

**LAMA K. FARRAN, PH.D., CCC-SLP
CURRICULUM VITAE**

EDUCATION	Georgia State University	Ph.D.	Early Childhood Education Cognate in Neuroscience	2010
	University of Mississippi	M.S.	Communicative Disorders Emphasis in Speech-Language Pathology	1995
	American University of Beirut	B.A.	Public Administration	1991
ACADEMIC POSITION	PROFESSOR			August 2022-
	Communication Sciences & Disorders Department of Communication Sciences & Professional Counseling University of West Georgia			
	ASSOCIATE PROFESSOR, WITH TENURE			2017-2022
	Communication Sciences & Disorders Department of Communication Sciences & Professional Counseling University of West Georgia			
	ASSISTANT PROFESSOR			2012-2017
Communication Sciences & Disorders Department of Communication Sciences & Professional Counseling University of West Georgia				
	PART-TIME ASSISTANT PROFESSOR			2011
Department of Communication Sciences & Special Education University of Georgia				
	PART-TIME INSTRUCTOR			2011-2012
Department of Early Childhood Education Georgia State University				
RESEARCH PEER-REVIEWED PUBLICATIONS	Farran, L.K., Mindrila, D., & Al Amin, M. (2023). Knowledge About Dyslexia in Arabic: A Cross-disciplinary Factor Analytic Study. <i>Arab Journal of Applied Linguistics</i> . Manuscript accepted for publication.			
	Griffin, R.A., Mindrila, D., & Farran, L.K. (2021). Latent profiles of reading motivation in high school Latinx multilingual learners. <i>Reading Psychology</i> .			
	*Melville, A., & Farran, L.K. (2021). Language and reading development through drama: Teachers' Self-Efficacy. <i>Open Journal of Modern Linguistics</i> , Special Issue Language and Communication [Manuscript accepted for publication].			
	Farran, L.K. & Oueini, A. (2021). Current research on Dyslexia: The case of Lebanon. <i>Arab Journal of Applied Linguistics</i> [Manuscript accepted for publication].			
	Griffin, R.A., & Farran, L.K. (2020). Reconsidering the Reading Motivation of Adolescent Latinx Multilingual Learners. <i>The Reading Professor</i> , 44(1).			
	Griffin, R.A., Farran, L.K. , & Mindrila, D. (2020). Reading motivation in			

bi/multilingual Latinx adolescents: An exploratory structural equation model. *Reading Psychology*, DOI: 10.1080/02702711.2020.1801540

- Farran, L.K.,** Yoo, H., Bowman, D., & Oller, K. (2019). Temporal coordination in mother- infant vocal interaction: A cross-cultural comparison. *Frontiers Psychology, 10*, 2374.
- Farran, L.K.,** Bingham, G., & Matthews, M. (2017). Language predictors of word reading in bilingual English-Arabic Children. *Arab Journal of Applied Linguistics Vol 2*(1), 91- 116.
- Farran, L.K.,** & Mindrila, D. (2017). The Connection between Drama, language, and cognition in Dual Language Learners (DLLs). *Georgia TESOL in Action*, Spring 2017.
- Farran, L.K.** (2016). The Influence of Vocabulary on Reading Comprehension in Dual Language Learners. *INTESOL Journal*, Vol 13 (1).
- Farran, L.K.,** & Matthews, M. (2016). Using language to promote literacy in young English-language learners. *Georgia Journal of Reading*, Vol 39 (2).
- Farran, L.K.,** Lee, C.C., Yoo, H., & Oller, D.K (2016). Cross-cultural register differences in infant-directed speech: An initial study. *PLoS ONE, 11*(3): e0151518. doi:10.1371/journal.pone.0151518.
- Farran, L.K.,** & Mindrila, D. (2016). Perceptions of Drama Integration in the Elementary Literacy Curriculum: A Bayesian Exploratory Factor Analysis. *Literacy Information and Computer Education Journal (LICEJ)*, 7 (4), ISSN: 2040 2589.
- Farran, L.K.,** Bingham, G., & Matthews, M. (2014). Environmental contributions to language and literacy outcomes in bilingual English-Arabic children in the US. In E. Saiegh-Haddad and M. Joshi (eds.). *Handbook of Arabic Literacy*. Springer.
- Farran, L.K.,** Bingham, G., & Matthews, M. (2012). The relationship between language and reading in bilingual English-Arabic children. *Reading and Writing: An Interdisciplinary Journal, 25*, 2153-2181. doi 10.1007/s11145-011-9352-5
- Dooley, C. M., Dangel, J. R., & **Farran, L.K.** (2011). Current Issues in Teacher Education: 2006-2009. *Action in Teacher Education, 33* (3), 298-313.
- Farran, L.K.,** Lederberg, A.R., & Jackson, L. A. (2009). Maternal Input and Lexical Development: The Case of Deaf Preschoolers. *International Journal of Language and Communication Disorders, 44* (2), 145-163.
- El Amin, M. & **Farran, L.K.,** (2024). Focus on Bilingualism: Language Assessment Practices for Bilingual Preschoolers. [Manuscript submitted for publication].
- Farran, L.K.,** Haarbauer-Krupa, J., & Mindrila, D. (2023). Reading comprehension in preschool children with traumatic brain injuries: A latent profile analysis [Manuscript in submission for publication].

Farran, L.K., Brasher, S., & Stapel-Wax, Jennifer (2023). Leveraging Implementation Science through Talk With Me Baby: A Cross-disciplinary Study. [Manuscript in preparation for publication].

OTHER
PUBLICATIONS

Pileggi, M., Rubin, E. & **Farran, L.K.**, & Weldon, A. (2018). Red Flags of Social, Communication, and Language Delay: Language Skills by Age Band.

Rubin, E. & **Farran, L.K.** (2018). *Red Flags of Social, Communication, and Language Delays*.

INVITED
PRESENTATIONS

Farran, L.K. (2022, January). *Assessing and Addressing the Needs of Young Readers*. Welcome message and introduction of the host at the International Literacy Association (ILA) Intensive Digital Event.

Farran, L.K. (2021, September). *The Developing Brain: Language, Reading, and Dyslexia*. Featured Guest Speaker, Science Café, University of West Georgia, Carrollton, Georgia.

Farran, L.K. (2021, April). *Multimodal Mother-Child Interaction in Preschool Children with ASD*. Featured Guest Speaker, Governing Board Meeting of the Deal Center on Early Language and Literacy, Milledgeville, Georgia.

