

7 Year Curriculum Vitae

Sana Tibi

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General Information

University address: School of Communication Science and Disorders
College of Communication and Information
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Professional Preparation (Highest Degree Only)

2016 Ph.D., Queen's University, Kingston, ON, Canada. Major: Cognitive Studies of Reading. Supervisor: Dr. Don Klinger and Dr. Lesly Wade-Woolley.

Tibi, S. (2016). *Cognitive and linguistic factors in reading Arabic: The role of morphological awareness*. (Doctoral dissertation, Queen's University, Kingston, ON, Canada). Retrieved from QSPACE, <https://qspace.library.queensu.ca/handle/1974/14674>.

Nondegree Education and Training

2021 DIRECTO's 3rd Annual University-Wide Symposium on Diversity & Inclusion in Research & Teaching.

2021 Diverse Voices in STEM Speaker Series.

2021 Course Design.

2021 Mastering Academic Time Management.

2021 British Columbia Refugee Hub Webinar.

2021 Antiracism in Course Content.

- 2021 How the Pandemic Made Me a Better Educator.
- 2021 Teaching with Videos Workshop.
- 2021 Supporting Students in Times of Stress.
- 2020 Ally: What It Is and How to Use It.
- 2020 How to Manage Stress, Rejection & the Haters in Your Midst.
- 2020 An exploration of Developmental Language Disorders.
- 2020 Mental Health First Aid Training.
- 2020 Women's Brain Health at Midlife: What Does Menopause Have to Do with It?
- 2019 Interpreting and Responding to Students' Evaluations.
- 2019 Designing Transparent Tasks and Rubrics.

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 kindergarteners' literacy skills.
- 2013–2015 Teaching Assistant, Education, Queen's University, Canada. Taught undergraduate courses.

Honors, Awards, and Prizes

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

Current Membership in Professional Organizations

- American Speech-Language and Hearing Association (ASHA)
- Comparative and International Education Society (CIES)

International Dyslexia Association (IDA)
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)

Clinical Practice

Advisor to the office of exceptional student education- Leon county schools on assessment and intervention of Arabic-speaking preschool children (2021)

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

Mentor Arabic and bilingual (English & Arabic) SLPs with assessment and intervention issues related to Arabic language and literacy (2021)

New Course Development

Online-Developmental Communication Disorders (2020)
Online-Introduction to Communication Disorders (2020)
Developmental Communication Disorders (2019)
Seminar in Language (Reading Disorders) (2017)
Seminar in Multiculturalism and Multi-literacies (2016)

Management of Multiple Course Sections

Introduction to Communication Sciences and Disorders (SPA 2001)

Doctoral Committee Member

Wofford, M. C., graduate. (2019). *Language input intervention using visual feedback: Impact on adult words delivered to at-risk bilingual children.*

Al Janaideh, R., doctoral candidate. *Resettled Syrian refugee children in Canada: Oral*

- language, literacy, and well-being.* [University of Toronto, Canada]
Fumero, K., doctoral candidate. *Instructional practices for dual language learners.*
Bustamante, K., doctoral candidate. *English-learner students' writing across fifth-grade: Effects of morphological instruction.*
Bin Sawad, N., doctoral student. *Arabic teachers' knowledge and skills of Arabic literacy.* [Glasgow University, UK]
Hoge, R. M., doctoral student. *Predicting English development from kindergarten language profiles of Spanish-English-speaking bilingual children.*

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 grade.*
McGee, M. R., graduate. (2019). *Developing a conceptual framework for adolescent vocabulary intervention.*
Amin, A., graduate. (2017). *Reading in Arabic script: A cross-linguistics and cross-national study.* [External Examiner Psychology: Wilfrid Laurier University, Canada]

Bachelor's Committee Member

- Kanterman, M., graduate. (2020). *Language disorders among ADHD students.* [Undergraduate Honors Thesis]
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]
Novakovic, L., graduate. (2017). *American accent learners.* [Undergraduate Honors Thesis]
Kurit, S. J., student. *A Prospective study of the relationship between reading fluency and reading comprehension among school-age children with speech disorders.* [Undergraduate Honors Thesis]
Kassolis, J., student. *Spelling errors of typical and exceptional learners: Orthographic and phonological contributions.* [Undergraduate Honors Thesis]

Supervision of Student Research Not Related to Thesis or Dissertation

- Alotaibi, A. (Jun 2021–present).
Kweider, N. (May 2021–present).

