

JEAN F. RIVERA PÉREZ, Ph.D.

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EDUCATION

2016, August

Ph.D., Speech-Language Pathology, *University of Cincinnati, Cincinnati, OH*

Dissertation: *The Use of Text-to-Speech to Teach Vocabulary to English Language Learners*

2009, May

M.S., Speech-Language Pathology, *Universidad Ana G. Méndez, Gurabo, Puerto Rico*

Thesis: *Stories of Parents who have Children with Autism, Attention Disorder, and Attention Disorder with Hyperactivity*

2004, June

B.A., Elementary Education, *Universidad de Puerto Rico, Humacao, Puerto Rico*

Major: Primary Level Education (K–3)

Minor: Special Education

PUBLICATION AND JOURNAL SUBMISIONS (PEER REVIEWED)

Manuscripts Under Review / In Revision (n = 3)

2025

Rivera Campos, A., Rivera Pérez, J. F., Treviño R., Thomas-More F. (2025). Effects of a computer-based transcription training on clinicians' accuracy in identifying Spanish dialectal features: A multiple-baseline single-case design. *American Journal of Speech-Language Pathology*.

2025

Rivera Campos, A., Rivera Pérez, J. F., Regalado, A., & Bou Pérez, N. (under review). Effects of a computer-based transcription training on clinicians' accuracy in identifying Spanish dialectal features: A multiple-baseline single-case design. *American Journal of Speech-Language Pathology*.

2025

Rivera Pérez, J. F., Lund, E., Abdelaziz, M. M., & Regalado, A. (under review). The use of a bilingual computer vocabulary assisted intervention to promote vocabulary in emergent bilinguals. *Language, Speech, and Hearing Services in Schools*.

Peer-Reviewed Journal Articles (n = 9)

2025

Kuyuk, M. L., Combs, S., & Rivera Pérez, J. F. (2025). Dialogic reading strategies and vocabulary in Spanish-speaking students with developmental language disorder: A single-case

research study. *Language, Speech, and Hearing Services in Schools*, 56(1), 1–18.
doi:10.1044/2025_LSHSS-25-00004

2024

Abdelaziz, M. M., & Rivera Pérez, J. F. (2024). Revisiting student stories: Understanding microaggressions and interpersonal conflict within speech-language and hearing sciences training programs. *American Journal of Speech-Language Pathology*, 1–18. Advance online publication. doi:10.1044/2024_AJSLP-23-00209

2022

Rivera Pérez, J. F., *Regalado, A., & Lund, E. (2022). Effects of a computer training to teach Spanish book-sharing strategies to mothers of emergent bilinguals at risk of developmental language disorders: A single-case design study. *American Journal of Speech-Language Pathology*, 31(4), 1771–1786. doi:10.1044/2022_AJSLP-21-00301

Rivera Pérez, J. F., Creaghead, N. A., Washington, K., Guo, Y., Raisor-Becker, L., & Combs, S. G. (2022). The relationship between perceived assertiveness/shyness and emergent bilinguals' vocabulary intervention outcomes: A preliminary investigation. *Communication Disorders Quarterly*. doi:10.1177/15257401211068867

2021

Abdelaziz, M. M., Matthews, J. J., Campos, I., Fannin, D., Rivera Pérez, J. F., Wilhite, M., & Williams, R. M. (2021). Student stories: Microaggressions in communication sciences and disorders. *American Journal of Speech-Language Pathology*, 30(5), 1900–2002. doi:10.1044/2021_AJSLP-20-00314

2020

Rivera Pérez, J. F., *Hart, R., & Lund, E. (2020). Vocabulary-learning cues in children's bilingual programming. *Journal of Children and Media*, 15(3), 301–319. doi:10.1080/17482798.2020.1725906

2019

Rivera Pérez, J. F., Creaghead, N. A., Washington, K., Guo, Y., Raisor-Becker, L., & Combs, S. (2019). Using audio prompting to assist monolingual speech-language pathologists to teach English–Spanish vocabulary to English learners. *Communication Disorders Quarterly*, 41(1), 3–11. doi:10.1177/1525740118817487

2018

Lowell, S. Y., Vigil, D. C., Abdelaziz, M., Edmonds, K., Goel-Sakhalkar, P., Guiberson, M., Hamilton, A. F., Hung, P., Wilkerson, D. L., Miller, C., Rivera Pérez, J. F., Ramkissoon, I., & Scott, D. (2018). Pathways to cultural competence: Diversity backgrounds and their influence on career path and clinical care. *Perspectives of the ASHA Special Interest Groups*, 3(14), 30–39. doi:10.1044/persp3.SIG14.30

2013

Rivera Pérez, J. F., & Combs, S. (2013). Supporting English and Spanish vocabulary in English language learners. *OSHLA eHearsay*, 2(2), 117–126.

*Student

MANUSCRIPTS IN PREPARATION

Rivera Pérez, J. F., & Lund, E. (data analysis). Assessing Spanish sentence repetition computer recognition for identification of children with language disorder.

Rivera Pérez, J. F., Rivera Campos, A., & DiLollo, A. (in preparation). More than the sum of its parts: Experiences of culturally and linguistically diverse speech-language pathologists and audiologists.

