Curriculum Vitae
Sana Tibi
General Information

University address: School of Communication Science and Disorders
College of Communication and Information
201 W. Bloxham St.
Florida State University
Tallahassee, Florida 32301-1200
Phone: 850-644-8464; Fax: 850-644-6639

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Web site: https://directory.cci.fsu.edu/sana-tibi

Professional Preparation

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.

1997   Ph.D., University of Florida, Gainesville, FL. Major: Communication Sciences and Disorders. Supervisor: Dr. Linda J. Lombardino.

Mohd, S. (1997). *Assessing reading-related skills in Arabic-speaking children*. (Doctoral dissertation, University of Florida, Gainesville, FL). Retrieved from University of Florida Digital Collections, https://ufdc.ufl.edu/AA00037010/00001.

1989   M.A., University of Bath, Bath, UK. Major: Linguistics and Translation. Supervisor: Dr. Raouf W. Riad.

1987   B.A., Yarmouk University, Irbid, Jordan. Major: English. Linguistics.

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.

The goal of this speaker series is to give a platform for people in STEM fields from various historically underrepresented identities, including but not limited to: race, ethnicity, sexual orientation, gender, status, and ability to share their story.

2021   Course Design.

Delivered by the Center for the Advancement of Teaching (CAT).

2021   Mastering Academic Time Management.

National Centre for Faculty Development and Diversity.

2021   British Columbia Refugee Hub Webinar.

2021   Antiracism in Course Content.

DIRECTO's Spring Conversation Series event.

2021   How the Pandemic Made Me a Better Educator.

Harvard Business Publishing Education's Webinar Series.

2021   Teaching with Videos Workshop.

Delivered by the Center for the Advancement of Teaching (CAT).

2021   Supporting Students in Times of Stress.

The Program for Instructional Excellence (PIE) Teaching Workshop.

2020   Ally: What It Is and How to Use It.

Office of Distance Learning Workshop.

2020   How to Manage Stress, Rejection & the Haters in Your Midst.

National Centre for Faculty Development and Diversity.

2020   An exploration of Developmental Language Disorders.

A Scientific Event Hosted by McGill University, Canada.

2020   Mental Health First Aid Training.

FSU Counselling Center.

2020   Women's Brain Health at Midlife: What Does Menopause Have to Do with It?

National Centre for Faculty Development and Diversity.

2019   Interpreting and Responding to Students' Evaluations.

Delivered by the Center for the Advancement of Teaching (CAT).

2019   Designing Transparent Tasks and Rubrics.

Delivered by the Center for the Advancement of Teaching (CAT).

Professional Experience

2022–present   Associate Professor, School of Communication Science and Disorders, Florida State University. Full time faculty.

Affiliated with Florida Center for Reading Research (FCRR)
https://fcrr.org/person/sana-tibi-phd.

2017–present   Faculty Affiliate, FCRR, Florida Center for Reading Research, State University.

2016–2021   Assistant Professor, School of Communication Science and Disorders, Florida State University. Full time faculty.

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

Kingston, Canada.

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

2011–2013   Section Manager, Licensing and Accreditation of Higher Education Institutions, Abu-Dhabi Educational Council (ADEC). Reviewed proposals to establish new higher education institutions.

2007–2010   M.Ed. Program Coordinator, Department of Special Education, College of Education, UAE University. Taught graduate courses, supervised 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 coordinator, clinical supervisor, 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, Arabic Language Program, Middlebury College, Vermont. Taught Arabic summer courses.

Honors, Awards, and Prizes

Appreciation of Efforts, Queen Rania Teacher Academy (2022).

> Certificate.

Outstanding Faculty Research Award, College of Communication and Information. Florida State University (2021).

> This is awarded annually to one faculty member https://cci.fsu.edu/honors-and-awards/.

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, 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)
International Dyslexia Association (IDA)
Psychonomic Society
Society for Scientific Studies of Reading (SSSR)-Voting Member

Teaching

Courses Taught

Dyslexia (SPA6434)
Honors in the Major Research (SPA4970)
Normal Communication Development (SPA4004)
Multicultural Seminar (SPA 6930)
Introduction to Communication Sciences and Disorders (SPA 2001)
Developmental Communication Disorders (SPA 4255)
Normal Communication Development and Disorders (SPA5009)
* 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 (SPED222)
# Language, Literacy, and Culture (CURR760)
# Seminar in Language and Literacy Development (CURR773)
# Language Development and Emergent Literacy (CURR212)
# Assessments in Early Childhood (CURR416)
# Student Teaching in Early Childhood (CURR465)
# Capstone in Mild/Moderate Disabilities (SPED 441)
# Differentiated Instruction (SPED 134)
# Education of Exceptional Children (SPED 101)
# Language Development & Emergent Literacy in Early Childhood (CURR212)
# Language and Literacy Pedagogy in Early Childhood (CURR 761)
# Children's Literature (CURR 222)
# Early Field Experience in Early Childhood (CURR 359)
# Advanced Assessment in Special Education (SPED 6321)
# Survey into Communication Disorders (SPA 4400)
# Beginning Arabic-II (ARA 1131)
# Arabic as a Second Language (ARA 3101)
# Beginning Arabic 1 (ARA 1130)

