

Curriculum Vitae

Sana Tibi

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General Information

University address: Communication Science and Disorders
College of Communication and Information
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Florida State University
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Nondegree Education and Training

- 2021–present Teaching with videos workshop.
Delivered by the CAT Centre.
- 2021 DIRECTO's 3rd Annual University-Wide Symposium on Diversity & Inclusion in Research & Teaching.
- 2021 British Columbia Refugee Hub Webinar.
- 2021 DIRECTO Spring Conversation Series event on the topic of "Antiracism in Course Content".
- 2021 How the pandemic made a better educator.
- 2021 PIE Virtual Coffee Hour & Teaching Workshop on "Supporting Students in Times of Stress".
- 2020 Ally: What It Is and How to Use It Workshop.
- 2020 An exploration of Developmental Language Disorder.
A scientific event hosted by McGill University.
- 2020 At-risk certificate on Mental Health.

2020 Interpreting and Responding to Student Evaluations.
Delivered by the CAT Centre.

Professional Credential(s)

2012–2016 Ph.D. Cognitive Studies of Reading-Education.
Queen's University, Canada.

2016 Dissertation.
Cognitive and Linguistic Factors in Reading Arabic: The role of Morphological Awareness (Ph.D. Dissertation). Queen's University, Kingston, ON, Canada. <https://qspace.library.queensu.ca/handle/1974/14674> https://qspace.library.queensu.ca/bitstream/handle/1974/14674/Tibi_Sana_T_201607_PhD.pdf.pdf?sequence=1&isAllowed=y.

1994–1997 Ph.D. Communication Science and Disorders.
University of Florida, USA.

1997 Dissertations.
Assessing Reading-Related Skills in Arabic-Speaking Children (Unpublished Ph.D. Dissertation). University of Florida, Gainesville, FL, U.S.A.

1987–1989 M.A. in Linguistics.
University of Bath, UK.

1983–1987 B.A. in English.
Yarmouk University, Jordan.

Professional Experience

2016–present Assistant Professor, Communication Science and Disorders, Florida State University. Teaching, Research, and Service.

2014–2015 Research Assistant, Education, Queen's University, Queen's University, Canada. Assessing kindergarten literacy skills.
Kingston, Canada.

2013–2015 Teaching Assistant, Education, Queen's University, Canada. Undergraduate courses.

2011–2013 Section Manager, Licensing and Accreditation of Higher Education

- Institutions, Abu-Dhabi Educational Council (ADEC). Review proposals to establish new higher education institutions.
- 2007–2010 M.Ed. Program Coordinator, Department of Special Education, College of Education, UAE University. Developed and taught graduate courses; supervised and conducted research; and Service.
- 2006–2010 Associate Professor, Department of Special Education, College of Education, UAE. Taught graduate and undergraduate courses, Research, and Service.
- 2002–2006 Assistant Professor, Department of Special Education, College of Education, United Arab Emirates University. Taught graduate and undergraduate courses, developed new courses, and served on multiple committees as a chair and a member.
- 1997–2002 Assistant Professor, College of Education & Psychology, An-Najah University, West Bank. Taught graduate and undergraduate courses, Scholarly Activities, and Service.
- 1998–2000 M.SC. Program Director, Communication Sciences and Disorders, College of Technology and Sciences, Jerusalem. Program coordination, writing qualifying exams, clinical practicum coordination, and taught graduate courses.
- 1993–1996 Teaching Assistant, Communication Science and Disorders, University of Florida. Taught undergraduate courses.
- 1989–1993 Adjunct Instructor, Department of African and Asian Languages, University of Florida, USA. Taught beginner and intermediate level classes of Arabic as a second language.
- 1989–1990 Adjunct Instructor, School of Languages, Middlebury College, Vermont. Taught Arabic summer courses.

Honors, Awards, and Prizes

- School of Communication Science & Disorders Outstanding Faculty Research Award, Florida State University (2021).
- Provost's Faculty Travel Grant, Florida State University (2019). (\$1,000).
- FYAP Best Research Poster Award, CRC FSU (2017).
Certificate.
- Dean's Travel Grant for Doctoral Field Research, Queen's University (2015). (\$3,000).

Ontario Graduate Scholarship (OGS), Ontario Graduate Scholarship Program (2015). (\$15,000).
Graduate Research Assistantship, Community Outreach Center, Queen's University (2014).
(\$6,000).
Ontario Graduate Scholarship (OGS), Ontario Graduate Scholarship Program (2014). (\$15,000).
Walter F. Light Graduate Fellowship, Queen's University, Canada (2014). (\$10,000).
Education Graduate Expansion Award, Queen's University, Canada (2013). (\$4,000).
Graduate Award, Queen's University (2013). (\$4,000).
UAE Scientific Research Council, United Arab Emirates University (2009). (\$40,000).

Current Membership in Professional Organizations

American Speech-Language and Hearing Association-ASHA
Comparative and International Education Society (CIES)
Psychonomic Society
Society for Scientific Studies of Reading (SSSR)-Voting Member

Teaching

Courses Taught

Developmental Communication Disorders (SPA4255)
Introduction to Communication Sciences and Disorders (SPA 2001)
Graduate Seminar in Language (SPA6841)
Graduate Seminar in Speech Pathology (SPA 6825)
Human Development and Individual Differences (SPED 6018)
Introduction to Educational Research (CURR 6012)
Language and Communication Disorders (SPED 222)
Language, Literacy, and Culture (CURR760)
Seminar in Language and Literacy Education (CURR773)
Capstone in Mild/moderate Disabilities (SPED 441)
Differentiated Instruction (SPED 134)
Education of Exceptional Children (SPED 101)
Language Development & Emergent Literacy (CURR 212)
Language and Literacy Pedagogy (CURR 761)
Children's Literature (CURR 222)
Early Field Experience in Primary/Junior (CURR 359)
Advanced Assessment in Special Education (SPED 6321)

- # Survey into Communication Disorders
- # Arabic as L2 language

Clinical Practice

Assist clinicians with Arabic-speaking clients, Florida State University Speech and Hearing Clinic (2021)

- # Reading disability clinic, University of Florida (1996)

Supervision of Clinical Practice

- # Communication Disorders Clinic, West Bank. Served children and adult clients (2002)

