

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

Assistant Professor  
University of Arizona  
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## EDUCATION

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- 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

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- 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**, 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

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- 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

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2024	<b>Advancing Academic Research Careers (AARC) Award</b> , American Speech, Language, Hearing Association
2024	<b>Latino Data Hub Action Lab Selected Participant and Awardee</b> , University of California - Los Angeles (UCLA) Latino Policy and Politics Institute
2024	<b>Mellon-Fronteridades Faculty Fellowship</b> , Mellon Foundation and Confluence Center for Creative Inquiry at the University of Arizona
2023	<b>Getting SMART: Comprehensive Program for Adaptive Interventions Training in Education (CATIE) Selected Participant &amp; Travel Awardee</b> , University of Michigan
2023	<b>Supporting Outstanding Academic Research (SOAR) Award</b> , Topic Area of Speech & Language Sciences - Honorable Mention, School of Behavioral and Brain Sciences, University of Texas at Dallas
2023	<b>Top Cited Article 2021- 2022</b> , Learning Disabilities Research and Practice
2021	<b>Distinguished Early Career Professional Award</b> , The American Speech-Language Hearing Association
2021	<b>Lecturer of the Year Nominee</b> , University of New Mexico
2019	<b>Outstanding Graduate Student in Scholarship/Research Award</b> , Department of Speech, Language, and Hearing Sciences, University of Arizona
2019, 2015 2012, 2011	<b>STAR NIH Travel Award</b> , Symposium on Research in Child Language Disorders, University of Wisconsin-Madison
2019	<b>Graduate College Fellowship</b> , University of Arizona
2018	<b>Grunewald Foundation Fellowship</b> , Speech, Language, and Hearing Sciences, University of Arizona
2018	<b>Louise Foucar Marshall Foundation Graduate Fellowship</b> , University of Arizona
2017	<b>Outstanding Graduate Student in Scholarship/Research Award</b> , Department of Speech, Language, and Hearing Sciences, University of Arizona
2017	<b>Department of Cognitive Science Travel Award</b> , University of Arizona
2015- 2018	<b>Galileo Circle Scholar</b> , College of Science, University of Arizona
2016, 2011	<b>Department of Speech, Language, and Hearing Sciences Travel Grant</b> , University of Arizona
2016	<b>Lessons for Success Selected Mentee</b> , American Speech, Language, and Hearing Association
2015	<b>Outstanding Research in Cognitive Science Award</b> , University of Arizona
2012	<b>Initiatives to Maximize Student Development (IMSD) Scholars Program</b> , National Institutes of Health
2012	<b>T-32 Pre-Doctoral Trainee</b> , National Institutes of Health
2011	<b>Graduate Access Fellowship</b> , University of Arizona

## REFEREED PUBLICATIONS

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Swanson, H.L., **Arizmendi, G.D.**, & Li, J. (Accepted). Mathematical problem-solving in emergent bilingual children: Is growth related to the navigation between two working memory systems? *Journal of Educational Psychology*.

Alt, M., Hunter, D., Levy, R., Neiling, S.L., Leon, K., **Arizmendi, G.D.**, Cowan, N., & Gray, S. (Accepted). Working memory structure in young Spanish-English bilingual children. *Bilingualism: Language and Cognition*.

**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*, 1-18.

Swanson, H. L., **Arizmendi, G.D.**, & Li, J. (2023). Emergent math difficulties among English Learners: Can the odds be reduced? *Child Neuropsychology*, 1-29.

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*.

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.

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*, 1-17.

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*.

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.

**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**

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.

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.

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.

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.

**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.

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.

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.

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.

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.

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.

#### Under Review

**Arizmendi, G.D.** & Alt, M. (Under review). Leveraging cultural assets to develop the Functional Language Proficiency (FLiP) task for Spanish-English learning school-aged children.

**Arizmendi, G.D.**, Palma, J., Baker, D. (Revisions requested). Predicting science and social studies vocabulary learning in Spanish-English bilingual children.

Li, J., **Arizmendi, G.D.**, Swanson, H.L., & Van Horn, M.L. (Revisions requested). The relationship between linguistic knowledge and math performance across Spanish and English for English Learners: A meta-analysis study.

Li, J., Arizmendi, G.D., Swanson, H.L. (Under review). The impacts of math instructional practices on emergent bilingual students' math and language performance in Spanish and English.

#### Book chapters

**Arizmendi, G.D.**, Coco, L., & Alonzo, C. (under review) Is Implementation Research appropriate for... In Olswang, L., Feuerstein, J. & Douglas, N. (Eds.) Planning and Conducting Implementation Research in Communication Sciences and Disorders, Brookes.