Rivera Pérez, J. F. (in preparation). The effects of a computer-training for students in communication sciences and disorders to promote vocabulary strategies for children with developmental language disorders.

GRANT FUNDING AND SUPPORT

Research Funding**Internal Funding (Funded)****2019**

Principal Investigator. *Effects of computer-based trainings in speech and vocabulary strategies with Spanish speakers.*

Texas Christian University Research and Creative Activities Fund (R-CAF): \$4,362.79

Junior Faculty Summer Research Program (JFSRP): \$6,000.00

2018

Principal Investigator. *The use of audio prompting to promote vocabulary in English learners.*

Texas Christian University Research and Creative Activities Fund (R-CAF): \$4,495.90

Junior Faculty Summer Research Program (JFSRP): \$6,000.00

2012

Principal Investigator. *Promoting vocabulary acquisition of English language learners.*

University Research Council (URC) Summer Fellowship, University of Cincinnati: \$3,000.00

External Federal Funding**2025 (Submitted, In Review)**

Principal Investigator. *A randomized controlled trial of computer-assisted bilingual vocabulary intervention in emergent bilinguals with developmental language disorder.*

Funding mechanism: National Institute on Deafness and Other Communication Disorders (NIDCD), NIH

Amount requested: \$2,448,399.49 (total with indirect: \$3,221,285.89)

Co-Investigator: Dr. Emily Lund

2024 (Resubmitted, Not Awarded)

Principal Investigator. *The use of computer-assisted bilingual vocabulary intervention for emergent bilinguals with developmental language disorders.*

Funding mechanism: NIDCD, NIH

Amount requested: \$2,402,219.05

Co-Investigators: Dr. Emily Lund, Dr. Yan Zhang

2023 (Submitted, Not Awarded)

Principal Investigator. *The use of computer-assisted bilingual vocabulary intervention for emergent bilinguals with developmental language disorders.*

Funding mechanism: NIDCD, NIH

Amount requested: \$2,402,219.05

Co-Investigators: Dr. Emily Lund, Dr. Yan Zhang

External Foundation Funding

2022 (Resubmitted, Not Awarded)

Principal Investigator. *The use of computer-assisted intervention to promote vocabulary in dual language learners with language impairment.*

American Speech-Language-Hearing Foundation, New Investigator Research Grant

Amount requested: \$9,905.00

TRAINING GRANTS

2025–2030

Project Director. *Preparing bilingual speech-language pathologists to provide culturally and linguistically responsive services for Latino/x emergent bilinguals with severe speech and language disorders.*

Funding agency: U.S. Department of Education, Office of Special Education Programs (OSEP)

Grant type: Personnel Development to Improve Services and Results for Children with Disabilities (84.325K)

Funding amount: \$1,249,436.31

PEER-REVIEWED PROFESSIONAL PRESENTATIONS

National/International (n = 35); Regional/State (n = 12); University/Local (n = 9). Total = 56 presentations.

National and International Conferences

2024, December

Clark, M., Girolamo, T., Greene-Pendelton, K., Grubler, L., & Rivera Pérez, J. (2024, December). Strategic planning to support communication as a human right for all in CSD programs [Seminar]. *American Speech-Language-Hearing Association (ASHA) Convention*, Seattle, WA.

Kuyuk, M. L., Combs, S., & Rivera Pérez, J. (2024, December). Elevating shared book reading for bilingual students with developmental language delays [Poster]. *ASHA Convention*, Seattle, WA.

2024, April

Rivera Pérez, J. F., & Girolamo, T. (2024, April). Championing inclusivity in CSD education: Strategies for navigating the post-affirmative action landscape [Podium]. *Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) Annual Conference*, New Orleans, LA.

2024, August

Rivera Pérez, J. F., & Rivera Campos, A. (2024, August). Tech-forward SLP: Revolutionizing services in schools for bilingual and monolingual students with ultrasounds and computer-assisted vocabulary intervention (CABVI) [Podium]. *School Speech-Language Pathology Conference*, Vanderbilt University, Nashville, TN.

Rivera Campos, A., & Rivera Pérez, J. F. (2024, August). Unmasking Spanish SLP resources: Uncovering flaws and forging solutions [Podium]. *School Speech-Language Pathology Conference*, Vanderbilt University, Nashville, TN.

2023, November

Blandon, N., & Rivera Pérez, J. F. (2023, November). Examining language elicitation methods in dual language learners [Poster]. *ASHA Convention*, Boston, MA.

Girolamo, T., Rivera Pérez, J. F., Clark, M., Kasambira-Fannin, D., Greene-Pendelton, K., Mahendra, N., & Mandulak, K. (2023, November). Organizational diversity, equity, and inclusion in communication sciences and disorders: Discord in the details [Podium]. *ASHA Convention*, Boston, MA.

2023, April

Rivera Pérez, J. F., Mahendra, N., & Girolamo, T. (2023, April). Holistic approaches to diversity, equity, and inclusion in CSD programs [Podium]. *CAPCSD Annual Conference*, Orlando, FL.

Mackey, J., Ramachandar, S., Rivera Pérez, J. F., & Owen, J. (2023, April). Essential functions task force [Podium]. *CAPCSD Annual Conference*, Orlando, FL.