New Course Development

- Developmental Communication Disorders (2019)
- Seminar in Language (2017)
- # Human Development and Individual Differences (2008)
- # Language and Communication Disorders (2008)
- # Seminar in Language and Literacy Education (2008)
- # Education of Exceptional Children (2007)
- # Children's Literature (2005)
- # Differentiated Instruction (2005)
- # Language Development & Emergent Literacy (2003)

Management of Multiple Course Sections

- Introduction to Communication Sciences and Disorders (SPA 2001)
- # Education of Exceptional Children (SPED 101)

Doctoral Committee Member

Al Janaideh, R., doctoral student. *Resettled Syrian Refugee Children in Canada: Oral*

language, literacy, and well-being. [University of Toronto, Canada]
Bin Sawad, N., doctoral student. [Glasgow University, UK]
Fumero, K., doctoral student.
Hoge, R. M., doctoral student.
Bustamante, K., doctoral student. *English-Learner Students' Writing across Fifth-Grade: Effects of Morphological Instruction.*
Wofford, M. C., doctoral student. *Language input intervention using visual feedback: Impact on adult words delivered to at-risk bilingual children.*
Mureish, R., doctoral student. *An investigation of writing in English as a second language in Higher Colleges of Technology in the United Arab Emirates.*

Master's Committee Member

Chavarro, M., graduate. (2020). *Spelling errors produced by Spanish speaking students.*
Phinney, S., graduate. (2019). *Identifying relationships between Speech Ability, Vocabulary Knowledge, and Early Reading Skills: A Comparative Study of Children with Down Syndrome and Autism Spectrum Disorder in Preschool to Third Grades.*
McGee, M. R., graduate. (2019). *Developing a conceptual framework for adolescent vocabulary intervention.*
Asma Amin, graduate. (2017). *Reading in Arabic Script: A Cross-Linguistics and Cross-National Study.* [External Examiner Psychology: Wilfrid Laurier University, Canada]
Qidaan, N., graduate. (1999). *The effect of coeducation on the academic achievement of the tenth grade students at the government schools.*

Bachelor's Committee Member

Emerson, O., graduate. (2018). *Comparing Naming Speed in the Arabic and English Productions by Bilingual Speakers Using Syllables/Second.* [Undergraduate Honors Thesis]
McGee, M. R., graduate. (2018). *Eliciting Expository Language Complexity from Adolescents: Instructor-Student Dyad vs. Peer-Mediated Models.* [Undergraduate Honors Thesis]
Novakavic, L., graduate. (2017). *American Accent Learners.* [Undergraduate Honors Thesis]
Al-Bouni, K., graduate. (2007). *The Acquisition of Emirati Arabic Phonology: A Case Study.* [Undergraduate Honors Thesis]
Kanterman, M., student. *Independent study in Language disorders among ADHD students.*
Kassolis, J., student. *Spelling Errors of Typical and Exceptional Learners: Orthographic and Phonological Contributions.* [Undergraduate Honors Thesis]

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

I study the cognitive processes of reading in general, and Arabic in particular. Specifically, I am interested in investigating the role of each of the standard predictors (morphology, phonology, naming speed, orthography, and vocabulary) in the early grades of Arabic reading. The ultimate goal of my research is to (a) contribute to the scientific research of reading, (b) develop and validate Arabic reading assessment tools with psychometric properties; and (c) contribute to develop Arabic reading intervention programs based on scientific evidence to benefit children at risk for reading failure, diagnosed with reading difficulties, or disadvantaged such as Arabic-speaking refugees.

Publications

Refereed Journal Articles

- Tibi, S., Edwards, A., Schatschneider, C., Lombardino, L. J., Kirby, J. R., & Salha, S. H. (2021). IRT analyses of Arabic letter knowledge in Kindergarten. *Reading and Writing: An Interdisciplinary Journal*, 34, 791–816. Retrieved from <https://doi.org/10.1007/s11145-020-10086-6>
- Tibi, S., Fitton, L., & McIlraith, A. (2021). The development of a measure of orthographic processing in the Arabic language: A psychometric evaluation. *Applied Psycholinguistics*, 1-24. Retrieved from <https://doi.org/10.1007/s11145-020-10086-6>
- Georgiou, G., Cardoso-Martins, C., Falcón, A., Hosokawa, M., Inoue, T., Kaizer, E., Li, Y., Martinez, D., Padakannaya, P., Papadopoulos, T. C., Pollo, T., Salha, S. S., Samantaray, S., Shu, H., Tanji, T., Tibi, S., & Vieira, A. A.-P. (2021). Rapid naming and reading in several native languages (L1) and English (L2). *Cultural Cognitive Science*.
submitted.
- Yujeong, P., Brownell, M. T., Reed, D. K., Tibi, S., & Lombardino, L. J. (2020). Exploring how initial response to instruction predicts morphology outcomes among students with decoding difficulties. *Language, Speech, and Hearing Services in Schools*, 51(3), 655-670. Retrieved from https://doi.org/10.1044/2020_LSHSS-19-00097
- Fumero, K., & Tibi, S. (2020). The importance of morphological awareness in bilingual language and literacy skills: Clinical implications for speech-language pathologists. *Language, Speech, and Hearing Services in Schools*, 51(3), 572-588. Retrieved from https://doi.org/10.1044/2020_LSHSS-20-00027
- Al Janaideh, R., Gottardo, A., Tibi, S., Paradis, J., & Chen, X. (2020). The roles of word reading and oral language skills in the reading comprehension of Syrian refugee children. *Applied Psycholinguistics*, 1-22. Retrieved from <https://doi.org/10.1017/S0142716420000284>