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)

\# 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

Seminar in Developmental Disabilities (2024)
Seminar in Diversity (2023)
Normal Communication Development & Disorders (2022)
Online-Normal Communication Development and Disorders (2022)
* 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)
\# 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 Chair

   Hendrix, A., doctoral student.   *Morphological Instruction.*

Doctoral Committee Member

   Dowling, M., graduate. (2024). *An Implementation study of problem-based learning in elementary school in west Florida.*   [Ed.D. University Representative]
   Kontokiakos, T., graduate. (2024). *Youth previously in foster care and the college experience.*   [Ed.D. in Educational Leadership & Policy]
   McGinnes, R., graduate. (2024). *An exploration of decision-making processes for admissions requirements in college-based paramedic programs in Florida.*   [Ed.D. in Educational Leadership & Policy]
   Sanchez, D., graduate. (2024). *Understanding the first-generation, Mexican American student experience with college access at Valley High School.*   [Ed.D. in Educational Leadership & Policy]
   Schultz, H., graduate. (2024). *Teacher beliefs about mathematics teaching and learning and classroom achievement growth.*   [Ed.D. in Educational Leadership & Policy]
   Bin Sawad, N., graduate. (2023). *Arabic teachers' knowledge and skills of Arabic literacy.*   [Glasgow University, UK]
   Al Janaideh, R., graduate. (2022). *Resettled Syrian refugee children in Canada: Oral language, literacy, and well-being.*   [University of Toronto, Canada]
   Fumero, K., graduate. (2022). *Instructional practices for dual language learners.*
* Bustamante, K., graduate. (2020). *English-learner students' writing across fifth-grade: Effects of morphological instruction.*
* Wofford, M. C., graduate. (2019). *Language input intervention using visual feedback: Impact on adult words delivered to at-risk bilingual children.*
# Mureish, R., graduate. (2009). *An investigation of writing in English as a second language in higher colleges of technology in the United Arab Emirates.*
   Itani, B., doctoral candidate.   *The Impact of English on Language Choices and Identity.*   [Ed.D. University Representative]
   Skillman, B., doctoral candidate.   *FSU Teaching Faculty and their Student Evaluations of Teaching Results.*   [Ed.D. University Representative]
   Al Matrouk, L., doctoral candidate.   *The relationship between morphological awareness and word reading among typically developing children and children with reading difficulties attending bilingual (Arabic-English) schools in Kuwait.*   [I serve as an External Examiner. University of Reading, UK]
   Farah, S., doctoral student.   *Arabic Intervention Program and its Impact on Hebrew and English Learning Skills among Poor, Normal, and Dyslexic Learners.*   [I serve as an External Examiner. University of Haifa, Israel]
   Hoge, R. M., doctoral student.   *Predicting English development from kindergarten language profiles of Spanish-English-speaking bilingual children.*

Master's Committee Chair

    Hendrix, A., graduate. (2024). *Describing the Morphological Complexity of Teachers' Spoken Language: Comparisons across Four Instructional Subjects*.

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]
# Qidaan, N., graduate. (1999). *The effect of coeducation on the academic achievement of the tenth grade students at the government schools*.
  Hill, E., student.   *Morphological structures of aphasic patient's written texts*.

Bachelor's Committee Member

  Iglesias, Z., graduate. (2024). *Examining children with developmental disabilities*. [Undergraduate Honors Thesis]
  Kurit, S. J., graduate. (2022). *A Prospective study of the relationship between reading fluency and reading comprehension among school-age children with speech disorders*. [Undergraduate Honors Thesis]
* Kassolis, J., graduate. (2020). *Spelling errors of typical and exceptional learners: Orthographic and phonological contributions*.   [Undergraduate Honors Thesis]
* 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]
# Al-Bouni, K., graduate. (2007). *The acquisition of Emirati Arabic phonology: A case study*. [Undergraduate Honors Thesis]
  Ogden, O., student.   *Analysis of primary grade science textbooks using Morpholex*.
  Romero, M., student.   *Morphological Knowledge Among Third Graders Across Schools*.