2022, November

Harris, R., & Rivera Pérez, J. F. (2022, November). Teaching questioning strategies to Spanish-speaking mothers of dual language learners: A computer-based training program [Poster]. *ASHA Convention*, New Orleans, LA.

Rivera Campos, A., & Rivera Pérez, J. F. (2022, November). Computer-based Spanish phonetic transcription training [Poster]. *National Black Association for Speech-Language and Hearing (NBASLH) Convention*, Houston, TX.

Mahendra, N., Girolamo, T., Mandulak, K., Rivera Pérez, J. F., Kasambira-Fannin, D., & Harley-Simpson, J. (2022, November). Equity and inclusion in CSD academic programs: Focus on instruction and scholarship [Podium]. *CAPCSD Annual Conference*, Portland, OR.

2021, November

Hamilton, A., Rivera Pérez, J. F., & González, W. (2021, November). Exploring cultural responsiveness: Using the guided scenarios framework to process clinical experiences [Podium]. *ASHA Convention*, Washington, DC.

Matthews, J., Abdelaziz, M., Campos, I., Dungca, A., Fannin, D., Rivera Pérez, J. F., Wilhite, M., & Williams, R. (2021, November). Experiences of microaggressions and symbolic violence by underrepresented students in CSD programs [Podium]. *ASHA Convention*, Washington, DC.

Rivera Campos, A., Rivera Pérez, J. F., & Bou, N. (2021, November). Computer-based Spanish phonetic transcription training [Poster]. *ASHA Convention*, Washington, DC.

Rivera Pérez, J. F., Rivera Campos, A., & DiLollo, A. (2021, November). Experiences of speech-language pathologists and audiologists with racial/ethnic and linguistic minority identities [Podium]. *ASHA Convention*, Washington, DC.

2021, March

Rivera Pérez, J. F., Regalado, A., & Payne, I. (2021, March). A Spanish vocabulary app-based parent training [Podium]. *NBASLH Annual Convention* (virtual).

Rivera Pérez, J. F., Rivera Campos, A., & Yarbrough, R. (2021, March). Perspectives of multiple minority identities in CSD [Podium]. *NBASLH Annual Convention* (virtual).

2020, November

Hamilton, A., Ramos-Pizarro, C. A., Rivera Pérez, J. F., & González, W. (2020, November). Cultural responsiveness: Using the guided scenarios framework to process clinical experiences [Podium]. *ASHA Convention*, San Diego, CA. (Cancelled – COVID-19)

Abdelaziz, M., Matthews, J., Campos, I., Dungca, A., Fannin, D., Gonzalez, W., Rivera Pérez, J. F., Lee-Wilkerson, D., Gonzalez Estrada, J., Ramos-Pizarro, C. A., Wilhite, M., & Williams, R. (2020, November). Understanding diversity in the classroom: The unique challenges of CSD students from underrepresented backgrounds [Podium]. *ASHA Convention*, San Diego, CA.

2020, April

Rivera Pérez, J. F., & Payne, I. (2020, April). A Spanish vocabulary app-based parent training [Podium]. *NBASLH Annual Convention*, Houston, TX. (COVID19-Cancelled)

2020, February

Rivera Pérez, J. F., Rivera Campos, A., & Yarbrough, R. (2020, February). Perspectives of multiple minorities' identities in CSD [Poster]. *NBASLH Annual Convention*, Houston, TX.

2019, November

Regalado, A., & Rivera Pérez, J. F. (2019, November). Promoting Spanish vocabulary in dual language learners with language delay: An app-based parent training program [Poster]. *ASHA Convention*, Orlando, FL.

Patiño-Arreguín, V., & Rivera Pérez, J. F. (2019, November). Acquisition of indirect vocabulary using a vocabulary computer-assisted instruction in dual language learners [Poster]. *ASHA Convention*, Orlando, FL.

2018, November

Rivera Pérez, J. F., & Rivera Campos, A. (2018, November). Perspectives of multiple minority identities in CSD [Poster]. *ASHA Convention*, Boston, MA.

Ramkissoo, I., Abdelaziz, M., Edmonds, K., Goel, P., Guiberson, M., Hamilton, A., Hung, P. F., Lee-Wilkerson, D., Lowell, S., Miller, C., Rivera Pérez, J. F., Scott, D., & Vigil, D. (2018, November). Building a résumé that tells your story [Seminar]. *ASHA Convention*, Boston, MA. †

2017, November

Rivera Pérez, J. F., & Creaghead, N. A. (2017, November). Weekly changes in vocabulary growth when using supplemental Spanish with text-to-speech for English learners [Poster]. *ASHA Convention*, Los Angeles, CA.

2015, November

Rivera Pérez, J. F., Creaghead, N. A., Guo, Y., Raisor-Becker, L., & Combs, S. (2015, November). The use of text-to-speech to promote expressive vocabulary in two languages for English learners [Seminar]. *ASHA Convention*, Denver, CO.

Rivera Pérez, J. F., Raisor-Becker, L., & Creaghead, N. A. (2015, November). The effects of shyness/anxiety in bilingual vocabulary intervention for English learners [Poster]. *ASHA Convention*, Denver, CO.

2013, November

Rivera Pérez, J. F., & Combs, S. (2013, November). Using shared reading to promote English and Spanish vocabulary in young English learners [Poster]. *ASHA Convention*, Chicago, IL.

