturer**, Special Education, University of Texas at Austin 2025
Graduate course: SED383 Special Education Bilingual Seminar
Topic: Bilingual Language Development and Developmental Language Disorder
- Invited Panelist**, Speech, Language, and Hearing Sciences, University of Arizona 2024
Graduate course: SLHS 508 Inclusive Clinical Services
Topic: Culturally Responsive Services in Speech-Language Pathology
- Instructor**, Cognitive Science, University of Arizona 2024
Undergraduate course: CGSC 305 Bilingual Language and Learning

Instructor , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 536 Assessment I	2024
Instructor , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 435/535 Bilingualism, Multiculturalism, and Language Varieties	2024
Invited Lecturer , Special Education, University of Texas at Austin Graduate course: SED383 Special Education Bilingual Seminar Topic: Bilingual Language Development and Developmental Language Disorder	2024
Invited Lecturer , Speech, Language, Hearing and Hearing Sciences, University of Arizona Graduate course: SLHS 696A Preparing Researchers for in Early Intervention for Children with Disabilities from Multicultural Environments (PRIDE) Research Methods Topic: Postdoctoral Fellowships	2023
Invited Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS597 - Topics in Service Delivery for Bilingual Populations Topic: Clinical placement considerations, Developmental considerations in bilingualism	2023
Invited Lecturer , Special Education, University of Texas at Austin Graduate course: SED383 Special Education Bilingual Seminar Topics: 1) Terminology in Bilingualism and the Impacts on Research and Practice, 2) Bilingual Language Development and Developmental Language Disorder, 3) Interventions in Speech Language Pathology for School Age Children, 4) Language Facilitation Techniques	2023
Guest Lecturer , Curriculum and Instruction, University of Texas at Austin Undergraduate course: EDC370E Teaching English as a Second Language Topic: Bilingual Language Development and Language Disorders	2022
Guest Lecturer , Special Education, University of Texas at Austin Undergraduate course: EDC370E Elementary Mathematics Methods Topic: Mathematics Disabilities and Considerations for Emergent Bilingual Students	2022
Guest Lecturer , Curriculum and Instruction, University of Texas at Austin Undergraduate course: EDC370E Bilingual Reading Methods Topic: Early Markers of Developmental Language Disorder in Dual Language Children	2022
Guest Lecturer , Speech, Language, Hearing and Hearing Sciences, University of Arizona Graduate course: SLHS 696A Preparing Researchers for in Early Intervention for Children with Disabilities from Multicultural Environments (PRIDE) Research Methods Topics: Cultural Competence in Research, NIH Mock Grant Review Panelist	2022
Guest Lecturer , Curriculum and Instruction, University of Texas at Austin Undergraduate course: EDC370E Teaching English as a Second Language Topic: Markers of Developmental Language Disorder in Emergent Bilinguals	2021
Instructor , Speech and Hearing Sciences, University of New Mexico Graduate course: SHS 533 Child Language Evaluation	2021

Instructor , Speech and Hearing Sciences, University of New Mexico Undergraduate course: SHS 430 Language Development	2020
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition Topic: Language Sample Analysis	2019
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 596G Cochlear Implants Topic: Pediatric Speech and Language Evaluation – Birth to Five	2018
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 555 Developmental Language Disorders: Birth to Five Topics: Cultural and Linguistic Differences and Considerations, Neonatal Intensive Care Unit Case Study and Parent Considerations	2018
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 555 Developmental Language Disorders: Birth to Five Topics: Cultural and Linguistic Differences and Considerations	2017
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition Topic: Pre-linguistic Communication Behaviors	2017
Certificate of College Teaching , University of Arizona, Office of Instructional Assessment	2016
Preceptor , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 596G Cochlear Implants Topic: Age of Implantation, Speech and Language Outcomes	2016
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 555 Developmental Language Disorders: Birth to Five Topics: Cultural Differences, Autism, Universals in Developmental Language Disorders	2016
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 512 Evaluation Processes in Speech Language Pathology Topic: Bilingual Evaluation in Speech-Language Pathology	2016
Graduate Teaching Assistant , University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition	2016
Invited Panelist , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 501 Professional Issues Topic: Work-Life Balance	2015
Guest Lecturer , Speech, Language, and Hearing Sciences, University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition Topics: Language Variation, Second Languages	2015