**Arizmendi, G.D.** & Kong, J. (under review) Culturally adapted practices and interventions to support the mathematics needs of emergent bilingual students. In Vega, D. & Wolf, J. (Eds.) Culturally Responsive Intervention and Assessment Practices with Emergent Bilingual Youth, 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 )**

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\***Arizmendi, G.D.** (2025, February). The cultural and practical significance of language brokering and translanguaging in bilingual communities. Talk accepted to be 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 to be 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**

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**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 to be 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.

## **RESEARCH FUNDING**

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### **Funded:**

PI – University of Arizona Hispanic Serving Institution (HSI) Faculty Seed Grant, *Pathway for Underrepresented Education and Networking in Training and Empowerment (PUENTE) for Diversity in Speech-Language Pathology and Audiology* 2024

PI – NIH/NIMHD Loan Repayment Program (renewal), *Resolving inequities in Spanish-English learning children through science and math* 2024

PI – Mellon-Fronteridades Faculty Fellowship at the University of Arizona, *Porque no me creen: Elevating the overlooked cultural-linguistic wealth of the borderlands* 2024

Key Personnel – U.S. Department of Education, *Reading UArizona: An interprofessional personnel training program to train diverse personnel to serve multicultural/multilingual children with disabilities.* 2023

Key Personnel – U.S. Department of Education: Office of Special Education Programs, *Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (ALN # 84.325D)* 2023

PI – NIH/NIMHD Loan Repayment Program, *Resolving inequities in Spanish-English learning children through science and math* 2022

PI – Council of Academic Programs in Communication Sciences & Disorders, PhD Scholarship *Development of a functional translation task to uncover language proficiency in bilinguals* 2017

NIH/NIDCD Diversity Supplement Award for “*Working memory and word learning in children with typical development and language impairment.*” (1R01DC010784) 2014

### **Submitted, not funded:**

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**

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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**

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- Instructor**, Cognitive Science, University of Arizona 2024  
Undergraduate course: CGSC 305 Bilingual Language and Learning: Terms, Processes, Impact
- Instructor**, Speech, Language, and Hearing Sciences, University of Arizona 2024  
Graduate course: SLHS 536 Assessment I
- Instructor**, Speech, Language, and Hearing Sciences, University of Arizona 2024  
Graduate course: SLHS 435/535 Bilingualism, Multiculturalism, and Non-Mainstream Dialects
- Guest Lecturer**, Special Education, University of Texas at Austin 2024  
Graduate course: SED383 Special Education Bilingual Seminar  
Topic: Bilingual Language Development and Developmental Language Disorder
- Guest Lecturer**, Speech, Language, Hearing and Hearing Sciences, University of Arizona 2023  
Graduate course: SLHS 696A Preparing Researchers for in Early Intervention for Children with Disabilities from Multicultural Environments (PRIDE) Research Methods  
Topic: Postdoctoral Fellowships
- Guest Lecturer**, Speech, Language, and Hearing Sciences, University of Arizona 2023  
Graduate course: SLHS597 - Topics in Service Delivery for Bilingual Populations  
Topic: Clinical placement considerations, Developmental considerations in bilingualism
- Guest Lecturer**, Special Education, University of Texas at Austin 2023  
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
- Guest Lecturer**, Curriculum and Instruction, University of Texas at Austin 2022  
Undergraduate course: EDC370E Teaching English as a Second Language  
Topic: Bilingual Language Development and Language Disorders
- Guest Lecturer**, Special Education, University of Texas at Austin 2022  
Undergraduate course: EDC370E Elementary Mathematics Methods  
Topic: Mathematics Disabilities and Considerations for Emergent Bilingual Students
- Guest Lecturer**, Curriculum and Instruction, University of Texas at Austin 2022  
Undergraduate course: EDC370E Bilingual Reading Methods  
Topic: Early Markers of Developmental Language Disorder in Dual Language Children
- Guest Lecturer**, Speech, Language, Hearing and Hearing Sciences, University of Arizona 2022  
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