Regional and State Conferences

2023, March

Treviño, R., Rivera Pérez, J. F., & Rivera Campos, A. (2023, March). *Computer-based Spanish phonetic transcription training for bilingual speech-language pathology students [Poster]*. Texas Speech-Language-Hearing Association (TSHA) Convention, Austin, TX.

2020, February

Rivera Pérez, J. F., Rivera Campos, A., & Yarbrough, R. (2020, February). Perspectives of multiple minorities' identities in CSD [Poster]. *TSHA Convention*, Houston, TX.

2019, February

Regalado, A., & Rivera Pérez, J. F. (2019, February). *Promoting Spanish vocabulary in dual language learners with language delay: An app-based parent training program [Poster]*. TSHA Convention, Houston, TX.

2015, March–April

*Bartley, C., *Moyer, J., Ringel, L., Rivera Pérez, J. F., & Creaghead, N. A. (2015, April). *Language profile of immigrant Hispanic children in Cincinnati [Poster]*. PRAISE Conference, Cincinnati, OH.

*Schenck, A., *Lutes, K., Strickland, L., Rivera Pérez, J. F., & Creaghead, N. A. (2015, March). *Shyness-anxiousness and expressive vocabulary in dual language learners [Poster]*. Ohio Speech-Language-Hearing Association (OSHLA) Conference, Columbus, OH.

*Bartley, C., *Moyer, J., Ringel, L., Rivera Pérez, J. F., & Creaghead, N. A. (2015, March). *Language profile of immigrant Hispanic children in Cincinnati [Poster]*. OSHLA Conference, Columbus, OH.

*Schenck, A., *Lutes, K., Strickland, L., Rivera Pérez, J. F., & Creaghead, N. A. (2015, March). *Shyness-anxiousness and expressive vocabulary in dual language learners [Poster]*. Undergraduate Research, Scholarly Endeavors & Creative Practice, Cincinnati, OH.

†Busch, J., Combs, S., Creaghead, N., Hobek, A., Raisor-Becker, L., & Rivera Pérez, J. F. (2014, March). Practical school research in child language and literacy [Mini-seminar]. OSHLA Conference, Columbus, OH.

†Busch, J., Combs, S., Creaghead, N., Hobek, A., Raisor-Becker, L., & Rivera Pérez, J. F. (2013, October). Practical school research in child language and literacy [Seminar]. Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC) Convention, Columbus, OH.

†Boyce, S., Busch, J., Combs, S., Creaghead, N., Hobek, A., Raisor-Becker, L., Rivera Campos, A., Rivera Pérez, J. F., Speights, M., & Washington, K. (2013, March). Current research on language and literacy development in children [Mini-seminar]. OSHLA Conference, Columbus, OH.

2012, March

Hamilton, S. M., Rivera Campos, A., Rivera Pérez, J. F., & Boyce, S. (2012, March). Identifying facilitative vowels for /r/ using ultrasound data [Poster]. *OSHLA Conference*, Columbus, OH.

University and Local Presentations

2023, April

Harris, R., & Rivera Pérez, J. F. (2023, April). *The effect of a questioning training to teach Spanish questions to mothers of dual language learners at risk of developmental language disorder [Poster]*. Harris College Student Research Conference, Fort Worth, TX.

Mascorro, K., & Rivera Pérez, J. F. (2023, April). *The use of a computer training to improve Spanish phonetic transcription and dialectal knowledge in SLPs [Poster]*. Harris College Student Research Conference, Fort Worth, TX.

Treviño, R., Rivera Pérez, J. F., & Rivera Campos, A. (2023, April). *Computer-based Spanish phonetic transcription training for bilingual speech-language pathology students [Poster]*. Harris College Student Research Conference, Fort Worth, TX.

Martínez, M., Huggans, A., Rivera Pérez, J. F., Rivera Campos, A., & Yarbrough, R. (2023, April). *Experiences of speech-language pathologists and audiologists with racial/ethnic and linguistic minority identities in CSD [Poster]*. Harris College Student Research Conference, Fort Worth, TX.

2021, March

Rivera Pérez, J. F., Regalado, A., & Payne, I. (2021, March). A Spanish vocabulary app-based parent training [Podium]. *NBASLH Convention* (online).

Rivera Pérez, J. F., Rivera Campos, A., & Yarbrough, R. (2021, March). Perspectives of multiple minority identities in CSD [Podium]. *NBASLH Convention* (online).

2020, February

Rivera Pérez, J. F., Rivera Campos, A., & Yarbrough, R. (2020, February). Perspectives of multiple minority identities in CSD [Poster]. *NBASLH Convention*, Houston, TX.

2015, April

*Bartley, C., *Moyer, J., Ringel, L., Rivera Pérez, J. F., & Creaghead, N. A. (2015, April). *Language profile of immigrant Hispanic children in Cincinnati [Poster]*. *PRaISE Preview Conference* (invited), Cincinnati, OH.

2014, March

*Miho, O., Abron, L., Rivera Pérez, J. F., & Combs, S. G. (2014, March). *The acquisition of nouns and verbs in bilingual storybook reading in bilingual children [Poster]*. University of Cincinnati, Research and Innovative/Scholarly Endeavors Forum, Cincinnati, OH.