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

I study the cognitive and linguistic processes of reading in general, and Arabic in particular. I investigate the different roles of each of the factors that predict reading such as vocabulary, phonological awareness, rapid naming, orthographic processing and morphological awareness. The ultimate goals of my research are to (a) broaden the linguistic base of scientific research in literacy, (b) develop models of Arabic reading that acknowledge both the factors that apply in any language/orthography while addressing the unique characteristics of Arabic, (c) create and validate Arabic literacy assessment tools with sound psychometric properties, and (d) develop reading intervention programs based on scientific evidence to benefit Arabic-speaking children at risk for reading failure including refugees relocating to English-speaking countries and other dual language learners.

Publications

Refereed Journal Articles

- Georgiou, G., Cardoso-Martins, C., Das, J., Falcón, A., Hosokawa, M., Inoue, T., Li, Y., Martinez, D., Padakannaya, P., Papadopoulos, T. C., Pollo, T., Salha, S. S., Samantaray, S., Shu, H., Tanji, T., Tibi, S., & Vieira, A. (2022). Cross-language contributions of rapid automatized naming to reading accuracy and fluency in young adults: Evidence from eight languages representing different writing systems. *Journal of Cultural and Cognitive Science*, 1-18. Retrieved from <https://doi.org/10.1007/s41809-021-00092-7>
- Tibi, S., Edwards, A. A., Kim, Y-S., Schatschneider, C., & Boudelaa, S. (2022). The contributions of letter features to Arabic letter knowledge for Arabic-speaking kindergarteners. *Scientific Studies of Reading*, 1-16. Retrieved from <https://doi.org/10.1080/10888438.2021.2016769>
- Rankin, Y., Tibi, S., Kennington, C., & Han, N. (2021). In-Game social interactions to facilitate ESL students' morphological awareness, language and literacy skills. *Proceedings of the ACM on Human-Computer Interaction*, 5(279), 1-25. Retrieved from <https://doi.org/10.1145/3474706>
- Layes, S., Tibi, S., Bouakkaz, Y., & Rebai, M. (2021). Phonological awareness deficits in children with dyslexia: The impact of working memory as a function of modality of test administration. *Reading & Writing Quarterly*, 1-14. Retrieved from <https://doi.org/10.1080/10573569.2021.1936712>
- Tibi, S., Fitton, L., & McIlraith, A. (2021). The development of a measure of orthographic knowledge in the Arabic language: A psychometric evaluation. *Applied*

- Psycholinguistics*, 42(3), 739-762. Retrieved from <https://doi.org/10.1017/S0142716421000035>
- Tibi, S., Edwards, A. 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>
- 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 role of word reading and oral language skills in reading comprehension in Syrian refugee children. *Applied Psycholinguistics*, 41(6), 1283-1304. Retrieved from <https://doi.org/10.1017/S0142716420000284>
- Tibi, S., Edwards, A. A., 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 <https://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://files.eric.ed.gov/fulltext/EJ1207952.pdf>

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].