- Tibi, S., Edwards, A. E., Schatschneider, C., & Kirby, J. R. (2020). Predicting Arabic word reading: A cross-classified generalized random-effects analysis showing the critical role of morphology. *Annals of Dyslexia*, 70, 200-219. Retrieved from <https://doi.org/10.1007/s11881-020-00193-y>
- Tibi, S., Tock, J. L., & Kirby, J. R. (2019). The development of a measure of root awareness to account for reading performance in the Arabic language: A development and validation study. *Applied Psycholinguistics*, 40(2), 303-322. Retrieved from <http://dx.doi.org/10.1017/s0142716418000589>
- Tibi, S., & Kirby, J. R. (2019). Reading in Arabic: How well does the standard model apply? *Journal of Speech, Language, and Hearing Research*, 62(4), 993-1014. Retrieved from https://doi.org/10.1044/2019_JSLHR-L-18-0193
- Wofford, M. C., & Tibi, S. (2018). A human right to literacy education: Implications for serving Syrian refugee children. *International Journal of Speech-Language Pathology*, 20(1), 182-190. Retrieved from <https://doi.org/10.1080/17549507.2017.1397746>
- Tibi, S., & Kirby, J. R. (2018). Investigating phonological awareness and naming speed as predictors of reading in Arabic. *Scientific Studies of Reading*, 22(1), 70-84. Retrieved from <https://doi.org/10.1080/10888438.2017.1340948>
- Tibi, S., & Kirby, J. R. (2017). Morphological awareness: Construct and predictive validity in Arabic. *Applied Psycholinguistics*, 38(5), 1019-1043. Retrieved from <https://doi.org/10.1017/S0142716417000029>
- Tibi, S., Stall, P., Joshi, R. M., & Park, Y. (2016). Language knowledge and self-efficacy of pre-service teachers in the United Arab Emirates: An exploratory study. *Arab Journal of Applied Linguistics*, 1(1), 74-96. Retrieved from <https://doi.org/10.1080/10888438.2017.1340948>
- # Tibi, S., Joshi, R. M., & McLeod, L. (2013). Emergent writing: Young children in the United Arab Emirates. *Written Language and Literacy*, 16(1), 77-105. Retrieved from <https://doi.org/10.1075/wll.16.1.04tib>
- # Tibi, S., Park, Y., Ho, Y., & Lombardino, L. J. (2013). Preliminary data on assessments for early literacy skills in second grade Arabic-speaking children: Guidelines for general and special education teachers. *Journal of International Special Needs Education*, 16(1), 17-39. Retrieved from <https://doi.org/10.9782/2159-4341-16.1.17>
- # Hussien, J. H., Alsawaie, O. N., Alsartawi, A., Alghazo, I., & Tibi, S. (2012). Developing mathematics motivation scale for the United Arab Emirates. *Journal of Educational*

and *Psychological Studies*, 6(3), 1-11. doi:10.24200/jeps.vol6iss3pp1-11

- # Sartawi, A., Alsawaie, O. N., Dodeen, H., Tibi, S., & Alghazo, I. M. (2012). Predicting mathematics achievement by motivation and self-efficacy across gender and achievement levels. *Interdisciplinary Journal of Journal of Teaching and Learning*, 2(2), 59-77. Retrieved from <https://eric.ed.gov/?id=EJ1056531>
- # Almekhlafi, A. G., & Tibi, S. (2012). The use of assistive technology for people with special needs in the UAE. *Journal of International Special Needs*, 15(1), 56-71. Retrieved from <https://doi.org/10.9782/2159-4341-15.1.56>
- # Tibi, S., Al-Muhairy, O., Sartawi, A., & Adbat, R. (2011). Parents' use of modern technology to improve their children's emergent literacy skills. *Arabian Journal of Special Education*, 18, 197-218.
Arabic.
- # Tibi, S., & McLeod, L. (2011). Faculty members' perceptions about the management of organizational change. *Learning and Teaching in Higher Education: Gulf Perspectives*, 8(1), 1-16. Retrieved from file:///C:/Users/stibi/Downloads/Faculty_members_perceptions_about_the_management_.pdf
- # Tibi, S. (2010). Developmental hierarchy of Arabic phonological awareness skills. *International Journal of Special Education*, 25(1), 27-33. Retrieved from <https://files.eric.ed.gov/fulltext/EJ890563.pdf>
- # Sartawi, A. M., Alsawaie, O., Haj Husein, J., Alghazo, I., & Tibi, S. (2010). Measuring Mathematics self-efficacy: Category skill correspondence scale vs. specific task correspondence scale. *The International Journal of Learning*, 17(9), 141-157. Retrieved from https://www.researchgate.net/publication/271543782_Measuring_Mathematics_Self-Efficacy_Category_Skill_Correspondence_Scale_vs_Specific_Task_Correspondence_Scale doi:10.18848/1447-9494/CGP/v17i09/47243
- # Tibi, S. (2010). Oral reading fluency of Arabic-speaking elementary grade students in the United Arab Emirates. *The Arab Academy of Special Education*, 18, 197-218.
Arabic.
- # Sartawi, A., Tibi, S., Al-Muhairy, O., & Adbat, R. (2009). Evaluating elementary grade teachers' knowledge and skills in teaching reading strategies. *Journal of Arab Children (JAC), Kuwait*, 8, 8-26.
Arabic.

- # Sartawi, A., & Tibi, S. (2007). Causes of Disability. *Journal of Special Education Arab Academy, Riyadh, 10*, 93-114.
Arabic.
- # Tibi, S. (2006). Strategies for early intervention and prevention of reading failure. *Arabian Journal of Special Education, 8*, 147-179.
- # Tibi, S., Sartawi, A., & Alghazo, E. (2006). The impact of housekeepers on reading & writing skills of first grade students in United Arab Emirates. *Journal of the College of Education, UAEU, 3*, 13-31.
- # Sartawi, A., Alghazo, E., Gaad, E., & Tibi, S. (2005). Restructured special education program at UAEU: Standards & Accreditation. *Arabian Journal of Special Education, 7*, 201-226.
- # Tibi, S. (2005). Teachers' knowledge and skills in phonological awareness in United Arab Emirates. *International Journal of Special Education, 20*(1), 60-66. Retrieved from <https://eric.ed.gov/?id=EJ846523>
- # Tibi, S. (2005). The impact of reading disability on children's social life. *The International Journal of Diversity, 4*, 607-613. doi:10.18848/1447-9532/CGP/v04/38931
- # Alghazo, E., Tibi, S., & Sartawi, A. (2005). The performance of elementary grade students on reading and reading-related measures in Arabic. *Journal of the College of Education, UAEU, 22*, 45-63. Retrieved from https://www.researchgate.net/publication/271544568_The_Performance_of_Elementary_Grade_Students_on_Reading_and_Reading-related_Measures_in_Arabic
Arabic.
- # Alghazo, E., Tibi, S., & Sartawi, A. (2004). Competencies of pre-service and in-service special education teachers in instruction of mathematics. *Al-Azhar Journal of Education, 124*, 1-34.
- # Gumpel, T. P., & Tibi, S. (2003). A Comparison of Special Education in Israel and Palestine: Surface and deep structures. *The Journal of Special Education, 37*(1), 33-48. Retrieved from <http://dx.doi.org/10.1177/00224669030370010401>
doi:10.1177/00224669030370010401