2013, April

Hogan, B., Rivera Pérez, J. F., & Combs, S. G. (2013, April). Parent-child interaction in second language acquisition [Poster]. *University of Cincinnati, Research and Innovative/Scholarly Endeavors Forum*, Cincinnati, OH.

*Buczek, K., Olivia, L., Rivera Pérez, J. F., & Combs, S. G. (2013, April). Enhancing vocabulary skills in preschool dual language learners through the use of technology [Poster]. *University of Cincinnati, Undergraduate Research, Scholarship & Creative Works Conference*, Cincinnati, OH.

2012, March

Hamilton, S., Rivera Campos, A., Rivera Pérez, J. F., & Boyce, S. (2012, March). Emerging diversity in /r/ sound therapy: Insights from ultrasound [Poster]. *University of Cincinnati Graduate Poster Forum*, Cincinnati, OH.

2010, February

Rivera Pérez, J. F., & Bou Pérez, N. (2010, February). Histories of parents who have children with autism, attention disorder, and attention disorder with hyperactivity [Poster]. *XX Meeting of Scientific Research*, Universidad del Turabo, Gurabo, PR.

2009, May

Rivera Pérez, J. F., & Bou Pérez, N. (2009, May). Histories of parents who have children with autism, attention disorder, and attention disorder with hyperactivity [Poster]. *UT Speech-Language Pathologist Research Presentation*, Universidad del Turabo, Gurabo, PR.

Notes

- indicates student co-author
- † indicates alphabetical authorship order

RESEARCH PRODUCTS AND TECHNOLOGY DEVELOPMENT

Developer. *Computer-Assisted Bilingual Vocabulary Intervention (CABVI).*

Bilingual vocabulary enrichment program (tablet application prototype with instructional support).

Developer. *Leyendo en Casa.*

Parent training program to promote Spanish vocabulary in dual language learners (tablet application prototype with clinician–parental guidance model).

Co-Developer. *Spanish Phonetic Training.*

Training program for Spanish phonetic transcription (tablet application prototype).

Co-Developer. *Spanish Dialectal Training.*

Training program for Spanish dialectal identification (tablet application prototype).

TEACHING EXPERIENCE

Texas Christian University, Davies School of Communication Sciences and Disorders, Fort Worth, TX

Instructor

- ***COSD 60453 Speech, Language, and Cognition in Bilinguals (Graduate)***
Spring 2018–Spring 2025 (ongoing, taught annually)
- ***COSD 60443 Cultural Responsiveness and Social Justice in Speech-Language Pathology (Graduate) (Formerly titled: Multicultural Issues in Communication Sciences and Disorders)***
Fall 2017–Fall 2025 (ongoing, taught annually)
- ***COSD 60392 Professional Issues in Communication Sciences and Disorders (Graduate)***
Summer 2024, Summer 2025
- ***COSD 40303 Cultural Responsiveness and Social Justice in Speech-Language and Hearing Sciences (Undergraduate)***
Fall 2023–Fall 2025 (ongoing, taught annually)
- ***COSD 20503 Anatomy and Physiology in COSD (Undergraduate)***
Spring 2018–Spring 2023, Fall 2025–present
- ***COSD 50970 Directed Studies in COSD (Graduate)***
Summer 2022
- ***COSD 70980 Thesis (Graduate Research)***
Summer and Spring 2020, 2023, 2024, 2025
- ***COSD 30003 Junior Honors Seminar (Undergraduate Research)***
Fall 2021, Spring 2022, Spring 2024

University of Cincinnati, Department of Communication Sciences and Disorders, Cincinnati, OH

Instructor

- ***CSD 308 Speech and Language Development (Undergraduate)***
Spring 2014, Spring 2015
- ***CSD 7073 Literacy for Speech-Language Pathologists (Graduate, Online)***
Spring 2013

Teaching Assistant

- ***Augmentative and Alternative Communication (Graduate)*** — Instructor: Sandra Grether, Ph.D.
Summer 2007, Summer 2014
- ***CSD 777 Seminar: School Issues (Graduate)*** — Instructor: Susan Givler, Ph.D.
Spring 2012

Universidad del Turabo, Gurabo, Puerto Rico

Instructor

- ***Microcomputers Application in the Practice of Speech-Language Pathology***
(Undergraduate)
Winter 2010–Summer 2011

INVITED LECTURES AND GUEST PRESENTATIONS

2025, Spring

Rivera-Pérez, J. F. (2025, Spring). *Spanish-influenced English*. COSD 50413 Advanced Speech Sound Disorders (1.5 hrs.) Guest speaker, Texas Christian University, Fort Worth, TX.

2024, October

Rivera-Pérez, J. F. (2024, October). *Spanish-influenced English*. COSD 50413 Advanced Speech Sound Disorders (1.5 hrs.) Guest speaker, Texas Christian University, Fort Worth, TX.

2024, Spring

Rivera-Pérez, J. F. (2024, Spring). *Spanish-influenced English*. COSD 50413 Advanced Speech Sound Disorders (1.5 hrs.) Guest speaker, Texas Christian University, Fort Worth, TX.