Farran, L.K. (2020, November). *How neuroscience can teach us about language and literacy in the developing brain*. Featured speaker presentation at the Sandra Dunagan Deal for Early Language and Literacy Virtual Speaker Series, Milledgeville, Georgia.

Farran, L.K. (2020, November). Traumatic Brain Injury in Pediatrics. Invited presentation, Communication Sciences and Disorders, Department of Counseling, Higher Education, and Speech-Language Pathology, University of West Georgia, Carrollton, Georgia.

Farran, L.K. (2020, October). Language development in toddlerhood. Invited presentation, Communication Sciences and Special Education Department, University of Georgia, Athens, Georgia.

Farran, L.K. (2020, September). Difference or Disorder: English to speakers of other languages. Invited presentation, Literacy and Special Education Department, University of West Georgia.

Farran, L.K. (2020, June). Stuttering and selective mutism in a bilingual counseling client: A Speech-Language Pathologist's perspective. Invited presentation, Counseling Department, University of West Georgia.

Farran, L.K. (2018, June). *What are the factors that influence a child's development? Impacting the Whole Child*. Featured speaker presentation at the Sandra Dunagan Deal for Early Language and Literacy Annual Summit in Milledgeville, Georgia.

Farran, L.K. (2013, September). *Prelinguistic Communication and Precursors of Speech in Arabic-Learning Infants: Link to Understanding Autism Spectrum Disorders (ASD) in Multilingual Populations*. Invited presentation at the Atlanta Autism Consortium meeting in Atlanta, Georgia.

PEER-REVIEWED
REGIONAL
CONFERENCE
PRESENTATIONS

* *Indicates student author*

- *Dahn, K. & **Farran, L.K.** (2024, January). *Caregiver Awareness of the Early Signs of Dyslexia: A Narrative Review*. Poster submitted for presentation at the Georgia Collegiate Honors Conference (GCHC) in Dahlonega, Georgia.
- Farran, L.K.**, Brasher, S., & Stapel-Wax, J. (2023, June). *Promoting equity in child language input through Talk With Be Baby: An Interdisciplinary Perspective*. Poster presented at the Southeastern Pediatric Conference in Atlanta, Georgia.
- *Dean, C.E., *Ferreria, E., *Ouzts, K., *Melville, A., *Adams, L., *Shilo, T. & **Farran, L.K.** (2021, October). *Community awareness: Dyslexia at the University of West Georgia (UWG)*. Poster presented at the Georgia Undergraduate Research Conference (GURC) in Carrollton, Georgia.
- *Overcash, B., *Dean, C.E, *Shilo, T., *Melville, A., *Carroll, S., & **Farran, L.K.** (2021, October). *Caregiver vocalization frequency and language input in children with autism*. Poster presented at the Georgia Undergraduate Research Conference (GURC) in Carrollton, Georgia.
- *Ouzts, K., *Dean, C.E., *Ferreira, *Adams, L., *Shilo, T. & **Farran, L.K.** (2021, October). *The perspectives on multiculturalism in Communication sciences and disorders: A UWG International perspective*. Poster presented at the Georgia Undergraduate Research Conference (GURC) in Carrollton, Georgia.
- *Shilo, T., *Melville, A., *Dean, C.E., & **Farran, L.K.** (2021, April). *Dyslexia at the University of West Georgia (UWG): Campus community awareness*. Poster presented at the University of West Georgia Scholars' Day in Carrollton, Georgia.
- *Overcash, B., *Shilo, T., *Dean, C.E., *Melville, A., & **Farran, L.K.** (2021, April). *Caregiver language input and vocalization frequency in children with autism*. Poster presented at the University of West Georgia Scholars' Day in Carrollton, Georgia.
- *Dean, C.E., *Ferreira, E., *Shilo, T., *Ouzts, K., & **Farran, L.K.** (2021, April). *Student perspectives of multiculturalism: An international perspective*. Poster presented at the University of West Georgia Scholars' Day in Carrollton, Georgia.
- Griffin, R. A., & **Farran, L. K.** (2021, May 19). *Inviting guest lecturers: Interdisciplinary collaboration for effective online instruction* [TenTalk conference session]. 8th Annual Innovations in Pedagogy (iP) Conference, University of West Georgia, Virtual.
- Griffin, R. A., Mindrila, D., & **Farran, L. K.** (2021, February 18–19). *Latent profiles of reading motivation in high school Latinx multilingual learners* [Conference session]. 44th Annual Eastern Educational Research Association (EERA) Conference.
- Griffin, R. A., **Farran, L. K.**, & Mindrila, D. (2020, October). *Gender and length of time in U.S. as motivational factors for high school English learners*. Poster accepted for presentation at the 3rd Annual Instructional Technology (IT) Forum, UWG Department of Educational Technology and Foundations (ETF), Carrollton, GA.

- *Carroll, S., *Melville, A., *Deyton, D., & **Farran, L.K.** (2020, April). *Maternal verb usage and its relationship with lexical diversity in children with autism spectrum disorder*. Poster accepted for presentation at the University of West Georgia Scholars' Day in Carrollton, Georgia.
- *Davis, J., Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2020, April). *Novel imitation skills in children at risk for autism spectrum disorder*. Poster accepted for presentation at the University of West Georgia Scholars' Day in Carrollton, Georgia.
- Griffin, R., **Farran, L.K.**, & Mindrila, D. (February 2020). *Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model*. Poster presented at the Eastern Educational Research Association in Orlando, Florida.
- *Deyton, D., *Melville, A., *Carroll, S., *Winstead, M., *Sloan, B., & **Farran, L.K.** (2019). *Lexical diversity within infant-directed speech and its association with volubility and language outcomes in children with autism spectrum disorders*. Poster presented at the Georgia Undergraduate Research Conference (GURC) in Gainesville, Georgia.
- *Deyton, D., *Melville, A., *Carroll, S., *Winstead, M., *Sloan, B., & **Farran, L.K.** (2019). *Are mothers' lexical diversity and infant directed speech related to vocabulary in children with ASD?* Poster presented at the Georgia Speech- Language-Hearing Association Convention in Atlanta, Georgia.
- *Melville, A., *Carroll, S., *Deyton, D., & **Farran, L.K.** (2019). *Maternal verb usage and its association with language outcomes in children with autism spectrum disorders*. Poster presented at the Georgia Speech- Language-Hearing Association Convention in Atlanta, Georgia.
- *Sloan, B., *Brewer, K., & **Farran, L.K.** (2019, April). *Language Input in Vocal Interactions between Mothers and their Young Children with Autism Spectrum Disorder (ASD)*. Poster presented at the University of West Georgia Scholars' Day, Carrollton, Georgia.
- *Carter, P., Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2019, April). *Comparison as Play Skills as a Function of Language Abilities in Young Children with ASD*. Poster presented at the University of West Georgia Scholars' Day, Carrollton, Georgia.
- *Denmon, M.K., Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2019, April). *Examining Differences in Play Skills as a Function of Diagnostic Category: Autism Spectrum Disorder, Language Delay, Typical Development*. Poster presented at the University of West Georgia Scholars' Day, Carrollton, Georgia.
- *Sloan, B., *Brewer, K., & **Farran, L.K.** (2019, February). *Lexical diversity and infant- directed speech in vocal interactions between mothers and their young children with autism spectrum disorders*. Poster presented at the Georgia Speech- Language-Hearing Association Convention in Athens, Georgia.
- *Carter, P., Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2019, February). *Examining play skills and language in autism spectrum disorders*. Poster presented at the Georgia Speech-Language-Hearing Association Convention in Athens, Georgia.