Refereed Books

- # Tibi, S. T., & Alghazo, E. (2009). *Introduction to Reading*. Jordan: Dar Wael Publishing House.
- # Tibi, S. T., Alghazo, E., & Sartawi, A. (2009). *Reading Disabilities: Diagnosis and intervention*. Jordan: Dar Wael Publishing House.
- # Tibi, S. T., & Mansour, N. (2005). *Arabic Dictionary-Autism*. The Arab Academy of Special Education.

Refereed Book Chapters

Tibi, S., & Kirby, J. R. (2018). Morphology and reading in Arabic. In A. Chekayri (Ed.), *Teaching of Reading in the Arabic Language: New Approaches* (pp. 91-111). Al Akhawayn University Press. [in Arabic].

This chapter provides teachers and practitioners with theoretical and practical knowledge on morphology and its role in reading. J.R. Kirby was previously one of my instructors at the Faculty of Education at Queen's University, Canada.

- # Tibi, S., & McLeod, L. (2014). The development of young children's Arabic language and literacy in the United Arab Emirates. In E. Saiegh-Haddad, & Joshi, M. (Eds.), *Handbook of Arabic Literacy: Insights and perspectives* (pp. 303-322). Springer.

Presentations

Refereed Papers at Conferences

For refereed papers at conferences, 100.0% were international in scope.

Rankin, Y., & Tibi, S. T. (presented 2021, October). *Talk to Me: In-Game Social Interactions to Facilitate L2 Literacy Skills*. Paper presented at CHI PLAY, ACM SIGCHI, Virtual-due to COVID-19. (International)

- # Belkhouche, B., Harmain, H., Al Taha, H., Al Najjar, L., & Tibi, S. (presented 2010). *Analysis of primary school Arabic textbooks*. Paper presented at the meeting of ACIT'10, Benghazi. (International) Retrieved from http://faculty.uaeu.ac.ae/B_Belkhouche/Belkhouche/bb_dir/Papiers_publics/Conferences/acit2010.pdf
0912f50d08db7578c2000000.pdf.

- # Tibi, S., & Gumpel, T. P. (presented 2000). *Assessing teachers' views on inclusive education in*

Israel Palestine. Paper presented at ISEC Conference, International Special Education Conference, Vancouver, CA. (International)

Invited Keynote and Plenary Presentations at Conferences

For invited keynote and plenary presentations at conferences, 80.0% were international, 20.0% were national in scope.

Boyle, H. N., & Tibi, S. (presented 2019, October). *Progress to date and roads to come*. Keynote presentation at State of the Art Conference on Arabic Literacy and Numeracy in the Primary Grades, USAID and Social Impact, Morocco. (International)

Tibi, S. (presented 2019, July). *Towards understanding the complex needs of refugee and immigrant children: Language, literacy and learning*. Plenary presentation at SSSR, Society for Scientific Studies of Reading (SSSR), Toronto, Canada. (International)
Symposium Chair.

Wofford, M. C., & Tibi, S. (presented 2018, November). *Literacy education for Syrian refugee children and communication rights*. Plenary presentation at ASHA, American Speech-Language-Hearing Association, Boston, MA. (International)
In Sharynne McLeod (Chair), *The right to communicate: Celebrating the 70th anniversary of the Universal Declaration of Human Rights*.

Tibi, S. (presented 2010, February). *Best Practices in Dyslexia*. Keynote presentation at the meeting of UNESCO-DI International Forum II, Paris, France. (International)

Tibi, S. (presented 2008, March). *Early grade reading screening in Arabic*. Keynote presentation at EGRA, World Bank, Washington, DC. (National)

Invited Presentations at Conferences

For invited presentations at conferences, 81.3% were international, 12.5% were national, 6.3% were local in scope.

Tibi, S. (presented 2017, September). *Early predictors of emergent Arabic literacy*. Poster presentation at FYAP-CRC, FSU-Council on Research and Creativity. (Local)

Tibi, S. (presented 2013, November). *The performance of Arabic-Speaking children on morphological awareness and reading tests*. Presentation at the meeting of EXAL Experimental Arabic Linguistics, United Arab Emirates. (International)
United Arab Emirates University, Al Ain, United Arab Emirates.

Ntelitheos, D., Idrissi, A., Tibi, S., AlQahtani, F., & Al Eisaei & Tamimi, O. (presented 2011,

March). *The validity of MLUm as a measure of morphosyntactic development in Emirati Arabic, Linguistics in the Gulf 3*. Presentation at the meeting of Arabic Linguistics, Doha, Qatar. (International) Retrieved from http://faculty.uaeu.ac.ae/dimitrios_n/html/emirati_arabic_language_acquis.html

- # Tibi, S. (presented 2010, February). *Best practices in Dyslexia in the Arab World*. Presentation at UNESCO 2nd Forum, UNESCO-DI, Paris, France. (International) Retrieved from www.worlddyslexiaforum.org
- # Tibi, S. (presented 2009, March). *Early childhood literacy*. Presentation at Abu-Dhabi Forum for Education, Abu-Dhabi, Abu Dhabi, UAE. (International)
- # Tibi, S. (presented 2009, March). *Technology for literacy*. Presentation at the meeting of Global Education, Dubai, UAE. (International)
- # Hayden, K., Hood, T., & Tibi, S. (presented 2008, October). *Merging technology and language Arts standards to address literacy needs of students and inform teacher education program development practice*. Presentation at the meeting of Association for Teacher Education, Europe, Amsterdam, Netherlands. (International)
- # Tibi, S. (presented 2008, April). *Early grade Arabic reading screening*. Presentation at World Bank Early Grade Reading Assessment, EGRA, Washington, D.C. (National) Retrieved from http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:21708903~menuPK:2644043~pagePK:64020865~piPK:51164185~theSitePK:282386,0_0.html
- # Tibi, S. (presented 2008, April). *Phonological awareness skills in Arabic*. Presentation at 9th Annual Research Conference, UAEU, Al-Ain, UAE. (International)
- # Tibi, S. (presented 2007, August). *Moving towards learning-centered approach in teacher education programs from teaching to Learning: preparing future teachers in UAE*. Presentation at the meeting of ATTE, Telford, U.K. (International)
- # Tibi, S. (presented 2007, April). *Rethinking our schools: Differentiating instruction and curricula*. Presentation at College of Education conference on School Reform, College of Education, Dubai. (International)
- # Tibi, S. (presented 2005, February). *Autism and Fragile X Syndrome*. Presentation at College of Education at the U.A.E. University in the first conference, COE at UAE, Dubai,