Supervision of Student Research Not Related to Thesis or Dissertation

Gray, J. (Oct 2024–present).

Huff, H. (Oct 2024–present).

Vogel, D. (Oct 2024–present).

Vogel, D. (Oct 2024–present).

Collins, F. (Aug 2023–present).
> UROP.

Acosta, A. (Aug 2023–Aug 2024).
> UROP.

[*] Alotaibi, A. (Jun 2021–Jan 2023).
> Doctoral student at the University College London, UK.

[*] Kweider, N. (May 2021–Jan 2023).
> Doctoral student at Carnegie Mellon University.

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Research and Original Creative Work

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Program of Research and/or Focus of Original Creative Work

My research focuses on the cognitive and linguistic processes of reading. I investigate the different roles of each of the factors that predict and/or hinder reading development 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) contribute to the development of universal models of reading that acknowledge both the factors that apply in any language/orthography while addressing the unique characteristics of certain languages and orthographies, (c) create and validate diverse literacy assessment tools with sound psychometric properties, and (d) develop research-based reading intervention programs to all students who maybe at-risk for reading failure including dual language learners and refugee children.

Publications

Refereed Journal Articles

Wood, C., Torres-Chavarro, M., Tibi, S., Schatschneider, C., & Fengfeng, K. (in revision). Computer-Delivered Morphology-Focused Vocabulary Instruction: A Pilot Study. Manuscript submitted for publication.

Saunders, K. V., Sun, S., Tibi, S., Lombardino, L. J., & Dawson, K. (submitted). Staples of Identifying Dyslexia in University Students. Manuscript submitted for publication.

Tibi, S., & Kim, Y-S. (submitted). The foundations of Arabic word reading: Evidence from a 2- year longitudinal study. Manuscript submitted for publication.

Tibi, S., Edwards, A., Kirby, J. R., & Salha, S. (in press). Reading Anxiety in Arabic University Students. *Sage Open*.

Morris, R., Tibi, S., Al Salmi, H., & Oliver, B. (in revision). Comparing Measuring Methods for Speech Timing during Rapid Automatic Naming Tasks using Arabic and English Bilingual Adults. *Languages*.

Al Janaideh, R., Tibi, S., Gottardo, A., Paradis, J., & Chen, X. (2023). Morphology and reading skills in Arabic-speaking refugee children. *Reading Research Quarterly*, *58*(3), 391-405. Retrieved from https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.495

> This study investigated the concurrent and longitudinal role(s) of morphological awareness in Arabic word reading and reading comprehension among Arabic-speaking refugee children.
> Journal IF 4.340
> R. Al Janaideh- PhD student, University of Toronto, Canada
> X. Chen-Prof, University of Toronto, Canada.

Layes, S., Tibi, S., Cohen, M., & Lombardino, L. J. (2023). Rapid automatized naming and visual searching in Arabic-speaking children with and without dyslexia: The potential effect of colour. *Learning Disability Quarterly*, *0*(0), 1-15. Retrieved from https://qa.deepdyve.com/lp/sage/rapid-automatized-naming-and-visual-searching-in-arabic-speaking-SEaL9ztDsM?

Bin Sawad, N., Law, J., Tibi, S., & Boese, K. (2022). Arabic metalinguistic knowledge predicts reading comprehension: A scoping review. *Frontiers in Communication*, 1-19. Retrieved from https://www.frontiersin.org/articles/10.3389/fcomm.2022.984340/full

> This systematic review aimed to: (1) synthesize studies that examine metalinguistic skills' contribution to reading comprehension in Arabic, (2) emphasize gaps and limitations within the current body of literature, and (3) offer recommendations for further research.

Thao, S. K., Lombardino, L. J., Tibi, S., & Gleghorn, A. (2022). Multimodal learning: How task types affect learning of students with reading difficulties. *Clinical Archives of Communication Disorders*, *7*(2), 67-77. Retrieved from

https://www.e-cacd.org/journal/view.php?number=142
doi:http://dx.doi.org/10.21849/cacd.2021.00500

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

> This study investigated the rapid automatized naming (RAN) in reading across multiple languages in bilingual young adults.
> Journal IF .915
> This paper is the result of a collaborative effort with several professors from International universities in Brazil, Canada, Greece, India, and Japan.