Girolamo, T., Greene-Pendelton, K., & Rivera-Pérez, J. F. (2024). *Cultural sensitivity in academic and clinical training programs*. Webinar for Council of Academic Programs in Communication Sciences and Disorders (CAPCSD).

2022, November

Rivera Pérez, J. F. (2022, November). *Effects of a computer training to teach Spanish book-sharing strategies to mothers of emergent bilinguals at risk of developmental language disorders: A single-case design study*. Invited lecture, New York University, New York, NY.

2022, March

† Jackson, T., Lauve-Moon, K., & Rivera Pérez, J. F. (2022, March). *What does reconciliation mean to you?* Panel discussion, Race & Reconciliation Initiative Town Hall, School of Interdisciplinary Studies and Harris College, Texas Christian University, Fort Worth, TX.

2021, February

Rivera Pérez, J. F. (2021, February). *Multicultural considerations when working with clinical populations and their families* (3 hrs.). COSD 50323 Interaction Skills for Health Professionals. Guest speaker, Texas Christian University, Fort Worth, TX.

Rivera Pérez, J. F. (2021). *Exploring scenarios of culturally and linguistically diverse populations in communication sciences and disorders*. Invited lecture, Calvin University.

2020, September

Rivera-Pérez, J. F. (2020, September). *Spanish-influenced English*. COSD 50413 Advanced Speech Sound Disorders (1.5 hrs.). Guest speaker, Texas Christian University, Fort Worth, TX.

2019, March

Rivera Pérez, J. F., & Rivera Campos, A. (2019, March). *Recommendations for academic careers and faculty interviews*. Doctoral Seminar in Communication Sciences and Disorders (videoconference), University of Cincinnati, Cincinnati, OH.

Rivera-Pérez, J. F. (2019, March). *Using multimedia to promote English/Spanish vocabulary to English learners*. Harris College Research Symposium, Texas Christian University, Fort Worth, TX.

2019, February

Rivera-Pérez, J. F. (2019, February). *Assessment and intervention for Spanish-speaking English learners*. CSDS 7137 Introduction to Clinical Practicum in Communication Sciences and Disorders (1.5 hrs.). Guest speaker, Georgia Southern University, Armstrong Campus, Savannah, GA.

2018, September

Rivera Pérez, J. F. (2018, September). *The impact of your culture in your leadership*. Leadership Academy Community, ASHA Community on Leadership Cultivation.

2018, April

Rivera-Pérez, J. F. (2018, April). *Assessment and intervention for Spanish-speaking English learners*. CSDS 7137 Introduction to Clinical Practicum in Communication Sciences and Disorders (2 hrs.). Guest speaker, Georgia Southern University, Armstrong Campus, Savannah, GA.

2018, March

Przymus, S. D., Peña, E., Johnson, S. I., Rivera Pérez, J. F., Payne, I. R., & Lindo, E. (2018, March). *The role of translanguaging in dynamic assessment with emergent bilinguals with disabilities*. Roundtable presentation, Fort Worth, TX.

2017, June

Rivera-Pérez, J. F. (2017, June). *Assessment and intervention for Spanish-English ELLs*. Seminario de Asuntos Multiculturales (3 hrs.). Guest speaker, Universidad del Turabo, Gurabo, PR.

2017, April

Rivera-Pérez, J. F. (2017, April). *Multicultural treatments to enhance vocabulary in English language learners*. CSDS 4190 Clinical Methods in Speech-Language Pathology (3 hrs.). Guest speaker, Armstrong State University, Savannah, GA.

2015, November

Rivera-Pérez, J. F. (2015, November). *Strategies that support language in DLLs for Hispanic*

families (1 hr.). Guest speaker, Cincinnati Union Bethel, Camp Washington Head Start, Cincinnati, OH.

2015, April

Rivera-Pérez, J. F. (2015, April). *Acquisition of vocabulary in bilingual children*. Multicultural Considerations in CSD (2 hrs.). Guest speaker, University of Cincinnati, Cincinnati, OH.

2011, February

Rivera-Pérez, J. F., & Rivera-Campos, A. (2011, February). *Considerations for intervention and assessment in the Hispanic population*. Language Disorders in Early Childhood (2 hrs.). Guest speakers, University of Cincinnati, Cincinnati, OH.

Notes

- † indicates alphabetical authorship order

BOOKS AND BOOK CHAPTERS

Edited Books

Hamilton, A. F., Ramos-Pizarro, C. A., Rivera-Pérez, J. F., González, W., & Beverly-Ducker, K. L. (Eds.). (2020). *Exploring cultural responsiveness: Guided scenarios for communication science and disorders professionals*. Washington, DC: ASHA Press.

Book Chapters

DiLollo, A., & Rivera Pérez, J. F. (2025). Working with individuals from different cultural and linguistic backgrounds. In W. H. Manning & A. DiLollo (Eds.), *Clinical decision making in fluency disorders* (5th ed., pp. 251–260). Plural Publishing.

Rivera Pérez, J. F., & Ramkissoon, I. (2020). Listening to the silence: Second language acquisition and preventing misdiagnosis. In A. Hamilton, C. A. Ramos-Pizarro, J. F. Rivera Pérez, & W. González (Eds.), *Exploring cultural responsiveness: Guided scenarios for communication science and disorders professionals*. Washington, DC: ASHA Press.