UAE. (International)

- # Tibi, S. (presented 2003, October). *Restructured Special Education program at UAEU, Accreditation Standards*. Presentation at Redesigning Teacher Education for the Third Millennium conference, UAEU, Dubai. (International)
- # Awartani-Tibi, S. (presented 2002). *Learning disability and Dyslexia*. Presentation at An-Najah National University Conference, American Consulate in Jerusalem, West Bank. (National)
- # Gumpel, T. P., & Awartani-Tibi, S. (presented 2000, July). *Social justice and disability*. Presentation at International Special Education World Conference, ISE, Manchester, UK. (International)
- # Gumpel, T. P., & Awartani-Tibi, S. (presented 2000, April). *Teachers' views on inclusion in Israel and Palestine*. Presentation at the meeting of ISEC, Vancouver, Canada. (International)

Invited Presentations at Symposia

For invited presentations at symposia, 100.0% were international in scope.

- Tibi, S., & Kirby, J. R. (presented 2018, July). Testing the applicability of the double-deficit hypothesis in Arabic. In Ludo Verhoven and Kenneth Pugh (Chair), *Developmental dyslexia across languages and writing systems*. Presentation at the meeting of Society for Scientific Studies of Reading (SSSR), Brighton, UK. (International)
- # Tibi, S. (presented 2015). Cognitive Processes of Reading in Arabic. In *Cognitive Processes*. Presentation at the meeting of UAEU- Biology Department. (International)
Keynote speaker.

Refereed Presentations at Conferences

For refereed presentations at conferences, 77.3% were international, 22.7% were national in scope.

- Al Janaideh, R., Tibi, S., & Chen, X. (accepted). *Morphology and Reading Skills in Arabic-speaking Refugee Children*. Presentation to be given at SSSR, Society for the Scientific Study of Reading, Virtual-due to COVID-19. (International)
- Tibi, S., Edwards, A. A., Schatschneider, C., & Kirby, J. R. (accepted). *The critical role of morphology in Arabic reading*. Presentation to be given at SSSR, Scientific Studies of

Reading (SSSR), Virtual due to COVID-19. (International)

Tibi, S., Edwards, A. A., & Boudelaa, S. (accepted). *An Investigation of Five letter features in Arabic Letter Knowledge*. Presentation to be given at Experimental Arabic Linguistics-EXAL, Consulate General of the Republic of Korea in Dubai, UAE. (International)

Virtual due to COVID-19.

Tibi, S., & Edwards, A. A. (accepted). *Predicting Arabic word reading: A cross-classified generalized random-effects analysis showing the critical role of morphology*. Presentation to be given at Mental Lexicon, Mental Lexicon, Ontario, Canada. (International). (Cancelled due to COVID-19)

Tibi, S., Edwards, A. A., & Schatschneider, C. (accepted). *IRT analyses of Arabic letter knowledge in kindergarten*. Poster presentation to be given at SSSR, Society for Scientific Studies of Reading (SSSR), San Diego, CA. (International). (Cancelled due to COVID-19)

The abstract was published in the program and available on the SSSR website.

Tibi, S. (accepted). *Advances in understanding Arabic reading*. Presentation to be given at CIES, Comparative and International Education Society, Miami, Florida. (International)

Virtual due to COVID-19.

Tibi, S., Fitton, L., & McIlraith, A. (presented 2020, November). *The development of a measure of orthographic knowledge in the Arabic language: A psychometric evaluation*. Presentation at Psychonomic Society 61st Annual Meeting, Psychonomic Society, Virtual due to COVID-19. (International)

Morris, R., Oliver, B., Alsalami, H., & Tibi, S. (presented 2019, November). *Acoustic markers of language differences in cognitive load of Arabic and English bilingual speakers*. Poster presentation at ASHA Convention, American Speech-Language-Hearing Association-, Orlando, Florida. (International)

Tibi, S. (presented 2019, November). *How well does the standard model apply to reading in Arabic?* Poster presentation at Psychonomics, Psychonomic Society, Montreal, Canada. (International)

Tibi, S., & Lombardino, L. J. (presented 2019, November). *Predictors of Arabic emergent literacy*. Presentation at ASHA Convention, American Speech-Language-Hearing Association, Orlando, Florida. (International)

Tibi, S., Morris, R., Alsalami, H., & Oliver, B. (presented 2019, July). *Speech timing in Arabic & English naming by bilingual speakers during RAN tasks*. Poster presentation at ASHA Convention, American Speech-Language-Hearing Association, Orlando,

Florida. (International)

Tibi, S., Tock, J. L., & Kirby, J. R. (presented 2019, July). *The role of root awareness in reading Arabic: A development and validation study*. Presentation at SSSR, Society for Scientific Studies of Reading (SSSR), Toronto, Canada. (International)

Wofford, M. C., & Tibi, S. (presented 2018, March). *Language and literacy instruction: Implications for resettled refugee children*. Poster presentation at the meeting of TESOL, Chicago, IL. (International)

Wofford, M. C., & Tibi, S. (presented 2017, November). *A human right to literacy education: Implications for serving Syrian refugee children*. Poster presentation at ASHA Convention, American Speech-Language-Hearing Association, Los Angeles, CA. (International)

Poster.