Tibi, S., Edwards, A. A., Kim, Y-S. G., Schatschneider, C., & Boudelaa, S. (2022). The contributions of letter features to Arabic letter knowledge for Arabic-speaking kindergarteners. *Scientific Studies of Reading*, *26*(5), 357-372. Retrieved from https://doi.org/10.1080/10888438.2021.2016769

> This study investigated multiple letter features as possible factors that contribute to Arabic letter knowledge. to further our understanding of the language-specific and universal features in letter knowledge.
> Journal IF 4.662
> A. Edwards- PhD student- Psychology, FSU
> C. Schatschneider- Prof, Psychology, FSU
> Y-S. Kim- Prof, University of California
> S. Boudelaa- Prof, Cambridge University.

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

> This study contributes a prototype communication game for students learning English as a second language to improve their communicative competence and literacy skills in English.
> Y. Rankin-Prof, CCI, FSU
> K. Kennington-Prof, Boise State University
> N. Han-Graduate student, Florida State University.

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*, *38*(2), 184-197. Retrieved from https://doi.org/10.1080/10573569.2021.1936712

> This study contributes to our understanding of the working memory deficits in Arabic dyslexia as a function of different modalities in task administration.
> Journal IF 1.181
> S. Layes-Prof, University of Rouen, France and El-Oued University, Algiers
> Y. Bouakkaz- Graduate student, El-Oued University, Algiers

M. Rebaii- Prof, University of Rouen, France.

* 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

> This is the first study to develop and validate a reliable measure of orthographic processing in Arabic, and its role in word reading in native Arabic readers.
> Journal IF 2.89
> L. Fitton- PhD student, SCSD, FSU
> A. McIlraith, PhD student, SCSD, FSU.

* 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

> This is the first study on Arabic letter knowledge to examine the dimensionality of Arabic letter knowledge with important assessment and intervention implications.
> Journal IF 3.325
> A. Edwards- PhD student, Psychology, FSU
> C. Schatschneider- Prof, Psychology, FSU
> L. Lombardino- Prof, University of Florida
> J. Kirby- Prof, Queen's University
> S. Salha- Prof, An-Najah University.

* 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

> This study underscores the role of initial response to morphological instruction above and beyond other standard predictors in 3rd grade-English-speaking students with reading deficits.
> Journal IF 1.740
> P. Yujeong- Prof, University of Tennessee
> M. Bornwell-Prof, University of Florida
> L. Lombardino-Prof, University of Florida
> D. Reed, Prof, University of Iowa.

* 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

> This paper was invited to the clinical forum of the LSHSS journal. It provides speech-language pathologists with foundational tools for teaching morphology to learners of English as a second language.
> Journal IF1.740
> K. Fumero- PhD student, SCSD, FSU.

* 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

This study documents oral language and literacy skills in Arabic and English in Syrian-refugee children.
Journal IF 2.89
R. Al Janaideh- PhD student, University of Toronto, Canada
A. Gottardo-Prof, Psychology, Wilfrid Laurier University, Canada
J. Paradis- Prof, University of Alberta, Canada
X. Chen-Prof, University of Toronto, Canada.

* 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

This study was invited paper to a special issue and the first to model differences in Arabic word reading at the item and individual levels using cross-classified generalized random-effects analysis.
Journal IF 1.595
A. Edwards- PhD student, Psychology, FSU
C. Schatschneider- Prof, Psychology, FSU
J. Kirby-Prof, Queen's University, Canada.

* 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

This study yielded the first reliable and valid measure of Arabic root awareness using confirmatory factor analysis and structural equation modeling for the first time in Arabic literacy research.
Journal IF 2.89
J. Tock- PhD student, Psychology, FSU
J. Kirby-Prof, Queen's University, Canada.

* 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

This is the first study on Arabic reading that examined the contributions of all the standard predictors in multiple reading outcomes in Arabic speakers contributing to our understanding of a universal model in reading.
Journal IF 1.873
J. Kirby-Prof, Queen's University.

* 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

This paper was invited to a special issue on human rights, and highlights the cross-linguistic differences between Arabic and English for the purpose of better serving Arabic-speaking Syrian refugees.
Journal IF 2.484
M. Wofford-PhD student, SCSD, FSU.

* 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

> This paper, invited to the special issue on Dyslexia across Languages and Writing Systems, established phonological awareness and naming speed as predictors of reading in Arabic with implications for typical and atypical reading development.
> Journal IF 4.662
> J. Kirby-Prof, Queen's University, Canada.

* 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

> This study investigated and validated the construct and predictive validity of several measures of morphological awareness in Arabic.
> Journal IF 2.89
> J. Kirby-Prof, Queen's University, Canada.