- *Ghali, A., *Young, H., *Ethridge, C., & **Farran, L.K.** (2018, February). *Vocal interactions between mothers and their young children with autism*. Poster presented at the Georgia Speech-Language and Hearing Association Convention (GSHA) in Atlanta, Georgia.
- *Aquino, L., *Barron, S., & **Farran, L.K.** (2017, February). *Differences in Maternal Vocal Register Use for Children Diagnosed with Autism Spectrum Disorder (ASD): A Cross Sectional Study*. Poster presented at the Georgia Speech-Language and Hearing Association Convention (GSHA) in Athens, Georgia.
- Farran, L.K.** (2016, September). *Do mothers differ in their register use within infant-directed speech? The role of culture and infant age*. Poster presented at the Autism Research Symposium, Emory University, Atlanta, Georgia.
- *Montgomery, K., *Sattar, S., & **Farran, L.K.** (2016, February). *Communication and Symbolic Behavior Scales (CSBS-DP) as a guide for Evidence-Based Intervention: The Case of a Minimally Verbal Child with Autism*. Poster presented at the Georgia Speech-Language and Hearing Association Convention (GSHA) in Savannah, Georgia.
- *Rochester, B., *King, S., *Distefano, J., & **Farran, L.K.** (2015, February). *Communication and phonological development in Arabic-learning infants*. Poster presented at the Georgia Speech-Language and Hearing Association Convention (GSHA) in Athens, Georgia.
- Perryman, T. & **Farran, L.K.** (2015, February). *Parent-child interactions: Facilitating communication development*. Paper presented at the Georgia Speech-Language and Hearing Association Convention (GSHA) in Athens, Georgia.
- Stites, L., **Farran, L.K.**, Oliver, K., & Robins, D.L. (2007, April). *Prenatal and perinatal differences between toddlers diagnosed with autistic disorder and toddlers diagnosed with pervasive developmental disorder not otherwise specified*. Poster presented at the annual meeting of the Psychology Undergraduate Research Conference, Atlanta, GA.
- Oliver, K.B., Hinkle, S., **Farran, L.K.**, Angeli, N.C., & Robins, D.L. (2006, April). *The Modified Checklist for Autism in Toddlers: Reliability of parent report*. Poster presented at the Psychology Undergraduate Research Conference, Atlanta, GA.
- Angeli, N., **Farran, L.K.**, & Robins, D.L. (2005, September). *Multi-stage autism screening in toddlers: Preliminary data*. Poster presented at the Child Policy Symposium, Atlanta, Georgia.

PEER-REVIEWED
NATIONAL
CONFERENCE
PRESENTATIONS

- Farran, L.K.**, Brasher, S., Stapel-Wax, J., Harbick, S., & Jones, R. (2023). *Language input and Parent-Infant Interaction: Leveraging Implementation Science in Early Intervention Coaching*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Boston, Massachusetts: Lama K. Farran, Chair.
- Farran, L.K.**, & Oller, K.D. (2022, November). *Gaze Directivity in mothers and their children with ASD and TD during naturalistic interactions*. Paper presented as part of the symposium *Precursors*

to Language in ASD and Other Developmental Conditions at the annual convention of the American Speech-Language-Hearing Association (ASHA) in New Orleans, Louisiana: D. Kimbrough Oller, Chair.

Farran, L.K., Kenner, B., & Magpuri-Lavell, T. (2022, July). *Racial and Ethnic Disparities in Language Outcomes of Preterm Born Children*. Paper presented at the Inaugural Choice-Filled Lives Network Convening, Atlanta, Georgia.

O'Brien, K., Pei, Y, **Farran, L.K.**, Haarbauer-Krupa, J., & Meulenbroek, P. (2022, November). *Reading and Traumatic brain injury across the lifespan*. Symposium presented at the annual meeting of the American Congress on Rehabilitation Medicine, Chicago, Illinois.

Farran, L.K., Kenner, B., & Magpuri-Lavell, T. (2022, November). *Racial and Ethnic Disparities in Language Outcomes of Preterm Born Children*. Paper accepted for presentation at the ALER Annual Conference, Denver, Colorado.

Farran, L.K., Tibi, S., & Khamis-Dakwar, R. (2021, November). *Current Arabic Language & Literacy Research in the U.S.: Implications for Early Identification & Intervention*. Paper presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Washington D.C.

Yoo, H., **Farran, L.K.**, Bowman, D., & Oller, D.K. (2021, November). *Semantic Contents of Infant-Directed Speech: A Study of Caregiver Speech to Cries and Speech-like Vocalizations*. Technical paper presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Washington D.C.

Farran, L.K., Griffin, R., & Mindrila, D. (2020, November). *Applying the exploratory structural equation modeling framework to reading motivation in Adolescent English Learners*. Paper accepted for presentation at the annual convention of the American Speech-Language-Hearing Association (ASHA) in San Diego, California.

Yoo, H., **Farran, L.K.**, Bowman, D., & Oller, D.K. (2020, November). *Semantic aspects of infant-directed speech in response to speech-like vocalizations versus cries of newborn infants*. Paper accepted for presentation at the annual convention of the American Speech-Language-Hearing Association (ASHA) in San Diego, California.