<b>Guest Lecturer</b> , 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
<b>Instructor</b> , Speech and Hearing Sciences, University of New Mexico Graduate course: SHS 533 Child Language Evaluation	2021
<b>Instructor</b> , Speech and Hearing Sciences, University of New Mexico Undergraduate course: SHS 430 Language Development	2020
<b>Guest Lecturer</b> , Speech, Language, and Hearing Sciences, University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition Topic: Language Sample Analysis	2019
<b>Guest Lecturer</b> , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 596G Cochlear Implants Topic: Pediatric Speech and Language Evaluation – Birth to Five	2018
<b>Guest Lecturer</b> , 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
<b>Guest Lecturer</b> , 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
<b>Guest Lecturer</b> , Speech, Language, and Hearing Sciences, University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition Topic: Pre-linguistic Communication Behaviors	2017
<b>Certificate of College Teaching</b> , University of Arizona, Office of Instructional Assessment	2016
<b>Preceptor</b> , Speech, Language, and Hearing Sciences, University of Arizona Graduate course: SLHS 596G Cochlear Implants Topic: Age of Implantation, Speech and Language Outcomes	2016
<b>Guest Lecturer</b> , 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
<b>Guest Lecturer</b> , 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
<b>Graduate Teaching Assistant</b> , University of Arizona Undergraduate and Graduate course: SLHS 441/541 Language Acquisition	2016
<b>Invited Panelist</b> , Speech, Language, and Hearing Sciences, University of Arizona	2015

Graduate course: SLHS 501 Professional Issues  
Topic: Work-Life Balance

**Guest Lecturer**, Speech, Language, and Hearing Sciences, University of Arizona 2015  
Undergraduate and Graduate course: SLHS 441/541 Language Acquisition  
Topics: Language Variation, Second Languages

## **SERVICE**

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	2022
Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin	
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 -
Speak from the Heart Mentorship Program for Students in Speech- Language Pathology – Mentor	2020
Women in STEM: Women in Science and Engineering Program, University of Arizona – Panelist	2019
Doctoral Student Panel - 1 <sup>st</sup> 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

Neuroscience/Cognitive Science(NSCS) Executive Steering Committee	2024 -
Vamos A Mejorar Our Spanish in SLHS (VAMOSS) – Founder	2024 -
Speech, Language, and Hearing Cats of Color - Graduate (Grad SHCC) Founding Advisor	2024 -
Speech, Language, and Hearing Cats of Color (SHCC) Faculty Advisor	2024 -
College of Science DEI Committee – SLHS tenure-track representative	2023-2024
Master of Science Curriculum Task Force	2023-2024
Undergraduate Curriculum Task Force	2023-2024
Multicultural Bilingual Certificate Program Task Force	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	

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

## **FORENSIC EVALUATION AND EXPERT WITNESS**

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<i>Jorge Galindo vs. State of Nebraska</i> – Spanish-English Cognitive-Linguistic Speech-Language Pathology Evaluation (post-conviction, capital punishment – evaluation June 2024)	2024
<i>Carlos Arellano-Ramirez vs. State of Florida</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 197<sup>th</sup> 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**

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### **Doctoral Students:**

Melanie Randall, Qualifying Exam Committee, University of Arizona	2024
Genesis Hernandez, Capstone Context Expert, Rocky Mountain University of Health Professions	2022 –

### **Master of Science Students:**

Camila Castillo, BABEL Lab, Supervisor, University of Arizona	2023 –
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### **Honors Theses:**

Ashley Mentor, SLHS, University of Arizona	2024 –
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### **Undergraduate Students:**

Abby Crandall, ADELANTE BABEL Lab Internship, University of Arizona	2024 –
Arianna Tabanico, Arizona's Science, Engineering, and Math Scholars Program (ASEMS)	2024 –
Melissa Romero, Independent Study – BABEL Lab, and McNair Mentor, University of Arizona	2024 –
Marissa Cintora, Independent Study – BABEL Lab, Mentor, University of Arizona	2024
Priscila Diaz, Independent Study – BABEL Lab, Mentor, University of Arizona	2024
Lindsey Sherman, 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	2023-2024
Isaac Rodriguez, Independent Study – BABEL Lab, Mentor, University of Arizona	2023-2024
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
Maliah Wilkinson, Summer Research Institute, Co-Mentor, University of Arizona	2019
Kimberly Leon, Independent Study – L4 Lab, Mentor, University of Arizona	2018-2019
Evelina Henderson, Independent Study – L4 Lab, Mentor, University of Arizona	2018-2019
Brianne Turnbull, Independent Study – L4 Lab, Mentor, University of Arizona	2018-2019
Raizel Esguerra-Wong, Independent Study- L4 Lab, Mentor, University of Arizona	2018-2019

**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**

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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**

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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  
Professional Development: UArizona HSI Grant Development Institute, UArizona Faculty Learning  
Community, Culturally Responsive Curriculum Development Institute, UCLA Latino Policy and Politics  
Institute Latino Data Hub Training

**ONLINE PRESENCE**

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Google Scholar: <https://tinyurl.com/ycxt6jmz>  
ResearchGate: <https://www.researchgate.net/profile/Genesis-Arizmendi-2>  
ORCID: <https://orcid.org/0000-0002-2406-1524>  
Bilingualism And the Brain in Education and Language (BABEL) Lab: [www.bit.ly/azbabel](http://www.bit.ly/azbabel)