\# 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

> This study explored the linguistic knowledge and self-efficacy of pre-service teachers in United Arab Emirates.
> P. Stall-Prof, California State University
> M. Joshi-Prof, Texas A & M University
> Y. Park- Prof, University of Tennessee.

\# 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. Retrieved from https://doi.org/10.24200/jeps.vol6iss3pp1-11

> The aim of this study was to develop a mathematics motivation scale for the context of United Arab Emirates.

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. *Interdisciplinary Journal of Journal of Teaching and Learning*, *2*(2), 59-77. Retrieved from https://eric.ed.gov/?id=EJ1056531

> This study investigated the extent to which self-efficacy and motivation served as a predictor for mathematics achievement of fifth grade students in United Arab Emirates (UAE) across gender and achievement levels.

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

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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.

Tibi, S. (2006). The impact of reading disability on children's social life. *The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review*, *4*(1), 607-613. Retrieved from https://doi.org/10.18848/1447-9532/CGP/v04/38931

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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., & Awartani (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

Refereed Books

Tibi, S., & Alghazo, E. (2009). *Introduction to Reading*. Jordan: Dar Wael Publishing House.

Tibi, S., Alghazo, E., & Sartawi, A. (2009). *Reading Disabilities: Diagnosis and intervention*. Jordan: Dar Wael Publishing House.

Tibi, S., & Mansour, N. (2005). *Arabic Dictionary-Autism*. The Arab Academy of Special Education.

Refereed Book Chapters

Tibi, S., & Reddick. C. (2025). Literacy in refugee children. In Holly Joseph, Daisy Powell, Naomi Flynn, Pelusa Orellana Garcia, & Wayne Slater (Eds.), *International Handbook of Literacy: Literacy and Adversity*. Bloomsbury.

[*] 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 the theoretical knowledge and practical skills to teach morphology in Arabic.
> Published in Arabic and is used as a source for Teacher training at Arab Universities.
> J. Kirby-Prof, 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.

Georgiou, G., & Tibi, S. (presented 2022, February). *Cross-language contributions of rapid automatized naming to reading accuracy and fluency in young adults: Evidence from eight languages representing different writing systems*. Paper presented at Association for Reading and Writing in Asia, ARWA, Online from Hong Kong. (International) Retrieved from https://www.arwasia.org/arwa-2022

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)

> This study contributes a prototype communication game for students of English as a second language to improve their communicative competence and literacy skills in English.

[#] Belkhouche, B., Harmain, H., Taha, H., Najjar, L. A., & Tibi, S. (presented 2010). *Analysis of primary school Arabic textbooks*. Paper presented at the meeting of ACIT'10, Benghazi. (International) Retrieved from https://www.semanticscholar.org/paper/Analysis-of-Primary-School-Arabic-Language-Belkhouche-Harmain/7c32edfa6ee347b2d9d795a6828154776e079755

> Corpus ID: 102343994.

Tibi, S., & Gumpel, T. P. (presented 2000). *Assessing teachers' views on inclusive education in 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, 85.7% were international, 14.3% were national in scope.

Tibi, S. (presented 2022, October). *Fostering psychosocial well-being through literacy*. Keynote presentation at the meeting of Queen Rania Teacher Academy (QRTA), Jordan. (International)

Tibi, S. (presented 2022, March). *Assessment of Arabic Literacy*. Keynote presentation at Assessments to support early grade Arabic language learning conversations on advancing Arabic language teaching and learning to reduce learning poverty in MENA, World Bank and Queen Rania Foundation (QRF), Virtual Webinar. (International) Retrieved from https://www.qrf.org/en/assessments-support-early-grade-arabic-language-learning-0

I was invited to give a talk on Assessment of Arabic literacy as part of a series of webinars under the auspices of the World Bank and QRF.

* 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) Retrieved from https://www.youtube.com/watch?v=i5zI6k0nZ8Y

Tibi, S. (presented 2008, March). *Early grade reading screening in Arabic*. Keynote presentation at EGRA, World Bank, Washington, DC. (National) Retrieved from https://www.slideserve.com/jeslyn/early-grade-reading-screening-arabic

Invited Presentations at Conferences

For invited presentations at conferences, 88.2% were international, 5.9% were national, 5.9% were local in scope.

* 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/

   Virtual due to COVID-19.