*Sloan, B. & **Farran, L.K.** (2019, November). *Infant Directed Speech and Lexical Diversity: The Case of Autism Spectrum Disorder*. Technical Research Paper presented at the American Speech-Language-Hearing Association Convention (ASHA) in Orlando, Florida.

*Carter, P., Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2019, November). *Examining Play Skills in Young Children with ASD with Varied Developmental Profiles*. Poster presented at the American Speech-Language-Hearing Association Convention (ASHA) in Orlando, Florida.

Farran, L K., & Oller, D.K. (2019, November). *Infant-directed-speech in baby register and adult register for young children with ASD and children who are typically developing*. Paper presented as part of the symposium *Precursors to Language in ASD and Typical Development* at the annual convention of the American Speech-

Language-Hearing Association (ASHA) in Orlando, Florida: D. Kimbrough Oller, Chair.

- *Sloan, B., *Brewer, K., & **Farran, L.K.** (2019, April). *Language Input in Vocal Interactions between Mothers and their Young Children with Autism Spectrum Disorder (ASD)*. Poster presented at the National Conference on Undergraduate Research (NCUR), Kennesaw, Georgia.
- *Carter, P., Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2019, April). *Comparison of Play Skills as a Function of Language Abilities in Young Children with ASD*. Poster presented at the National Conference on Undergraduate Research (NCUR), Kennesaw, Georgia.
- *Denmon, MK, Perryman, T., **Farran, L.K.**, & Lieberman-Betz, R. (2019, April). *Examining Differences in Play Skills as a Function of Diagnostic Category: Autism Spectrum Disorder, Language Delay, Typical Development*. Poster presented at the National Conference on Undergraduate Research (NCUR), Kennesaw, Georgia.
- *Ethridge, C., *Ghali, A., *Sloan, B., & **Farran, L.K.** (2018, November). *Infant-directed speech and vocal responses in children with autism spectrum disorders*. Poster presented at the American Speech-Language-Hearing Association Convention (ASHA) in Boston, Massachusetts.
- *Underwood, T., *Oberloh, K., *Mercer, J., *Palma, L., & **Farran, L.K.** (2018, November). *Culture-specific language input: Maternal use of multimodal communication in Ecuador*. Poster presented at the American Speech-Language-Hearing Association Convention (ASHA) in Boston, Massachusetts.
- *Edwards, A., & **Farran, L.K.** (2017, April). *Promoting diversity in the profession of Speech-Language Pathology: A multicultural initiative*. Poster presented at the annual convention of the National Black Association for Speech-Language and Hearing (NBASLH) in Atlanta, Georgia.
- Farran, L.K.**, Bowman, D., Yoo, H., & Oller, D.K. (2017, November). *Vocal responsivity in English-learning and Arabic-learning mother-infant dyads: An unexpected cross-cultural and cross-linguistic temporal difference*. Paper presented as part of a symposium at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Los Angeles, California: Vocal Development & Interaction in the First Year: Signs of Typical & Disordered Development. D. Kimbrough Oller, Chair.
- Perryman, T., **Farran, L.K.**, Lieberman-Betz, R., & *Davis, E. (2017, November). *Comparison of Play Behaviors in Children at Risk for ASD and Language Delay*. Paper presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Los Angeles, California.
- Farran, L.K.**, Yoo, H., Lee, C.C., & Oller, D.K. (2016, November). *The Temporal Coordination of Mother-Infant Vocal Interactions Across Speech Registers & Cultures*. Poster presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Philadelphia, Pennsylvania.

Mindrila, D., & Farran, L.K. (2016, May). *Perceived Benefits of Using Drama as an Instructional Strategy: An Application of Bayesian Exploratory Factor Analysis*. Paper accepted for presentation at the annual meeting of Modern Modeling Methods Conference in Storrs, Connecticut.

Farran, L.K., Lee, C.C., Yoo, H., & Oller, D.K. (2015, November). *Mother-infant vocal interactions across American and Lebanese cultures: New findings on infant-directed speech*. Paper presented as part of a symposium at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Denver, Colorado: Foundations for Early Detection of Disorders Through Evaluating Infant Vocalization & Parent-Infant Vocal Interaction. John Locke, Chair.

Lee, C.C., Farran, L.K., Chen, L.M., Yoo, H., Jhang, Y., & Oller, D.K. (2015, November). *Vocal interactions of American and Taiwanese infants and their parents: Infant reactions to infant-directed and adult-directed speech*. Paper presented as part of a symposium at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Denver, Colorado: Foundations for Early Detection of Disorders Through Evaluating Infant Vocalization & Parent-Infant Vocal Interaction. John Locke, Chair.

Farran, L.K. (2012, November). *Phonological Errors in Bilingual English-Arabic Children: Universal and language-Specific Factors*. Poster presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Atlanta, Georgia.

Farran, L.K. (2011, November). *Language, Reading, and Bilingualism: The Case of English-Arabic Children in the US*. Paper presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in San Diego, California.

Farran, L.K. (2010, December). *Language predictors of reading in bilingual English-Arabic children*. Paper presented at the National Reading Conference, Fort Worth, TX.

Farran, L.K. & Lederberg, A.R. (2005, November). *Effects of deaf children's lexical knowledge on maternal labeling*. Poster presented at the American Speech-Language Hearing Association meeting, San Diego, California.

PEER-REVIEWED
INTERNATIONAL
CONFERENCE
PRESENTATIONS

Farran, L.K., Brasher, S., & Stapel-Wax, J. (2023, March). *Promoting equity in child language input through Talk With Be Baby: An Interdisciplinary Perspective*. Poster presented at the Society for Research in Child Development (SRCD) Pre-Conference "Research Focused on Promoting Equity in Children's Early Language Experience", Salt Lake City, Utah. Co-sponsored by the Bridging the Word Gap Research Network, National Institute of Child Health and Human Development, and the Health Resources and Services Administration.

Farran, L.K., Haarbauer-Krupa, J., & Mindrila, D. (2022, September). *Traumatic Brain Injuries and Reading Comprehension in preschool children: A latent profile analysis*. Poster presented at the International Paediatric Injury Society & North American Brain Injury Society: 2022 Joint Conference on Brain Injury, New York, New York.