Tibi, S., McIlraith, A., & Fitton, L. (presented 2017, November). *The development and validation of an Arabic measure of orthographic processing*. Presentation at ASHA Convention, American Speech-Language-Hearing Association, Los Angeles, CA. (International)

Spoken paper.

Tibi, S. (presented 2017, July). *Good and poor decoders in Arabic: Predictors of reading performance*. Presentation at SSSR Conference, SSSR, Halifax, Canada. (International)

Tibi, S., McIlraith, A., & Catts, H. (presented 2017, July). *The roles of phonological awareness and rapid naming in Arabic: A latent variable study of third-grade Arabic readers*. Presentation at SSSR Conference, SSSR, Halifax, Canada. (International)

Wofford, M. C., & Tibi, S. (presented 2017, March). *Resuming language and literacy instruction: Implications for educators serving resettled Syrian refugee children and families*. Poster presentation at Metropolis Conference, Metropolis, Montreal, Canada. (International)

Tibi, S., & Kirby, J. R. (presented 2016, November). *Assessing morphological awareness in Arabic: Why and how?* Presentation at ASHA Conference, ASHA, Philadelphia, PA. (National)

Tibi, S., & Kirby, J. R. (presented 2016, July). *Testing the double-deficit hypothesis in Arabic*. Presentation at SSSR Conference, SSSR, Porto, Portugal. (International)

Spoken Paper Presented.

- # Tibi, S., & Kirby, J. R. (presented 2015, July). *Cognitive and linguistic factors in reading Arabic*. Poster presentation at SSSR Conference, SSSR, Hawaii. (National)
- # Tibi, S. (presented 2015, May). *Preliminary findings from Arabic-speaking children on reading and reading-related measures*. Presentation at The Arabic Language Conference, Arabic Counsel, Dubai, United Arab Emirates. (International)
- # Tibi, S. (presented 2014, July). *The construct and predictive validity of morphological awareness in Arabic*. Presentation at SSSR Conference, SSSR, Santa Fe, New Mexico. (National)
- Paper presented.
- # Tibi, S., & Stall, P. (presented 2010, April). *The effects of self-efficacy on academic English writing with native Arabic speakers*. Presentation at American Educational Research Association, AERA, Colorado. (International)
- # Tibi, S. (presented 2009, November). *Developmental hierarchy of Arabic phonological awareness skills*. Presentation at London International Conference in Education, LICE, London, UK. (International)
- # Tibi, S. (presented 2004, July). *The impact of reading disability on children's social competence*. Presentation at Diversity in Organizations, Communities and Nations, Diversity Conference, California. (International)
- # Tibi, S. (presented 1997, November). *Reading readiness assessment for Arabic-speaking children*. Presentation at ASHA Convention, American Speech-Language-Hearing Association, Boston, Massachusetts. (National)
- # Tibi, S., & Lombardino, L. J. (presented 1997). *A battery for assessing Arabic reading skills*. Presentation at ASHA Convention, American Speech-Language-Hearing Association, Boston, Massachusetts. (National)

Invited Workshops

For invited workshops, 100.0% were international in scope.

- # Tibi, S. (2010). *Language and cognitive characteristics of children with Down syndrome*. Workshop delivered at Local Community-UAE. (International)

- # Tibi, S. (2010). *Parents' role in children's literacy development*. Workshop delivered at Emirate's Foundation-UAE. (International)
- # Tibi, S. (2010). *The impact of literacy on Children's language development*. Workshop delivered at Department of Education- UAE. (International)
- # Tibi, S. (2010). *Topics in language and literacy development in Arabic (KG-G5)*. Workshop delivered at UAE Teachers Board of Education in several Emirates. (International)
- # Tibi, S. (2010). *Which book to choose when reading to a Kindergarten child?* Workshop delivered at Department of Education- Al-Ain, UAE. (International)
- # Tibi, S. (2008). *Early grade reading assessment in Arabic*. Workshop delivered at World Bank, Washington, DC, USA. (International)
- # Tibi, S. (2008). *How does Dyslexia manifest in Arabic?* Workshop delivered at UNESCO-DI. (International)

Invited Lectures and Readings of Original Work

For invited lectures and readings of original work, 37.5% were international, 62.5% were local in scope.

- Tibi, S. (2018, October). *Literacy: Development and disabilities*. Delivered at FSU. (Local)
- Tibi, S. (2018, September). *Multiculturalism and developmental disabilities*. Delivered at FSU, SCSD. (Local)
- Tibi, S. (2018). *Linguistic considerations for literacy assessment*. Delivered at Center for Intensive English Studies, CIES, FSU. (Local)
- Tibi, S. (2017, February). *Assessment issues in multilingualism and communication disorders*. Delivered at FSU. (Local)
- Tibi, S. (2016, November). *The role of the speech-language pathologist in light of multiculturalism*. Delivered at FSU. (Local)
- # Tibi, S. (2014). *Literacy for learning in Ontario, Canada*. Delivered at UAE- Ministry of Education. (International)
Dubai.

Tibi, S. (2014). *The Ontario full-day kindergarten program: Lessons learned*. Delivered at UAE- Ministry of Education. (International)
Dubai.

Tibi, S. (2014). *Types and genres of texts for primary-junior students*. Delivered at UAEU- Department of Curriculum and Instruction. (International)

Contracts and Grants

Contracts and Grants Funded

Ingvalson, E., Romano, M. K., Wagner, R., Tibi, S., Dam, V., Perry L., & Grieco-Calub, T. (Sep 2020–Aug 2025). *Literacy development in preschoolers with hearing loss*. Funded by National Institutes of Health. (1R01DC017984-01A1). Total award \$500,000.

Tibi, S., & Zuilkowski, S. (Apr 2020–Apr 2021). *Literacy outcomes for Syrian refugee children in Jordan: Understanding child, school, and family factors*. Funded by CRC-FSU. Total award \$24,960.

MDS Grant- withdrawn due to COVID-19.

Rankin, Y. (PI), & Tibi, S. (Co-PI). (Dec 2018–Dec 2019). *Designing a Socially Interactive Video Game*. Funded by College of Communication and Information-CCI. Total award \$25,000.

CCI Collaborative Grant.

Tibi, S. (May 2018–Aug 2018). *Predictors of Arabic Literacy: A Longitudinal Study*. Funded by CRC-FSU. (041761). Total award \$14,000.