Hamilton, A. F., & Rivera Pérez, J. F. (2020). Articulation and African American English: Dialect or discrimination? In A. Hamilton, C. A. Ramos-Pizarro, J. F. Rivera Pérez, & W. González (Eds.), *Exploring cultural responsiveness: Guided scenarios for communication science and disorders professionals*. Washington, DC: ASHA Press.

Rivera Pérez, J. F. (2020). Self-treatment in adult fluency disorders. In A. Hamilton, C. A. Ramos-Pizarro, J. F. Rivera Pérez, & W. González (Eds.), *Exploring cultural responsiveness: Guided scenarios for communication science and disorders professionals*. Washington, DC: ASHA Press.

CLINICAL AND PROFESSIONAL EXPERIENCE

ACADEMIC APPOINTMENTS

August 2023 – Present

Associate Professor, *Davies School of Communication Sciences and Disorders*, Texas Christian University, Fort Worth, TX.

August 2017 – 2023

Assistant Professor, *Davies School of Communication Sciences and Disorders*, Texas Christian University, Fort Worth, TX.

ADMINISTRATIVE APPOINTMENTS

Fall 2024 – Spring 2025

Graduate Program Director, *Davies School of Communication Sciences and Disorders*, Texas Christian University, Fort Worth, TX.

CLINICAL AND PROFESSIONAL EXPERIENCE

August 2015 – May 2017

Speech-Language Pathologist, *Hands on Therapy Co.*, Kathryn Winn Elementary School, Carrollton, KY.

- Provided comprehensive speech-language services to pediatric populations, including diagnostic assessment, treatment, IEP meetings, and family counseling.

August 2011 – 2016

Clinical Supervisor, *University of Cincinnati, Department of Communication Sciences and Disorders*, Cincinnati, OH.

- Supervised graduate clinicians in Head Start Vocabulary Enrichment classrooms.
- Conducted on-site screenings and collaborated with teachers and Spanish-speaking families to foster language- and literacy-rich environments.

Summer 2013 & Summer 2012

Supervisor, *Language and Literacy Enrichment Group (LLEG)*, University of Cincinnati, Cincinnati, OH.

- Trained and supervised graduate students in language and literacy-focused interventions.

May 2009 – 2011

Speech-Language Pathologist, *Speech and Language Clinic “Los Brazos de Abuela”*, Río Piedras, PR.

- Provided assessment and treatment for children with severe speech, language, feeding, and swallowing disorders.
- Delivered family counseling and developed individualized intervention plans.

May 2008 – May 2009

Clinical Internship in Speech-Language Pathology

- *University Pediatric Hospital, Centro Médico*, Río Piedras, PR (NICU and early intervention experience).
- *Therapeutic Clinic Los Brazos de Abuela*, Río Piedras, PR.
- *Department of Defense Buchanan Middle School*, Bayamón, PR.
- Conducted diagnostic evaluations and treatment for pediatric populations with severe speech and language disorders, school-based needs, and early intervention services.

August 2004 – May 2005

Teacher (First Grade), *Pre-Technical School José Toro Ríos*, Department of Education of Puerto Rico, Humacao, PR.

- Taught Spanish, Mathematics, Science, and Social Studies.

PROFESSIONAL MEMBERSHIPS

- Member, American Speech-Language-Hearing Association (ASHA), 2009–present
- Member, Texas Speech-Language-Hearing Association (TSHA), 2019–present
- Member, National Black Association for Speech-Language and Hearing (NBASLH), 2018–present
- Member, Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), 2021–present
- Member, Hispanic Caucus, 2019–present
- Member, LGBTQIA+ Caucus, 2020–present

SERVICE TO THE INSTITUTION AND PROFESSION

Intramural (Texas Christian University)

Davies School of Communication Sciences and Disorders (COSD)

- COSD Chair Search Committee, 2024
- Davies Scholarship Committee, 2023
- Tenure and Promotion Committee, 2023

- Peer-Instructional Evaluation, 2023
- Comprehensive Examination Committee for Ph.D. Students (Jessica Mattingly, Courtney Treviño)
- Chair, Diversity, Equity, and Inclusion Committee, 2022–present
- Graduate Admissions Committee, 2018–2022
- Tenure-Track Workload Workgroup, 2019
- Departmental Review Board (DRB), 2018–2021
- Green Chair Search Committee (Adelaida Restrepo), 2018
- Website Management Team, 2017–2018
- Faculty participant, Bilingual Aphasia Group sing-along (2019, 2023)

Harris College of Nursing and Health Sciences

- Search Committee Coordinator, Extramural Research Position, 2023–2024
- Facilitator, Interprofessional Workshop: Poverty Simulation (2018, 2019, 2022, 2023, 2023)
- Facilitator, Interprofessional Workshop: Research, Education, & Practice IEP Common Reading (2019, 2020, 2021, 2021)
- Co-host, *White Fragility* Book Discussion, January 2022
- Presenter, Harris College Research Symposium, 2019, 2022
- Judge, Student Research Symposium (2019, 2021, 2023, 2024)
- Judge, Branding Competition, April 2019
- Committee Member, Harris United: Diversity, Equity, and Inclusion Committee, 2019–present

University Service

- Moderator, TCU Diversity Day Conference “Moving Forward through Activism and Advocacy,” October 2021

Extramural Service

Community Service

- Partner, Fort Worth Independent School District (2018–present): Clinical–research collaboration, including conferences, training, and research.