SERVICE

42 nd Annual Adalberto & Ana Guerrero Student Center Graduation Convocation – Invited Reader	2026
41 st Annual Adalberto & Ana Guerrero Student Center Graduation Convocation – Invited Reader	2025
Arizona’s Science, Engineering and Math Scholars Inclusive Engagement Panel	2025
LIDERES Institute Project Advisory Board Member, University of Arizona	2023
So You’re Thinking About Graduate School... Texas Center for Equity Promotion Panel	2023
Lyndon B. Johnson Women’s Campaign School Graduate, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin	2022
U.S.A. Raising Awareness for Developmental Language Disorder (RADLD) – Founding Member	2021
Implementation Science Study Group – Coordinator	2021 –
City of Albuquerque – Climate Task Force Member	2020
Raising Awareness for Developmental Language Disorder (RADLD) – Ambassador	2020 –
Climate Reality Leadership Corps – Climate Reality Leader	2020
Women in STEM: Women in Science and Engineering Program, University of Arizona – Panelist	2019
Doctoral Student Panel - 1 st Annual Southwestern NIH/IMSD Regional Symposium	2018
ArSHA Committee on Cultural and Linguistic Diversity - Member	2018
Language Experience and Proficiency Questionnaire – Spanish/ Child paper and pencil version	2017
Translation and adaptation for Northwestern University	
Speech, Language, and Hearing Sciences Search Committee – U of A Tenure-Track Position	2016

Department

Psychology/Cognitive and Neural Systems Search Committee – External Representative	2026
Civility Team – Lead Faculty Member (Case #1)	2024
Cognitive Science/Linguistics Search Committee – Cognitive Science Faculty Representative	2024
Speech, Language, Hearing Sciences Graduate Assessment Task Force – Member	2024 -2025
Neuroscience & Cognitive Science (NSCS) Executive Steering Committee – Program Review	2024
Neuroscience & Cognitive Science (NSCS) Executive Steering Committee – Member	2024 –
Vamos A Mejorar Our Spanish in SLHS (VAMOSS) – Founder and Advisor	2024 –
Graduate Speech, Language, and Hearing Cats of Color (Grad SHCC) – Founding Advisor	2024 –
Speech, Language, and Hearing Cats of Color (SHCC) – Faculty Advisor	2024 - 2025
College of Science DEI Committee – SLHS tenure-track representative	2023-2024
Master of Science Curriculum Task Force – Member	2023-2024
Undergraduate Curriculum Task Force – Member	2023-2024
Multicultural Bilingual Certificate Program Task Force – Member	2023-

National - Journals

Editorial Board Member - Language, Speech, and Hearing Services in the Schools	2021 –
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National and International - Ad Hoc Journal Reviewer

Journal of Speech, Language, and Hearing Research	American Journal of Speech Language Pathology
Bilingualism: Language and Cognition	Journal of Learning Disabilities
Cognitive Development	International Journal of Psychophysiology
Infancy	Journal of Early Childhood Research
Teaching Exceptional Children	Perspectives of the ASHA Special Interest Groups
Teaching and Teacher Education	Exceptional Children
Learning and Instruction	Psychology in the Schools
Journal of Experimental Child Psychology	Applied Psycholinguistics
Child Neuropsychology	Journal of Educational Psychology

Verified peer reviews: <http://www.webofscience.com/wos/author/record/AAB-3961-2021>

FORENSIC EVALUATION AND EXPERT WITNESS

<i>The United States vs. José Doe (pseudoname)</i> – Spanish-English Cognitive-Linguistic Speech-Language Pathology Evaluation (pre-conviction – evaluation March 2025)	2025
<i>Carlos Arellano-Ramirez vs. State of Florida</i> – Spanish-English Cognitive-Linguistic Speech-Language Pathology Evaluation (post-conviction, capital punishment – evaluation June 2024)	2024
<i>Jorge Galindo vs. State of Nebraska</i> – Spanish-English Cognitive-Linguistic Speech-Language Pathology Evaluation (post-conviction, capital punishment – evaluation May 2024)	2024
<i>Gustavo Tijerina-Sádoval in the District Court 197th Judicial District, In and For Willacy County, Texas</i> – Spanish Cognitive-Linguistic Speech-Language Pathology Evaluation (post-conviction, capital punishment – evidence in review by courts)	2022
<i>Wilber Ernesto Martinez Guzmán vs. The Second Judicial District Court, In and For the County of Washoe, and the State of Nevada</i> – Spanish-English Cognitive-Linguistic Speech-Language Pathology Evaluation (pre-conviction, capital punishment – evidence led to state dismissal of capital punishment for my client)	2021