Presentations

Refereed Papers at Conferences

Rankin, Y., Tibi, S., Kennington, C., & Han, N. (presented 2021, October). *In-Game social interactions to facilitate ESL students' morphological awareness, Language & Literacy Skills*. Paper presented at CHI PLAY, ACM SIGCHI, Virtual-due to COVID-19. (International)

Invited Keynote and Plenary Presentations at Conferences

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)

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)

Invited Presentations at Conferences

Tibi, S., Edwards, A. E., & Boudelaa, S. (presented 2021, April). *An investigation of five letter features in Arabic letter knowledge*. Presentation at Experimental Arabic Linguistics

(EXAL), Consulate General of the Republic of Korea in Dubai, UAE. (International)
Retrieved from
<https://news.cci.fsu.edu/cci-news/cci-faculty/assistant-professor-presents-arabic-letter-knowledge-research-at-exal-conference/>

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

Invited Presentations at Symposia

Tibi, S. (presented 2021, November). Current Arabic language and literacy research in the U.S.: Implications for early identification and intervention. In Farran, L (Chair), *Literacy assessment and intervention*. Presentation at the meeting of American Speech-Language-Hearing Association (ASHA), Washington, DC. (International)

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) Retrieved from <https://news.cci.fsu.edu/category/cci-research/page/22/>

Tibi, S. (presented 2015). Cognitive processes of reading in Arabic. In Al Hammadi (Chair), *Cognitive processes of reading*. Presentation at the meeting of UAEU- Biology Department. (International)

Refereed Presentations at Conferences

Tibi, S. (presented 2021, November). *Arabic letter knowledge: An exploration of five letter features*. Presentation at American Speech-Language-Hearing Association, ASHA Convention, Washington, DC. (International)

Al Janaideh, R., Tibi, S., & Chen, X. (presented 2021, July). *Morphology and reading skills in Arabic-speaking refugee children*. Presentation 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. (presented 2021, July). *The critical role of morphology in Arabic reading*. Presentation at SSSR, Society for the Scientific Studies of Reading, Virtual due to COVID-19. (International)

Falcón, A., Tibi, S., Martinez, D., Salha, S. S., & Georgiou, G. (presented 2021, July). *Within and cross-language contributions of rapid automatized naming to reading fluency in young adults*. Poster presentation at SSSR, Society for the Scientific Study of Reading, Virtual-due to COVID-19. (International)

- 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)
- Tibi, S., Edwards, A. A., & Schatschneider, C. (presented 2020, July). *IRT analyses of Arabic letter knowledge in kindergarten*. Poster presentation at SSSR, Society for Scientific Studies of Reading (SSSR), San Diego, CA. (International)
- Tibi, S. (presented 2020, March). *Advances in understanding Arabic reading*. Presentation at CIES, Comparative and International Education Society, Miami, Florida-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 Psychonomic Society 60th Annual Meeting, 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)
- 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)

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*. Poster 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. (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)

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 Arabic Language Conference, Arabic Counsel, Dubai, United Arab Emirates. (International)

Invited Workshops

Tibi, S. (2021, December). *Arabic letter knowledge: implications for assessment and intervention*. Workshop delivered at Queen Rania Teacher Academy (QRTA), Jordan-virtual. (International) Retrieved from <https://www.linkedin.com/feed/update/urn:li:activity:6887153650360229888/>

Tibi, S. (2021, October). *Assessment of literacy in bilingual Arab populations*. Workshop delivered at Qahwa wa Bahth (Arab SLP Group), Virtual Interactive. (International) Retrieved from <https://www.linkedin.com/events/qahwawabahthjournalclubdiscussi6848438490296791040/>

Tibi, S., & Bowers, P. (2021, September). *Morphological Instruction for All: Supporting Linguistically Diverse Student*. Workshop delivered at American Speech-Language-Hearing Association, Virtual Interactive Webinar. (National) Retrieved from

[https://apps.asha.org/eweb/olsdynamicpage.aspx?title=morphological+instruction+for+all+%3A+supporting+linguistically+diverse+students+\(on+demand+webinar\)&webcode=ols+details](https://apps.asha.org/eweb/olsdynamicpage.aspx?title=morphological+instruction+for+all+%3A+supporting+linguistically+diverse+students+(on+demand+webinar)&webcode=ols+details)

Invited Lectures and Readings of Original Work

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)

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., & Simmons-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.