- Farran, L.K.,** Haarbauer-Krupa, J., & Mindrila, D. (2022, January). *Reading Comprehension in preschool children with traumatic Brain Injuries: A latent profile analysis*. Paper presented at the International Cognitive-Communication Disorders Conference (ICCDC), Orange, California.
- Farran, L.K.,** & Oller, D.K. (2021, June). *Multimodal Mother-Child Interaction in Autism Spectrum Disorder*. Paper presented at the annual meeting of the International Child Phonology Conference (ICPC), Alberta, Canada.
- Farran, L.K.,** & Oller, D.K. (2021, June). *Speech or Language? Sources of Variability in Maternal Input to Children with Autism Spectrum Disorder*. Poster presented at the annual meeting of the Society for Research on Child Language Disorders (SRCLD), sponsored by the National Institutes of Health. University of Wisconsin Madison, Madison, Wisconsin.
- Farran, L.K.,** & Oller, D.K. (2021, May). *Maternal Input Differences within Infant-Directed Speech and Volubility in Preschool Children with ASD*. Paper presented as part of a symposium at the annual meeting of the International Society for Autism Research (INSAR) in Boston, Massachusetts: Vocal Development in Infants and Children with and at Risk for ASD. Daniel Messinger, Discussant; Kim Oller, Chair.
- Yoo, H., **Farran, L.K.,** Bowman, D., & Oller, D.K. (2020, July). *Semantic aspects of infant-directed speech in response to speech-like vocalizations versus cries of newborn infants*. Paper submitted for presentation at the International Congress of Infant Studies (ICIS), Glasgow, U.K.
- Branum-Martin, L., Francis, D., & **Farran, L.K.** (2012, July). *Phonological awareness in Spanish and English among Spanish-speaking first graders in Mexico and the US*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading (SSSR) in Montreal, Canada.
- Farran, L.K.,** Bingham, G., & Matthews, M. (2011, March). *The link between phonological processing, morphological awareness, and reading in bilingual English-Arabic children: A crosslinguistic study*. Poster presented at the Society for Research in Child Development (SRCD) meeting in Montreal, Canada
- Farran, L.K.,** Bingham, G., & Matthews, M. (2011, March). *The relationship between language and reading in bilingual English-Arabic Children*. Poster presented at the Society for Research in Child Development (SRCD) meeting in Montreal, Canada.
- Farran, L.K.,** Bingham, G., & Matthews, M. (2011, July). *Predictors of Reading Fluency in Bilingual English-Arabic Children*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading (SSSR) in St. Pete, Florida.
- Farran, L.K.,** Wiggins, L.D., Oliver, K.B., & Robins, D.L. (2007, May). *Does performance on the Early Social Communication Scale differentiate between toddlers with ASD and toddlers without ASD?* Poster presented at the International Meeting for Autism Research, Seattle, WA.
- Wiggins, L.D., **Farran, L.K.,** Newman, A., & Robins, D.L. (2007, May).

Multi-level screening efforts with the Modified Checklist for Autism in Toddlers and the Screening Tool for Autism in Two-Year-Olds.
Poster presented at the International Meeting for Autism Research, Seattle, WA.

Farran, L.K., McManus, S.M., & Robins, D.L. (2007, February). *Screening for autism spectrum disorders: A collaboration between neuropsychologists and primary care providers.* Poster presented at the annual meeting of the International Neuropsychological Society, Portland, OR.

Angeli, N.C., **Farran, L.K.,** & Robins, D.L. (2006, June). *Socioeconomic status and the Modified Checklist for Autism in Toddlers (M-CHAT): Preliminary investigation.* Poster presented at the International Meeting for Autism Research, Montreal, Canada.

Farran, L.K., Oliver, K.B., Angeli, N.C., & Robins, D.L. (2006, June). *Early social communication skills and autistic symptomatology in toddlers with and without autism spectrum disorders.* Poster presented at the International Meeting for Autism Research, Montreal, Canada.

Farran, L.K., Lederberg, A.R., & Jackson, L. (2005, July). *Maternal labeling and deaf children's fastmapping of novel words: Is there a link?* Poster presented at the International Association for the Study of Child Language, Berlin, Germany.

Jackson, L., **Farran, L.K.,** & Lederberg, A.R. (2005, April). *Are hearing mothers sensitive to their Deaf children's ability to fast map new words?* Poster presented at the Society for Research in Child Development, Atlanta, Georgia.

SERVICE
UNIVERSITY
LEVEL

- Member, Faculty Development Committee, University of West Georgia, 2021-2023
- Faculty Advisor, Dyslexia Connect, Student Organization, University of West Georgia, 2021-Present.
- Co-Facilitator, Learning Community, Intercultural Development and International Education, University of West Georgia April 2021-December 2021
- Member, Planning Committee, UWG International Festival, 2021
- Member, Faculty Senate, University of West Georgia, 2014-2017
- Member, Graduate Programs Committee, University of West Georgia, 2014-2017

SERVICE
COLLEGE
LEVEL

- Chair, College of Education Faculty Governance Council, 2023-2024
- Chair, College of Education Personnel Committee, 2022-2023
- Member, College of Education Personnel Committee, 2021-2022
- Member, College of Education Dag Folger Speaker Committee, 2021-2022
- Member, College of Education Scholarship Review Committee, 2021
- Member, Dyslexia Endorsement Committee, 2020
- Member, College of Education Assessment Team, Georgia Professional Standards Commission Site Visit, College of Education, University of West Georgia, March 2020
- Member, Doctoral Committee, Lena Hamilton, 2017- 2020
- Member, College of Education Program Coordinators & Curriculum, Instruction, and Assessment Committee, University of West Georgia, 2020
- Member, College of Education Scholarship Review Committee, College of Education, 2018
- Chair, Diversity, and Study Abroad Showcase, College of Education, 2018
- Chair, Diversity, and Study Abroad Showcase, College of Education, 2017
- Chair, Doctoral Committee, Cori Hart, 2023 –
- Chair, Doctoral Committee, Melissa Cochran, 2023 –

- Member, Doctoral Committee, Natalie Pugh, 2020-2022
- Member, Doctoral Committee, Tara Tanner, 2016 – 2018
- Member, Doctoral Committee, Jamie Finley, 2016 - 2017
- Member, Doctoral Committee, Nakia Harrison, 2015 – 2017
- Member, Doctoral Committee, Robert Griffin, 2014 - 2016
- Member, College of Education International Initiatives Workgroup, College of Education, 2016-2017
- Member, College of Education Reorganization Workgroup, College of Education, 2016
- Member, College of Education Diversity Advisory Committee, College of Education, 2015-2016
- Chair, College of Education Diversity Research Symposium, College of Education, 2016-2020
- Member, Task force to develop a new undergraduate degree program in Health and Human Sciences, 2014-2015
- Chair, Diversity Committee, 2013-2015