COFRS Grant.

Tibi, S. (PI). (May 2017–Aug 2017). *Predictors of Emergent Arabic Literacy*. Funded by CRC-FSU. (040099). Total award \$20,000.

FYAP Grant.

Tibi, S. (2014–2015). *Assessment of the standard predictors in Arabic reading among grade 3 students: A pilot study*. Funded by Graduate Dean's Travel Grant for Doctoral Field Research-Queen's University. Total award \$3,000.

Ontario.

Tibi, S. (2014–2016). *Investigating the nature of morphological awareness in Arabic reading*. Funded by Ontario Graduate Scholarship (OGS). Total award \$30,000.

- # Tibi, S. (2013–2014). *Graduate Research Assistantship-Community Outreach Center*. Funded by Queen's University. Total award \$6,000.
- # Tibi, S. (2013–2013). *Education Graduate Growth Award*. Funded by Queen's University. Total award \$5,000.
- # Tibi, S. (2013–2013). *Graduate Entrance Tuition Award*. Funded by Queen's University. Total award \$5,000.
- # Tibi, S. (2012–2013). *Education Graduate Expansion Award*. Funded by Queen's University. Total award \$4,000.
- # Tibi, S., & Kirby, J. R. (2012–2013). *Can systematic reading instruction in an after-school program increase early reading skills?* Funded by Walter F. Light Graduate Fellowship-Queen's University. Total award \$10,000.
- # Tibi, S. (2010–2012). *Evaluating candidate teachers' writing skills in English as a second language*. Funded by Emirates Foundation-UAE. Total award \$30,000.
- # Tibi, S. (2009–2013). *[Eqraa] "Read": Empowering schools and families to improve UAE children's literacy skills*. Funded by Emirates Foundation, Principal Investigator. Total award \$100,000.
- # Tibi, S. (2008–2010). *The utility of assistive technology for people with special needs in the UAE*. Funded by United Arab Emirates University Scientific Research Council. Total award \$40,000.
- # Tibi, S. (2005–2007). *The impact of learning disability on children's social competence*. Funded by United Arab Emirates University Scientific Research Council. Total award \$22,000.
- # Gumpel, T. P., & Tibi, S. (1998–2002). *Netherlands-Israel research program: The development of an itinerant special education program in Palestine*. Funded by Hebrew University, Jerusalem. Total award \$50,000.
PI: Thomas Gumpel.

Contracts and Grants Denied

Tibi, S. (PI), & Zuilkowski, S. (Oct 2019). *Integrating Syrian refugee children and their parents through literacy education*. Submitted to Spencer Foundation.

Total amount \$50,000.

Tibi, S. (Sep 2019). *Prediction of Arabic Reading Development: A Longitudinal Study from KG to G 3*. Submitted to CRC-FSU.

Small Grant Program- Amount \$3000.

Wood, C., Woods, J., Catts, H., & Tibi, S. (2017). *Bilingual Early Language and Literacy Leadership Grant*. \$1,244,843. 09/2017-08/31/1922) Role: PI. 15% Effort. Submitted to Office of Special Education Programs, U.S. Department of Education February, 2017.

Professional Articles

Tibi, S. (2009). *School reform: Differentiating instruction and curriculum*. My World (Bilingual UAE Scientific Journal) [Arabic].

Technical Reports and Presentations

Tibi, S. (2017). *Considerations for literacy assessment of Arabic-speaking learners*. Ontario Institute for Studies in Education (OISE) University of Toronto.

Tibi, S. (2015). *Dyslexia in Arabic and teacher training*. Presentation at the UNESCO, Paris. UNESCO-DI.

Paris <http://www.dyslexia-international.org/world-dyslexia-forum-for-the-arab-states-planningcouncil/>.

Tibi, S. (2010). *Good practice in Dyslexia in the Middle East*. UNESCO-DI.

<http://www.dyslexia-international.org/WDF/Files/WDF2010-Tibi-Report.pdf>.

Tibi, S. (2010). *Presentation at UNESCO-DI Dyslexia Forum I*.

<http://www.slideshare.net/DyslexiaInternational/wdf2010-tibireport>.

Tibi, S. (2010). *Reflections on good practice in dyslexia in Arabic*.

<http://divideos.org/player/worlddyslexiaforum/2010/#/lg/EN/>.

Tibi, S. (2009). *Early grade assessment toolkit prepared by RTI international for World Bank* (March, 2009).

Service

FSU University Service.

Florida State University

FSU University Service

Reviewer, Council on Research and Creativity -COFRS (2018–present).

FSU College Service

Co-Chair, CCI-EDI Student Recruitment (2020–present).

Member, Dean's Advisory Council (2020–present).

Member, CCI-College Academic Affair (2019–present).

Judge/adjudicator, CCI Doctoral Student Virtual Poster Session (2020).

FSU Department Service

Member, Diversity and Inclusion Committee (2020–present).

Member, Admission (2019–present).

Member, Doctoral Program Committee (2016–present).

Member, Multicultural Committee (2016–present).

Member, Faculty Evaluation (2018–2019).

The Profession

Guest Reviewer for Refereed Journals

Journal of Research in Reading (2020–present).

Journal of Psycholinguistic Research (Aug 2019–present).

Scientific Studies of Reading (Aug 2019–present).

Annals of Dyslexia (Mar 2019–present).

Cognitive Development (Mar 2019–present).

Writing Systems Research (Mar 2019–present).

Dyslexia British Journal (Jan 2019–present).

Applied Psycholinguistics (Dec 2018–present).

Reading & Writing: An Interdisciplinary Journal (2012–present).

Journal of International Special Needs Education (1999–present).

UAEU College of Education Journal (2002–10).

Juror for a Performance

Chair of the Cultural and Linguistic Issues at the American Speech-Language and Hearing Association. ASHA, LA (2017).

Service to Professional Associations

Member, Speech and Language Science Topic, American Speech-Language-Hearing Association (2019–2020).

Duties include selecting keynote speakers and reviewing proposals.

Reviewer, Reviewed chapters submitted for the Volume on Experimental Arabic Linguistics, John Benjamins (2019).