* 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*. 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., Al Qahtani, 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*. Presentation at the meeting of Arabic Linguistics, Doha, Qatar. (International) Retrieved from https://faculty.uaeu.ac.ae/dimitrios_n/Research/Emirati-Arabic-Child-Language/emirati-arabic-child-language.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 https://www.youtube.com/watch?v=i5zI6k0nZ8Y

\# 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, Amsterdam, Netherlands. (International)

\# Tibi, S. (presented 2008, April). *Early grade Arabic reading screening in Arabic*. Presentation at the meeting of World Bank, Washington, D.C. (International) Retrieved from https://images.slideplayer.com/27/9108787/slides/slide_1.jpg

[#] 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 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. (presented 2024, July). Morphology and literacy skills: Basic research and intervention. In Tibi, S (Chair), *Society for the Scientific Studies of Reading*. Presentation at the meeting of SSSR, Copenhagen, Denmark. (International)

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)

This presentation is accepted as a 1-hour in-person oral seminar at the 2021 ASHA Convention.

[*] 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)

> Keynote speaker.

Refereed Presentations at Conferences

For refereed presentations at conferences, 76.3% were international, 13.2% were national, 5.3% were state, 5.3% were local in scope.

Hendrix, A., Tibi, S., Wood, C. L., Schatschneider, C., & Wanzek, J. (accepted). *Analyzing the Morphological Composition of Language Input in Teachers' Instructional Dialogues*. Presentation to be given at American Speech-Language and Hearing Association (ASHA), ASHA, Seattle, Washington. (International)

Kim, L., Tibi, S., & Farquharson, K. (accepted). *Impact of Phonological Working Memory on Arabic-Speaking Kindergarten Children's Language: Socioeconomic and Demographic Moderators*. Presentation to be given at American Speech-Language and Hearing Association (ASHA), ASHA, Seattle, Washington. (International)

[*] Tibi, S., & Edwards, A. A. (accepted). *Arabic letter knowledge: Implications for assessment and intervention*. Presentation to be given at Reading, Literacy, and Learning, International Dyslexia Association, Charlotte, NC. (International). (Cancelled due to COVID-19)

> Spoken paper.

[*] Tibi, S., & Bowers, P. (accepted). *Structured morphological instruction across languages*. Presentation to be given at Reading, Literacy, and Learning, International Dyslexia Association (IDA), Charlotte, NC. (International). (Cancelled due to COVID-19)

> Spoken paper.

[*] 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)

> Spoken paper.

Tibi, S. (presented 2024, July). *A longitudinal investigation of Arabic word reading*. Presentation at Society for the Scientific Studies of Reading, SSSR, Copenhagen, Denmark. (International)

Hendrix, A., Tibi, S., Wood, C. L., & Wanzek, J. (presented 2024, July). *Describing the Morphological Complexity of Teachers' Spoken Language: Comparisons across Four Instructional Subjects*. Poster presentation at Society for the Scientific Studies of Reading, SSSR, Copenhagen, Denmark. (International)

Wood, C., Chavarro, M., & Tibi, S. (presented 2024, July). *Morphology and literacy skills: Basic research and intervention*. Presentation at Society for the Scientific Studies of Reading, SSSR, Copenhagen, Denmark. (International)

Acosta, A., Hendrix, A., Tibi, S., & Wood, C. (presented 2024, May). *Analysis of Morphological Complexity in Teachers Instructional Dialogue*. Poster presentation at Florida State University Undergraduate Research, UROP, Tallahassee, Florida. (Local)

Collins, F., Hendrix, A., Tibi, S., & Wood, C. (presented 2024, April). *Analysis of teachers' language input using Morpholex*. Poster presentation at Florida State University's Undergraduate Research Symposium, UROP, Tallahassee, Florida. (Local)

Hendrix, A., & Tibi, S. (presented 2024, March). *Novel approach to analyzing morphological complexity of teachers' language input*. Poster presentation at Translational Research Symposium, University of Florida and Florida State University, Gainesville, Florida. (State)

Collins, F., Hendrix, A., Tibi, S., & Wood, C. (presented 2024, February). *Measuring morphological complexity in teachers' instructional dialogues*. Poster presentation at Florida Undergraduate Research Conference, FURC, Jacksonville, Florida. (State)

Thao, S., Thompson, A., Tibi, S., Rains, A., Butler, A., & Martinez, J. (presented 2023, December). *Emerging trends in Education: Active learning for students with reading deficits*. Presentation at Annual Conference of Asian Pacific Society of Speech, Language and Hearing, ASHA, Ho Chi Minh city, Vietnam. (International)

Thao, S., Thompson, A., Tibi, S., Rains, A., Butler, A., & Martinez, J. (presented 2023, November). *Active Learning Challenge: What can we learn from College students with reading deficits?* Presentation at Annual convention of American Speech-Language-Hearing association, ASHA, Boston, Massachusetts. (International)

Thao, S., Thompson, A., Tibi, S., Rains, A., Butler, A., & Martinez, J. (presented 2023, October). *Active learning in classroom: Promoting success for students with reading difficulties*. Presentation at Annual conference of International Dyslexia Association, IDA, Columbus, Ohio. (International)

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)

This presentation was presented as a pre-recorded technical session for the hybrid 2021ASHA Convention.