SERVICE
DEPARTMENT
LEVEL

- Member, Promotion and Tenure Committee, Department of Sport management, Wellness, and Physical Education, August 2023, University of West Georgia
- Chair, Promotion and Tenure Third-Year Review Committee, Department of Counseling, Higher Education, and Speech-Language Pathology Department, Spring 2022, University of West Georgia
- Member, Promotion and Tenure College of Education Committee, Fall 2022, University of West Georgia
- Faculty Representative, Department of Counseling, Higher Education, and Speech-Language Pathology, UWG Spring Showcase, April 2022
- Chair, Promotion and Tenure Third-Year Review Committee, Department of Counseling, Higher Education, and Speech-Language Pathology Department, 2021, University of West Georgia
- CSD Program Representative, Department of Counseling, Higher Education, and Speech-Language Pathology, UWG Preview Day, Fall 2020
- Co-Instructor, Doctoral Research Seminar, Department of Counseling, Higher Education, and Speech-Language Pathology, 2020-2021
- Member, Search Committee, Tenure-Track Position, Assistant Professor of Speech-Language Pathology, Communication Sciences and Disorders, Department of Counseling, Higher Education, and Speech-Language Pathology, University of West Georgia, 2020-2021.
- Member, Promotion and Tenure Committee, Department of Counseling, Higher Education, and Speech-Language Pathology, 2020, University of West Georgia
- Member, Promotion and Tenure Third-Year Review Committee, Department of Communication Sciences and Professional Counseling Department, 2020, University of West Georgia
- Chair, Promotion and Tenure Committee, Communication Sciences and Professional Counseling Department, 2019, University of West Georgia
- Member, Promotion and Tenure Third-Year Review Committee, Department of Literacy and Special Education, 2019, University of West Georgia
- Chair, Promotion and Tenure Third-Year Review Committee, Department of Communication Sciences and Professional Counseling, 2018, UWG
- CSD Faculty Supervisor, Ecuador Study Abroad Department of Communication Sciences and Professional Counseling, 2018, University of West Georgia
- Chair, Promotion and Tenure Committee, Communication Sciences and Professional Counseling Department, 2017, University of West Georgia
- Member, Graduate Admissions Workgroup, Communication Sciences and Professional Counseling Department, 2017-Present, University of West Georgia
- Director, Communication Sciences and Disorders Program, Department of Clinical and Professional Studies, University of West Georgia, 2017-2020

- Chair, Search Committee, Tenure-Track Position, Assistant Professor of Speech-Language Pathology, Communication Sciences and Disorders, Department of Clinical and Professional Studies, University of West Georgia, 2017-2018.
- Chair, Search Committee, Tenure-Track Position, Assistant Professor of Audiology, Communication Sciences and Disorders, Department of Clinical and Professional Studies, University of West Georgia, 2017-2018.
- Co-Chair, Search Committee, Tenure-Track Position, Assistant or Associate Professor of Communication Sciences and Disorders, Department of Clinical and Professional Studies, University of West Georgia, 2015-2016
- Chair, Search Committee, Tenure-Track Position, Assistant Professor of Communication Sciences and Disorders, Department
- Coordinator, CSD Graduate Program Admissions, Communication Sciences and Professional Counseling Department, 2012-2017, University of West Georgia

PROFESSIONAL
SERVICE RELATED
TO DICIPLINE

- Member, Webinar Committee, International Dyslexia Association, Georgia Chapter (IDA-GA), 2023-Present
- External Member, Doctoral Committee, Mariam Al-Amin, Department of Communication Sciences and Special Education, University of Georgia, Athens, Georgia, 2022-2023
- Member, *English Language Arts K-2 Standards Committee*, Georgia Department of Education, Atlanta, Georgia, May – July 2022
- Member, Search Committee, *Research Manager Position*, Deal Center for Early Language and Literacy, April-May 2022
- Reviewer, *USG Literacy Review Initiative*, Deal Center for Early Language and Literacy and the University System of Georgia: A Study of Educator Preparation in Early Language and Literacy Instruction, January 2022-October 2022
- Mentor and Co-Supervisor, Moroccan-American Fulbright Program, June 2021-2022
- Member, The Inklings (Georgia Research in Early Language and Literacy Working group), September 2020-December 2020
- Member, Georgia Language as a Missing Link Collaborative, January 2020-2021
- Expert Reviewer, Language and Literacy Segment, Ahlan Simsim (Sesame Street in Arabic), Sesame Workshop and the International Rescue Committee, May 2020
- Member, Advisory Board, Ahlan Simsim (Sesame Street in Arabic), Literacy Segment, Sesame Workshop and the International Rescue Committee, June 2020-July 2020
- Member, Dyslexia Task Force, *Georgia Professional Standards Commission*, February 2019-April 2019
- Member, Chief Turnaround Office Health and Wellness Committee, *Georgia Department of Education*, January 2019-Present
- Member, Research Subcommittee, *Sandra Dunagan Deal Center for Early Language and Literacy*, September 2018-Present
- Co-Advisor, *National Student Speech-Language-Hearing Association (NSSLHA)*, University of West Georgia Chapter 2014-2016
- Member, Brain Trust for Babies, Awareness and Outreach subcommittee, 2017-2018
- Member, Brain Trust for Babies, Integration and training subcommittee, 2017-2018
- Member, Georgia Pathway to Language and Literacy for children who are Deaf or Hard of Hearing (DHH), 2015-2016
- Member, Higher Education Committee, Georgia Speech-Language-Hearing Association (GSHA), 2012-2016
- Co-Chair, Georgia Coalition for English Learners, Talk With Me Baby (TWMB) Expert Workgroup, 2015
- Member, Georgia Coalition for English Learners, Talk With Me Baby (TWMB) Expert Workgroup, 2014
- Member, Advisory Board, Alliance Theatre, Institute for Educators and Teaching Artists, 2011-2015

JOURNAL REVIEWS

- Reviewer, *American Journal of Speech-Language Pathology*, June 2022, January 2023