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.

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

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

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

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

Contracts and Grants Pending

Wood, C., Schatschneider, C., & Tibi, S. (Sep 2021). *Word Knowledge Instruction for Students who are English Learners in 3rd-5th grade*. Submitted to Institute for Educational Sciences.

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.

Tibi, S. (Sep 2019). *Predicting Arabic reading development: A longitudinal study from KG to grade 3*. Submitted to CRC-FSU.

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.

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.

Work in Progress

Tibi, S., Edwards, A. A., & Schatschneider, C. (2021). *The influence of letter knowledge, vocabulary, and rapid naming on word reading in Arabic-speaking kindergarten students*.

Layes, S., Tibi, S., & Rebaïi, M. (2021). *Rapid automatized naming and visual search in Arabic-speaking children with and without Dyslexia: The potential effect of color*.

Tibi, S., Edwards, A. A., & Schatschneider, C. (2021). *Predicting grade 2 reading outcomes from Kindergarten: A longitudinal study of Arabic literacy.*

Service

Florida State University

FSU University Service

Member, Innovation Committee (2021–present).

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

FSU College Service

Co-Chair, College Equity, Diversity and Inclusion-Student Recruitment (2020–present).

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

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

Adjudicator, CCI Doctoral Student Virtual Poster Session (2020).

FSU Department Service

Chair, Equity, Diversity and Inclusion (2021–present).

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

Member, Admissions Committee (2019–present).

Member, Doctoral Program Committee (2016–present).

Member, Multicultural Committee (2016–2020).

Member, Faculty Evaluation Committee (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).

Juror for a Performance

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

Service to Professional Associations

Expert advisor on Arabic literacy and reading curriculum, Queen Rania Teacher Academy (2021–present).

Speaker and discussant, Research discussions, US-Arab Speech Language Pathologists' Group (2021–present).

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

Chair, Arabic Adaptation of the Dyslexia Massive Open Online Course (MOOC) for Arabic Teachers, UNESCO-Dyslexia International (2008–2020).

Reviewer, CIES Conference Proposal Reviewer, CIES (2020).

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

Interviews

Tibi, S. (2015, November). Queen's Graduate Office Interview. *Queen's Gazette*. Retrieved from <https://www.queensu.ca/sgs/prospective-students/student-experience/dr-sana-tibi-second-phd-research-dyslexia>

Service to Other Universities

Advisor on Arabic literacy research, *Glasgow University* (2020–present).

Advisor on Arabic literacy research, *University of Toronto* (2019–present).

Development of reading assessment tools, *Ontario Institute for Studies in Education, University of Toronto* (2017–2020).

External reviewer for Promotion and Tenure, *Adelphi University* (2018).

The Community

Expert Advisor, Create Educational materials for Arabic Language and Literacy: Policy documents, UAE Ministry of Education (2014–2015).

Consultation

University of Toronto. Advisor on Arabic Literacy Research (2017–present).

UNESCO-DI. Senior Academic Advisor on Dyslexia in Arabic (2008–2020).

Child and Youth Refugee Research Coalition (CYRRC). Arabic Literacy Advisor (2017–2019).

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).

Collaborator

Ungar, M., Paradis, J., Chen, X., & Tibi, S. (2017–2021). *Partnership Grant, Child and Youth Refugee Research Coalition (CYRRC): Using Research to Inform Best Practices for Language, Literacy, Learning, Social Integration, and Child and Family Wellbeing (\$2,500,000), Co-Investigator, with Michael Ungar (PI) at Dalhousie University and colleagues at The Canadian Refugee Child, Youth and Families Research Coalition. Social Sciences and Humanities Research Council (SSHRC).*

Chen, X., Paradis, J., & Tibi, S. (2017). *Successes and challenges of children who are Syrian refugees: Language, literacy and wellbeing. SSHRC.*

Discussant

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

Tibi, S. (2013–2015). *Reviewer of 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.