[*] 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)

Spoken paper.

[*] 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)

Spoken paper.

[*] 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)

Spoken paper.

[*] 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)

The abstract for a spoken paper was published in the program and available on the SSSR website.

[*] 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)

Spoken paper.

[*] Morris, R., Oliver, B., Alsalmi, 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)

    Spoken paper.

* Tibi, S., Morris, R., Alsalmi, 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)

    Spoken paper.

* 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)

    Spoken paper.

* 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)

Spoken paper.

[#] 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.

[#] 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)

Spoken paper.

[#] 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)

Spoken paper.

[#] 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)

Spoken paper.

[#] Tibi, S. (presented 2009, November). *Developmental hierarchy of Arabic phonological awareness skills*. Presentation at London International Conference in Education, LICE, London, UK. (International)

Spoken paper.

[#] 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)

Spoken paper.

[#] Tibi, S. (presented 1997, November). *Reading readiness assessment for Arabic-speaking children*. Poster 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*. Poster presentation at ASHA Convention, American Speech-Language-Hearing Association, Boston, Massachusetts. (National)

Invited Workshops

For invited workshops, 78.6% were international, 14.3% were national, 7.1% were local in scope.

Tibi, S. (2024, May). *Education Sciences Colloquium*. Workshop delivered at FCRR Colloquium, Florida Center for Reading Research-FSU. (Local)

Tibi, S. (2024, May). *Idea Development Workshop*. Workshop delivered at FCRR Colloquium, Tallahassee, Florida. (National)

Tibi, S., & Taibah, N. (2022, December). *Administering the Early Grade Arabic literacy Screening tool*. Workshop delivered at World Bank and the Ministry of Education in Saudi Arabia, Virtual. (International) Retrieved from Training Teachers and Schools Principals on the protocol of screening assessment

Tibi, S. (2022, March). *Developing Arabic literacy assessment tools*. Workshop delivered at World Bank and Ministry of Education in Saudi Arabia, Virtual-due to COVID-19. (International)

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/qahwawabahthjournalclubdiscussi684843849029679 1040/

Tibi, S., & Bowers, P. (2021, September). *Morphological Instruction for All: Supporting linguistically diverse students*. 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 =olsdetails

Invited by ASHA.

[#] 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, 33.3% were international, 8.3% were state, 58.3% were local in scope.

Smith, K., & Tibi, S. (2022, August). *ELA Assessment Research and Best Practices for Young Learners*. Delivered at Learning Systems Institute-FSU, Virtual. (State)

Tibi, S., Smith, K., & Joos, M. (2022, July). *PreK-2 ELA Assessment*. Delivered at Learning Systems Institute-FSU, Virtual. (Local)

Therrien, M., Barton-Hulsey, A., Tibi, S., Guynes, K., Nimmons, E., & Madden, E. (2022, March). *Interactions with Patients with Disabilities: Supporting engagement and participation*. Delivered at Medical School at Florida State University, Virtual-due to COVID-19. (Local)

> This was an invited 2 hour virtual lecture collaboratively developed and presented by faculty from the School of Communication Science and Disorders to Medical Students on considerations when communicating with patients with disabilities during medical encounters.

Tibi, S. (2022, February). *Developing the Conceptual Framework for the Early Grade Arabic Literacy Benchmarks and Standards*. Delivered at Queen Rania Foundation, Jordan-Virtual. (International)

[*] 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

Wood, C., Guynes, C., Tibi, S., Chavarro, M., & Smith-Guynes, K. (Jul 2023–Jun 2028). *Stepping-Up Technology for Morphological Awareness Pathway to Reading (MAP-R)*. Funded by Office of Special Education Programs, United States Department of Education. (H327S2300). Total award $2,300,000.

   Co-Investigator.

Zuilkowski, S. (PI), Marty A. (Co-PI), Meyers, C. (Co-PI), & Tibi, S. (Jun 2022–Dec 2023). *Coordinated Screening and Progress Monitoring -Pre-K through Grade 2 Literacy Test Item Development*. Funded by Florida Department of Education. Total award $153,900.

   I serve as a literacy expert and an item review consultant.

* 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.

   I serve as a consultant on morphological assessment.