- Reviewer, *The Dyslexia Foundation*, May 2022
- Guest Editor, *Special Issue on Dyslexia in Arabic*, Arab Journal of Applied Linguistics, Fall 2022- 2023
- Member, Editorial Board, Arab Journal of Applied Linguistics, September 2021-Present
- Reviewer, *Reading and Writing: An Interdisciplinary Journal*, 2011 - Present
 - Total Reviews: 8
 - September 2021
 - August 2018
 - April 2018
 - July 2016
 - March 2016
 - June 2015
 - September 2014
 - May 2011
- Open Forum Reviewer, *Frontiers in Psychology*
 - Total Reviews: 2
 - January-February 2022
 - May-June 2021
- Reviewer, *Reading Research Quarterly*
 - Total Reviews: 3
 - December 2020
 - 2019
 - May 2011
- Guest Reviewer, *Journal of Early Intervention*
 - Total Reviews: 3
 - December 2020
 - August 2020
 - October 2019
- Guest Reviewer, *Language Learning and Development*
 - Total Reviews: 2
 - October 2020
 - November 2018
- Guest Reviewer, *Journal of Research in Reading*
 - Total Reviews: 3
 - September 2020
 - June 2016
 - January 2016
- Member, Editorial Review Board, *Georgia TESOL in Action*, 2020-Present
- Reviewer, *Georgia TESOL in Action*
 - Total Reviews: 4
 - February 2022
 - December 2021
 - February 2021
 - August 2020
- Member, Editorial Review Board, *Language Arts* 2012-Present
 - Total Reviews: 2
 - November 2012
 - August 2015
- Member, Editorial Review Board, *West Asia Journal of Speech & Language Pathology* 2013
- Guest Reviewer, *Journal of Child Language*
 - Total Reviews: 2
 - December 2018
 - August 2018
- Guest Reviewer, *Journal of Augmentative and Alternative Communication*
 - Total Reviews: 1
 - October 2016
- Guest Reviewer, *Journal of Bilingual Education and Bilingualism*
 - Total Reviews: 2

- Guest Reviewer September 2017
- Guest Reviewer June 2016
- Guest Reviewer, *Scientific Studies of Reading*
 - Total Reviews: 2
 - Guest Reviewer August 2016
 - Guest Reviewer September 2015

Other Review

- Reviewer, *Autism Topic Committee, American Speech-Language-Hearing Association Convention 2018*

PROFESSIONAL SOCIETIES AND ORGANIZATIONS

- American Speech-Language-Hearing Association (ASHA) (Current)
- ASHA Special Interest Group 14: Communication Sciences and Disorders in Culturally and Linguistically Diverse (CLD) Populations (Current)
- Georgia Speech-Language-Hearing Association (GSHA) (Current)
- International Society on Infant Studies (ISIS) (Former)
- International Neuropsychological Society (INS) (Former)
- International Society for Autism Research (INSAR) (Current)
- Society for Research in Child Development (SRCD) (Former)
- Society for the Scientific Study of Reading (SSSR) (Current)
- Atlanta Autism Consortium (AAC) (Current)
- International Literacy Association (ILA) (Current)
- Association of Literacy Educators and Researchers (ALER) (Current)
- International Child Phonology (ICP) (Current)

LEADERSHIP EXPERIENCE

- Director, International Dyslexia Association Georgia Branch: Board of Directors, January 2024
- USG Reading Study Advisory, Collaboration between Sandra Dunagan Deal Center or Early Language and Literacy and the University System of Georgia, *A Study of Educator Preparation in Early Language and Literacy Instruction, August 2021*
- Coordinator, Cross-Dialect Arabic Literacy Project, 2021
- Vice-Chair, Reading Disabilities Special Interest Group, International Literacy Association, 2021-Present
- Member, Chairs Academy, University of West Georgia, Carrollton, Georgia 2018- 2019
- Interim Co-Chair, Department of Communication Sciences and Professional Counseling, University of West Georgia, Carrollton, Georgia, 2018
- Member, Council on Academic Accreditation (CAA) Self-Study and reaccreditation visit, Communication Sciences and Disorder program, Department of Communication Sciences and Professional Counseling, University of West Georgia, Carrollton, Georgia, 2016-2017
- Director, Communication Sciences and Disorders Program, Department of Communication Sciences and Professional Counseling, University of West Georgia Carrollton, Georgia 2017-2020
- Member, Leadership Initiative, College of Education, University of West Georgia, 2013- 2017
- Member, Diversity Advisory Committee, College of Education, University of West Georgia, 2015-2017
- Graduate Coordinator, Communication Sciences & Disorders, Department of Communication Sciences and Professional Counseling, University of West Georgia Carrollton, Georgia 2012- 2017

GRANTS AND AWARDS

Awards

- 2022, *Leading the Pack, Focused on the Future*, College of Education, University of West Georgia. **Lama K. Farran**, individual faculty Award in recognition of contributions

anticipated to bring future success to the university.

- 2017, American Speech-Language-Hearing Association (ASHA) Award for Continuing Education (ACE)
- 2016, Outstanding Research Award (Nominee), College of Education, University of West Georgia
- 2011, Hayden-Waltz Doctoral Dissertation Award, Georgia State University Dissertation.

Lama K. Farran

Title: The Relationship between Language and Reading in Bilingual English-Arabic Children.

Grants

- 2023, Fulbright Rawabit Partnership Development Grant (Submitted)
Lama K. Farran, Co-PI (Laila Qanawati PI)
Title: Empowering Caregivers Through Talk With Me Baby
- 2022, Sandra Dunagan Deal Center for Early Language and Literacy Research Grant
Lama K. Farran, PI
Title: Caregiver Input and Shared Reading in the NICU
Amount: \$8,450
- 2021, Sandra Dunagan Deal Center for Early Language and Literacy Research Grant
Lama K. Farran, PI
Title: Talk With Me Baby with Natural Helpers: Teaching, Speech-Language Pathology, and Nursing Professions' Early Language Knowledge. Collaboration between University of West Georgia Early Learning Center, Emory School of Nursing (Susan Brasher, Co-PI)
Amount: \$49,499
- 2021, Sandra Dunagan Deal Center for Early Language and Literacy Research Grant
Lama K. Farran, PI
Title: NICU Shared Reading
Amount: \$27,890
- 2020, Georgia Language Screening Project, Get Georgia Reading Campaign, Georgia Public Broadcasting, & Deal Center for Early Language and Literacy
Lama K. Farran, Consultant
- 2020, Georgia Family Partnership, Language as a Missing Link in the Department Of Juvenile Justice (DJJ), Survey Study
Lama K. Farran, PI
- 2019, Sandra Dunagan Deal Center for Early Language and Literacy Research Grant
Lama K. Farran, PI
Title: Mother-Child Vocal Interaction in Autism Spectrum Disorders
Amount: \$45,640
- 2018, Technology Grant, University of West Georgia, Carrollton, Georgia
Lama K. Farran, PI
Amount: \$17,200
- 2018, CTAE Early Childhood Modules Grant, Early Language and Literacy Education Collaborative, Governor's Office of Student Achievement
Lama K. Farran, Consultant
Amount: \$9,000
- 2017, Alice Huffard Richards Foundation
Laura Smith (PI), **Lama K. Farran**, Katy Green, Cindy Head, & Twyla Perryman (Co-PIs)