STUDENT MENTORSHIP

Doctoral Students:

Brillana Tema (PhD, SLAT), BABEL Lab, Research Rotation Supervisor, University of Arizona	2026
Genesis Romero (PhD), Qualifying Exam Committee, University of Arizona	2025 –
Priscilla Washburn, Audiology Dissertation Project Committee Member, University of Arizona	2025 –
Breana Retin, Audiology Dissertation Project Committee Member, University of Arizona	2025 –
Justine Martin, Audiology Dissertation Project Committee Member, University of Arizona	2025 –
Sarah Cretcher, BABEL Lab, Doctoral Research Rotation Supervisor, University of Arizona	2025
Kayli Boyles, Fourth Year AuD Exam, University of Arizona	2025
Abbie White, Fourth Year AuD Exam, University of Arizona	2025
Alexis Faley, Audiology Dissertation Project Committee Member, University of Arizona	2024 – 2025
Rebecca Burton (PhD), PhD Dissertation Committee, University of Arizona	2024 –
Melanie Randall (PhD), Qualifying Exam Committee, University of Arizona	2024
Selena Hopkins-Morand, ASHA Minority Student Leadership Program Sponsor	2024
Genesis Hernandez (SLPD), Context Expert, Rocky Mountain University of Health Professions	2022 – 2023

Master of Science Students:

Sofía Fabi, ASHA Minority Student Leadership Program Sponsor, Thesis Committee	2025 – 2026
Melanie Ramirez, MS SLP Advisor and BABEL Lab Supervisor, University of Arizona	2025 –
Melissa Romero, MS SLP Advisor and BABEL Lab Supervisor, University of Arizona	2025 –
Abigail DeWeber, MS SLP Advisor, University of Arizona	2024 – 2026
Nubia Fimbres, MS SLP Advisor, University of Arizona	2024 – 2026
Aly Torres, MS SLP Advisor, University of Arizona	2024 – 2026
Cielo Escorcía, MS SLP Advisor, University of Arizona	2024 – 2026

Diana Sanchez, MS SLP Advisor, University of Arizona	2023 – 2025
Caitlyn Jodon, MS SLP Advisor, University of Arizona	2023 – 2025
Camila Castillo, BABEL Lab Supervisor & MS SLP Advisor, University of Arizona	2023 – 2025

Masters Theses (chair):

Melissa Romero, SLHS, University of Arizona	2026 –
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Honors Theses:

Alberto Bolanos, SLHS, University of Arizona <i>Experiences of Latiné Autistic Caregivers in the U.S.-Mexico Borderlands</i>	2026 –
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Abbygail Crandall, SLHS, University of Arizona <i>Translanguaging in Spanish-English bilingual children in the U.S.-Mexico borderlands</i>	2025 –
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Ashley Mentor, SLHS, University of Arizona <i>Barriers and Facilitators to Diversity in Speech-Language Pathology</i>	2024 – 2025
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Gabby Daines, Neuroscience, University of Arizona <i>Neural Development: A Children's Book</i>	2024 – 2025
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Undergraduate Students:

Sherlyn Rios, BABEL Lab, Mentor, University of Arizona	2026 –
Isabella Guzman, UROC BABEL Lab Mentor, University of Arizona	2026 –
Alberto Bolanos, BABEL Lab and McNair Mentor, University of Arizona	2026 –
Kat Coppes BABEL Lab, Mentor, University of Arizona	2026
Marianna Martinez, Independent Study – BABEL Lab, Mentor, University of Arizona	2026 –
Gabriela Navarro, Independent Study – BABEL Lab, Mentor, University of Arizona	2026 –
Katherine Berntsen, Independent Study – BABEL Lab, Mentor, University of Arizona	2026 –
Minh Thu Nguyen, FUERZA researcher – BABEL Lab Mentor, University of Arizona	2025 –
Marco Vargas, Independent Study – BABEL Lab, Mentor, University of Arizona	2025 – 2026
Dania Cruz Jimenez, Independent Study – BABEL Lab, Mentor, University of Arizona	2025 – 2026
Kitzia Soto Martinez, Independent Study – BABEL Lab, Mentor, University of Arizona	2025
Fernanda Delgado, FUERZA researcher – BABEL Lab and McNair Mentor, University of Arizona	2025 –
Ava Haga, Independent Study – BABEL Lab and FUERZA Mentor, University of Arizona	2025 –
Tyanna Chase, Independent Study – BABEL Lab, Mentor, University of Arizona	2025 – 2026
Desirae Cruz, FUERZA Researcher – BABEL Lab, Mentor, University of Arizona	2024 – 2025
Melanie Ramirez, Independent Study – BABEL Lab, University of Arizona	2024 – 2025
Lindsey Sherman, Independent Study – BABEL Lab, Mentor, University of Arizona	2024 – 2025
Marissa Cintora, Independent Study – BABEL Lab, Mentor, University of Arizona	2024 – 2025
Penelope Sainz, Independent Study – BABEL Lab and FUERZA Mentor, University of Arizona	2024 – 2026
Melissa Romero, Independent Study – BABEL Lab and McNair Mentor, University of Arizona	2024 – 2025
Abby Crandall, ADELANTE BABEL Lab Internship, University of Arizona	2024 – 2025
Mia Soltero, Independent Study – BABEL Lab, and McNair Mentor, University of Arizona	2024
Arianna Tabanico, Arizona's Science, Engineering, and Math Scholars Program (ASEMS)	2024
Priscila Diaz, Independent Study – BABEL Lab, Mentor, University of Arizona	2024
Noemi Durazo, Independent Study – BABEL Lab, Mentor, University of Arizona	2024
Luciana Antezana Delgado, Independent Study – BABEL Lab, Mentor, University of Arizona	2023 – 2026
Isaac Rodriguez, Independent Study – BABEL Lab, Mentor, University of Arizona	2023 – 2025
Amanda Feng, Independent Study – BABEL Lab, Mentor, University of Arizona	2023-2024

Andrea Lee-Cruz, Independent Study – BABEL Lab, Mentor, University of Arizona	2023-2024
Ariana Tapia, Independent Study – BABEL Lab, Mentor, University of Arizona	2023
Eli Marion, Independent Study – BABEL Lab, Mentor, University of Arizona	2023

Clinical Fellowship Supervision:

Elisa Barraza, Holy Cross Hospital, Carondelet Health Network	2018-2019
Alison Thomas, Holy Cross Hospital, Carondelet Health Network	2017-2018
Maddy Heath, Holy Cross Hospital, Carondelet Health Network	2016-2017

PROFESSIONAL MEMBERSHIPS

National Association for Bilingual Education	2021- Present
Society of the Scientific Study of Reading	2022 - Present
Hispanic Caucus of the American Speech-Language Hearing Association	2019 - Present
Arizona Speech-Language Hearing Association	2017 - Present
American Speech-Language-Hearing Association	2015 - Present
Special Interest Group Member: Cultural and Linguistic Diversity	
Special Interest Group Member: Language and Education	

SKILLS

Languages: Native Spanish, Conversational American Sign Language

Certifications: CPR/BLS, CITI, HIPAA, Arizona Dept. of Public Service Fingerprint Clearance, What Works Clearinghouse (WWC) Group Design Standards Certificate

Software: SPSS, Winsteps, Statistica, JASP, NVivo

Professional Development: UArizona HSI Grant Development Institute, UArizona Faculty Learning Community, Culturally Responsive Curriculum Development Institute, UArizona MENTOR Training, UCLA Latino Policy and Politics Institute Latino Data Hub Training, UArizona Immigrant Student Resources Professional Training, CUES Mapping Educational Challenges: Advancing the Scholarship of Culturally Responsive Teaching & Learning Workshop, American Association of Hispanics in Higher Education Latina Leaders Institute, UNIDOS Leadership Institute, Leaders In Support of Transformational Opportunities (LISTO) Academy at ALL In Education,

ONLINE PRESENCE

Google Scholar: <https://tinyurl.com/ycxt6jmz>

ResearchGate: <https://www.researchgate.net/profile/Genesis-Arizmendi-2>

ORCID: <https://orcid.org/0000-0002-2406-1524>

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Instagram: babel.lab