Advisor, Arabic Adaptation of the Dyslexia Massive Open Online Course (MOOC) for Arabic Teachers, UNESCO-Dyslexia International (2015–2016).

Panelist, Education for All: Fast Track Initiative Education for All: Fast Track Initiative, Washington, D.C, Research Triangle Institute (RTI) (2011).

Reviewer, SAGE Publications Inc (2005–2006).

- # International Committee Member, Advisor- Division of International Special Education, Council of Exceptional Children (CEC) (2000).

Interviews

- # S. Tibi. (2015, November). Queen's Graduate Office Interview. *Queen's Gazette*. Retrieved from <http://www.queensu.ca/sgs/queens-experience/students/dr-sana-tibi-second-phd-research-dyslexia>
- # Tibi, S. (2007). What is Dyslexia? *Dubai TV*.
- # Tibi, S. (2005). Early detection and intervention for reading difficulties. *Dubai TV*.

Service to Other Universities

- Advisor on Arabic literacy research, *Glasgow University* (2020–present).
- Advisor on Arabic literacy research, *University of Toronto* (2019–present).
- Developing and refining reading assessment tools, *Ontario Institute for Studies in Education, University of Toronto* (2017–2020).
- External reviewer for Promotion and Tenure, *Adelphi University* (2018).
- # Chair-Developing the Ph.D. Program in Special Education, *UAE University* (2006–2010).
- # Chair-Assessment Committee, *College of Education, UAE University* (2008–2010).
- # Chair-Laptop and e-learning Project, *College of Education, UAE University* (2008–2010).
- # Chair-Research Evaluation Committee, *UAE University Research Council* (2006–2010).
- # Member- Blackboard and e-learning Committee, *UAE University* (2007–2009).
- # Member-Comprehensive Exam in Special Education, Early Childhood Education, and Primary-Junior Programs, *UAE University* (2006–2009).

- # Chair- Conceptual Framework Committee, *UAE University* (2006–2008).
- # Chair-Evaluation of New Teacher Candidates, *UAE University* (2004–2008).
- # Chair-Special Education Program Committee, *National Council for Accreditation in Teacher Education (NCATE)* (2003–2008).
- # Member- College of Education Social and Cultural Activities Committee, *UAE University* (2004–2006).

The Community

- # Expert Advisor, Create Educational materials related to Arabic Language and Literacy: Policy documents, UAE Ministry of Education (2014–2015).
- # Volunteer, Reading for children, Kindergarten and primary junior schools in Al-Ain City, UAE (2002–2010).
- # Coordinator, Coordinator- under-privileged communities joint project between the University of Oslo and An-Najah National University, University of Oslo (1995–1997).

Consultation

- UNESCO-DI. Chair of the Dyslexia Forum III (2016–2020).
Dyslexia International in partnership with UNESCO.
- # UNESCO-DI. Senior Academic Advisor on Dyslexia in Arabic (2008–2020).
Dyslexia International in partnership with UNESCO.
- # Academic advisor to the Ministry of Education, UAE (2014- 2017). •Revised Common Core Language and Literacy Standards •Developed Reading assessment tools •Trained trainers to conduct early grade literacy assessment in public schools •Reporter for the Dyslexia International Middle East project (2014–2017).
- # Ministry of Education, UAE. Senior Advisor on Early Grade Reading Assessment and

Instruction in Arabic Literacy (2014–2017).

USAID-World Bank-RTI partnership. Lead Literacy Expert on Early Grade Curriculum and Benchmarks (2007–2016).

Ministry of Education, UAE. Reviewer (2014–2015).
The New Arabic Language Curriculum.

Emirates College for Advanced Education (ECAE). Chair-Interviewing Department Heads of English Language and Literacy in Elementary school in Abu-Dhabi (2011–2012).

Teacher Training Centre. Chair-Interviewing Committee to select Department Heads of Arabic Language and literacy in Elementary schools in Abu Dhabi (2011–2012).

Dar Al-Hikma Teacher Training College, KSA. Accreditation External Reviewer-Special Education Program (2010–2011).

King Faisal University (KFU). External Reviewer for Quality Assurance (2009–2010).

Ministry of Culture West Bank. Advisor on Arabic Literacy and Children's Literature (1997–2002).

Ministry of Education in West Bank. Advisor on Learning Disabilities and Developmental Communication Disorders (1997–2002).

NUFU. Coordinator for the joint project on Inclusive Education (2000–2001).
University of Oslo and An-Najah National University.

Adjudicator for National Awards

Tibi, S. (2006–2008). *Reviewer-Best Research Award*. Khalifa National Award-UAE.

Tibi, S. (2003–2006). *Distinguished Student- Academic Achievement*. Hamdaan National Award, UAE.

Collaborator

Ungar, M., Paradis, J., Chen, X., & Tibi, S. (2017–2020). *Child and Youth Refugee Coalition*. Social Sciences and Humanities Research Council (SSHRC).

I served as a collaborator on Using Research to Inform Best Practices in Language, Literacy, Learning, Social Integration, and Child and Family Wellbeing. I advise on Arabic literacy and linguistic issues related to literacy and language assessment for resettled refugees.

Conference Organization Committees

Tibi, S. (2003–2009). *United Arab Emirates University- College of Education Conferences*.

Discussant

Tibi, S. (2014–2015). *Rosa- Bruno- Jofre Graduate Symposium in Education*. Faculty of Education, Queen's University.

Tibi, S. (2013–2015). *Reviewer for students' projects in Qualitative Research Methods (EDUC 895)*. Faculty of Education, Queen's University.

Tibi, S. (2012–2015). *Reviewer of Students' projects in Social Cognition (EDUC 922)*. Faculty of Education, Queen's University.

Panelist

Tibi, S. (2015). *Best Methods of Arabic Instruction (Phonics vs. Whole Language)*. Mohammad Bin Rashid Conference on Arabic Language.

Service and Consultancy

Tibi, S. (2017–2019). *Advisor on Arabic Language, Literacy, and Learning (LLL) cluster*. Child and Youth Refugee Research Coalition (CYRRC).

A coalition of over one hundred academics, education and service provider organizations (ESPO) committed to promoting the successful integration of refugee children and youth in Canada.

Professional activities that occurred prior to my employment at FSU.