* 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 FSU CRC. 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). *COFRS: Predictors of Arabic literacy: A longitudinal study*. Funded by FSU CRC. (041761). Total award $14,000.

    COFRS Grant.

* Tibi, S. (PI). (May 2017–Aug 2017). *FYAP: 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 three 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). *Systematic reading instruction in an after-school program to increase early reading skills*. 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-Jerusalem 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

Marty, A, & Tibi, S. (Jun 2024). *US Higher Education Institution/University Partnership*. Submitted to USAID Early Grade Education Activity ASAS. Unspecified award amount.

Tibi, S., Marty, A, & Muheidat, J. (May 2024). *Universities Strengthening English Education in Jordan (USEEJ)*. Submitted to United States Department of State. Unspecified award amount.

  U. S. Department of State, U. S. Embassy Amman, Public Affairs Section.

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. Unspecified award amount.

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

  Total amount $50,000.

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

  Small Grant Program- Amount $3000.

* Wood, C. L., Barton-Hulsey, A., Catts, H. W., & Tibi, S. (Jul 2018). *BELLA: Bilingual Early Language And Literacy*. Submitted to United States Department of Education. Unspecified award amount.

* 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.
Unspecified award amount.

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.*

    https://www.slideshare.net/DyslexiaInternational/wdf2010-tibi.

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

    https://inee.org/system/files/resources/EGRA_Toolkit_Mar09.pdf.

Service

Florida State University

FSU University Service

* Member, Innovation Committee (2021–present).

    This committee is formed by the Florida Center for Reading Research and the Psychology department at
    FSU.
    Chair- Rick Wagner.

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

FSU College Service

Member, CCI Promotion and Tenure Committee (2023–present).

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

 Member, Outside Committee Member, College of Education and LSI Faculty Search Committee (2023).

* Member, CCI-College Academic Affair (2019–2023).

 Facilitator/Mentor, CCI Research and Creative Activities (2022).

* Member, Dean's Advisory Council (2020–2021).

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

FSU Department Service

 Chair, SCSD Promotion and Tenure Committee (2024–present).

 Member, Curriculum (2023–present).

 Member, Inclusive Excellence (2023–present).

 Member, Promotion & Tenure School Committee (2023–present).

 Member, Engage 100 (2022–present).

* Member, Admissions Committee (2019–present).

* Member, Doctoral Program Committee (2016–present).

 Chair, Equity, Diversity and Inclusion (2021–2023).

* 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).

[#] *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 Convention, Los Angeles: American Speech-Language-Hearing Association- (2017).

Service to Professional Associations

Editorial Board Member, Reviewer, Language, Speech, and Hearing Services in Schools journal (2024–present).

> Responsible for 8 - 10 reviews per year.

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).

Conference Committee Member, SSSR Organizing Committee, Society for the Scientific Studies of Reading (SSSR) (2024–2026).

> Played key role in reviewing abstracts and planning sessions.

Topic Co-Chair for Global Practices and Considerations, American Speech-Language and
Hearing Association (ASHA) (2024–2025).

ASHA Convention.

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

Duties included reviewing proposals and selecting keynote speakers.

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).

Miami-FL.

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

Panelist, Education for All: Fast Track Initiative Education for All, 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

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-secon
d-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* (2020–2023).

External Reviewer for Promotion and Tenure, *University of Florida* (2023).

[*] Advisor on Arabic literacy research, *University of Toronto* (2019–2022).

[*] 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).

[#] Chair-Developed 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 for 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

World Bank. Arabic Reading Strategy for KSA (2022–present).

World Bank. Developed the Early Literacy Screening Tool for Arabic (2022–2023).

Emirates Schools Establishment. Developing the Early Grade Literacy Benchmarks and Standards for Prek-G2 (2022).

[*] University of Toronto. Advisor on Arabic Literacy Research (2017–2022).

Queen Rania Foundation. Early Grade Arabic Literacy Benchmarks (2022).

> Developed the Arabic literacy benchmarks for early grade reading.

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

> Dyslexia International in partnership with UNESCO.

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

> 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. https://cyrrc.org/user/stibi/.

[#] 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. (2017–2021). *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).

> I serve as a collaborator on using research to inform best practices in language, literacy, learning, social integration, and child and family well-being. I advise on Arabic literacy and linguistic issues related to literacy and language assessment for resettled refugees ($ 2.5 million).

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

> Insight Development project.

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 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.

[#] Tibi, S. (2002). *Arabic Reading Disabilities*. American Consulate of Jerusalem and An-Najah University.

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[*] Professional activities that occurred prior to my last promotion review.
[#] Professional activities that occurred prior to my employment at FSU.