Title: Building Community Capacity in Carroll, Haralson, and Heard Counties to Support Early Language, Learning, and Social Emotional Well Being (From birth to age 5 years). Collaboration between University of West Georgia, Marcus Autism Center, and Children's Healthcare of Atlanta
Amount: \$204,604.00

- 2015, NIH/NIDCD R01 DC011027, D.K. Oller PI
Lama K. Farran, Consultant
Title: Vocal Exploration and Interaction in the Emergence of Speech
- 2014, Seed Grant, College of Education, University of West Georgia
Twyla Perryman and **Lama K. Farran**, Co-Principal Investigators
Title: Examining the Mediated Relationship between Responsive Commenting Behavior and Speech and Language Outcomes via Object Play Skills in Preschool Children who Screen as at Risk for ASD: A Pilot Intervention Study.
Amount: \$10,000
- 2010, Steven Stahl Research Grant
Lama K. Farran, PI
Title: The Relationship between Phonological Awareness, Morphological Awareness, Vocabulary, and Reading in Bilingual English-Arabic Children.
Amount: \$1,000

Student Research Awards

- 2020, The Georgia Speech Language Hearing Association 1st Place Student Research Poster Award
*Amanda Melville, Sydney Carroll, & Daylin Deyton, & **Lama K. Farran (Lama K. Farran, Faculty Advisor)**.
Maternal Verb Usage and its association with language outcomes in children with autism spectrum disorder.
- 2020, The Georgia Speech Language Hearing Association 2nd Place Student Research Poster Award
*Daylin Deyton, Sydney Carroll, Amanda Melville, Madison Winstead, Brittany Sloan & **Lama K. Farran (Lama K. Farran, Faculty Advisor)**
Are mothers' lexical diversity and infant-directed speech related to vocabulary in children with ASD?
- 2019, The Georgia Speech Language Hearing Association 3rd Place Student Research Poster Award
*Brittany Sloan, *Kathryn Brewer, & **Lama K. Farran (Lama K. Farran, Faculty Advisor)**
Lexical diversity in infant-directed speech (IDS) in vocal interactions between mothers and their young children with autism spectrum disorders.
- 2016, The Georgia Speech Language Hearing Association 2nd Place Graduate Student Research Poster Award
*Katie Montgomery, *Samina Sattar, & **Lama K. Farran (Lama K. Farran, Faculty Advisor)**
Communication and Symbolic Behavior Scales (CSBS-DP) as a guide for Evidence-Based Intervention: The Case of a Minimally Verbal Child with Autism.

Student Travel Grants

- 2023, University of West Georgia Graduate Travel Grant to attend research presentations at the Annual International Dyslexia Association Conference in Milledgeville, Georgia
Kayla Dahn (CSD Undergraduate student)

Lama K. Farran (Faculty Advisor)

- 2019, University of West Georgia Graduate Travel Grant to present research the Annual ASHA Convention in Orlando, Florida
Brittany Sloan (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2019, University of West Georgia Undergraduate Travel Grant to present research at the Annual Georgia Undergraduate Research Conference in Gainesville, Georgia
Daylin Denton (CSD Undergraduate student)
Lama K. Farran (Faculty Advisor)
- 2019, University of West Georgia Undergraduate Travel Grant to present research the Annual Georgia Undergraduate Research Conference in Gainesville, Georgia
Amanda Melville (CSD Undergraduate student)
Lama K. Farran (Faculty Advisor)
- 2019, University of West Georgia Undergraduate Travel Grant to present research the Annual Georgia Undergraduate Research Conference in Gainesville, Georgia
Sydney Carroll (CSD Undergraduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Undergraduate Travel Grant to present research the Annual ASHA Convention in Boston, Massachusetts
Britany Sloan (CSD Undergraduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research the Annual ASHA Convention in Boston, Massachusetts
Alexander Ghali (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research at the Annual Asha Convention in Boston, Massachusetts
Courtney Ethridge (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research at the Annual ASHA Convention in Boston, Massachusetts
Taylor Underwood (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research at the Annual ASHA Convention in Boston, Massachusetts
Jenna Mercer (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research at the Annual ASHA Convention in Boston, Massachusetts
Kela Oberloh (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research at the Annual ASHA Convention in Boston, Massachusetts
Lynsey Palma (CSD Graduate student)
Lama K. Farran (Faculty Advisor)
- 2018, University of West Georgia Graduate Travel Grant to present research at the Annual ASHA Convention in Boston, Massachusetts
Morgan McGue (CSD Graduate student)

Lama K. Farran (Faculty Advisor)

Student Research Assistant Program (SRAP)

- 2020 (Spring), Student Research Assistant Program (SRAP), University of West Georgia, Carrollton, Georgia
Lama K. Farran
Amount = \$785
- 2019 (Fall), Student Research Assistant Program (SRAP), University of West Georgia, Carrollton, Georgia
Lama K. Farran
Amount = \$785
- 2019 (Summer), Student Research Assistant Program (SRAP), University of West Georgia, Carrollton, Georgia
Lama K. Farran
Amount = \$700
- 2019 (Spring), Student Research Assistant Program (SRAP), University of West Georgia, Carrollton, Georgia
Lama K. Farran
Amount = \$725
- 2018 (Fall), Student Research Assistant Program (SRAP), University of West Georgia, Carrollton, Georgia
Lama K. Farran
Amount = \$725

INITIATIVES

- 2021-Present, Dyslexia Community Awareness/Dyslexia Connect,
Lama K. Farran, Faculty Advisor
- 2016-2017, Multicultural Initiative, Communication Sciences and Disorders at University of West Georgia. Ashley Edwards, CSD Graduate Student
Lama K. Farran, Faculty Advisor

**PROFESSIONAL
CERTIFICATION AND
LICENSURE**

- Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA)
- Licensure as a Professional Speech-Language Pathologist in the State of Georgia

LANGUAGES

- English
- Arabic
- French