

Barbara Rodriguez
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Barbara Rodriguez, Ph.D., is an Associate Professor in the Department of Speech and Hearing Sciences at the University of New Mexico (UNM). She received a B.A. in Communicative Disorders from UNM, an M.S. in Speech-Language Pathology from UNM, and a Ph.D. from the University of Washington in Speech-Language Pathology.

Dr. Rodriguez's research and teaching interests are in bilingual language acquisition. Her recent research has focused on language and literacy development in bilingual (English/Spanish), cultural and environmental influences on the language development of children from diverse backgrounds, and speech/language assessment and screening of bilingual children. She is a collaborator on the Bilingual Phonology Assessment (BiPA) project, a study designed to develop a phonological assessment tool for bilingual (English/Spanish) children from Mexican, Puerto Rican, and Cuban backgrounds. Dr. Rodriguez teaches both undergraduate and graduate courses in the department. Her courses include: Reading and Writing in Research (SHS 506), Preclinical Training (SHS 458), Multicultural Considerations in Communication (SHS 459), and Bilingual Language Acquisition: Clinical Implications (SHS 539).

She recently was awarded the 2010 ASHA Certificate for Special Contributions in Multicultural Affairs and the 2010 NMSHA Fellowship of the Association. Dr. Rodriguez is currently an Associate Editor for the American Journal of Speech-Language Pathology.

Recent Publications:

Hammer Scheffner, C., Komaroff, E., Rodriguez, B. L., Lopez, L. M., Scarpino, S. E., & Goldstein, B. A. (under review). Predicting Spanish-English bilingual children's language abilities. *Journal of Speech Language Hearing Research*.

Rodriguez, B. L., & Guiberson, M. (in press). Using a teacher rating scale of language and literacy skills with preschool children of English-speaking, Spanish-speaking, and bilingual backgrounds. *Early Childhood Education Journal*.

Guiberson, M., Rodriguez, B. L., & Dale, P. S. (in press). Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. *Language Speech and Hearing Services in Schools*.

Hammer Scheffner, C., Lawrence, F. R., Rodriguez, B., & Davison, M. (2011). Changes in language usage of Puerto Rican mothers to their children: Do gender and age of exposure to English matter? *Applied Psycholinguistics*, 32, 275-297.

Guiberson, M. & Rodriguez, B. L., (2010). Measurement properties and classification accuracy of two Spanish parent surveys of language development for preschool age children. *American Journal of Speech-Language Pathology*, 19, 225-237.

Hammer Scheffner, C., & Rodríguez, B. L. (2010). Individual Differences in Bilingual Children's Language Competencies: The Case for Spanish and English. In A. Weiss (Ed.), *Perspectives on individual differences affecting therapeutic change in communication disorders* (pp. 57-79). New York, NY: Taylor & Francis/Psychology Press.

Lewis, N., Castilleja, N., Moore, B. J., & Rodriguez, B. (2010). Assessment 360: A panoramic framework for assessing English Language Learners. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 17, 37-56.

Rodríguez, B., Hines, R. & Montiel, M. (2009). Joint book reading: Latino mother-child dyads of low socioeconomic status and middle socioeconomic status. *Language Speech and Hearing Services in Schools*, 40, 271-282.