Professional Service

- Planning Committee Member, ASHA Convention, Equity, Inclusion, and Cultural-Linguistic Diversity Topic Committee, 2025
- Editorial Board Member, *Journal of Speech, Language, and Hearing Research (JSLHR)*, 2023–2025
- Member, DEI Committee, CAPCSD, 2021–2024

- Member, Essential Functions Task Force, CAPCSD, 2021–2023
- Member, Multicultural Issues Board, ASHA, 2018–2021
- Facilitator, CAPCSD Admissions Committee Workshop, 2023, 2024
- Reviewer, *Journal of Children and Media*, 2023–2024
- Reviewer, *American Journal of Speech-Language Pathology (AJSLP)*, 2015, 2019, 2022
- Reviewer, *Journal of Speech, Language, and Hearing Research (JSLHR)*, 2022
- Reviewer, *Topics in Language Disorders*, 2021
- Reviewer, *Journal of Child Science*, 2021
- Reviewer, *Journal of Speech Pathology Therapy*, 2019
- Volunteer, Graduate Recruitment Event, UC Ph.D. Program, 2010–2015
- Board Member, Speech-Language Pathologist Alumni Association, Universidad del Turabo, 2009–2010

RESEARCH TRAINING AND PROFESSIONAL DEVELOPMENT

- Professional Career Development/Grant Writing Workshop (Bernard Rousseau & Ryan C. Branski), Fall 2018
- National Center for Faculty Development & Diversity
 - Faculty Success Program: Faculty Bootcamp, Summer 2019
 - Faculty Success Program: Alumni Group
- TCU Office of Sponsored Programs, STEPS Program (Awarded)
- Pathways Program, American Speech-Language-Hearing Foundation, 2020
- Lessons of Success Program, American Speech-Language-Hearing Foundation, 2020
- Advanced Training Institute on Single-Case Research Methods (Applied, not awarded)

STUDENT MENTORING FOR RESEARCH PROJECTS

Master's Thesis Projects

Chair / Primary Mentor

- **Kassandra Mascorro** (2025). *A Computer-Based Training to Improve Accuracy in Identifying Spanish Dialectal Features for Clinical Assessment.*
- **Natalie Blandon** (2024). *Examining language elicitation methods in dual language learners.*
- **Regina Treviño** (2023). *Computer Based Spanish Phonetic Transcription Training For Bilingual Speech Pathology Students.*
- **Alice Regalado** (2020). *A Spanish vocabulary app-based training program for parents of dual language learners at risk for academic failure.*

Committee Member

- **Liza J. Gonzalez** (in progress). *Comparing two vocabulary interventions for children with autism who use AAC.* (Dr. Emily Lund – Chair)

- **Strawberry Simmons** (2025). *Enhancing pre-service speech-language pathologists' proficiency in ultrasound visual biofeedback (UVB) for the assessment of tongue section placement: A computer-based training approach*. (Dr. Ahmed Rivera – Chair)
- **Lisette Treviño** (2023). *Word learning in children with hearing loss*. (Dr. Emily Lund – Chair)
- **Emily Dickson** (2021). *Ultrasound biofeedback for teaching trill /r/ in adult learners of Spanish*. (Dr. Ahmed Rivera Campos – Chair)
- **Laura Ridings** (2020). *The relation of word learning during television and book reading in children with and without hearing loss*. (Dr. Emily Lund – Chair)
- **Jordan Zatopek** (2019). *The bilingual advantage in children with hearing loss*. (Dr. Emily Lund – Chair)
- **Michael Johnson** (2019, in progress). *Parent training of children with SLI to provide effective feedback to the oral reading miscues of their children*. (Dr. Daniel Brimo – Chair)

Doctoral Capstone Projects (SLPD) – Rocky Mountain University

- **Thelma Aviles Sosa** — Capstone Chair
- **Juanita Iris Sanchez** — Capstone Chair
- **Salvador Nuñez** — Capstone Chair
- **Genesis Hernandez** (2022–present) — Capstone Chair
- **Maria Kuyuk** (2022–present). — Content Expert.

Undergraduate Honors Projects

Chair / Primary Mentor

- **Andrea Salazar** (2025). *Systematic review of Spanish-English bilingual vocabulary interventions for emergent bilinguals with developmental language disorders (DLD)*.
- **Raney Harris** (2023). *The effect of a parental training to teach questioning strategies to mothers of dual language learners at risk of developmental language disorder*.

Committee Member

- **Audrey Stolz** (2022). *The intersection of interprofessional practice and cultural responsiveness in school-based speech-language pathologists working with diverse student populations*. (Dr. Jennifer Watson – Chair)
- **Lauren Harper** (2022). *Concept vocabulary in children with hearing loss*. (Dr. Emily Lund – Chair)
- **Kavi Nallamala** (2020). *Written language of children with specific language impairment*. (Dr. Daniel Brimo – Chair)
- **Morgan Vachio** (2019). *Play-based preschool narrative intervention for children with specific language impairments*. (Dr. Daniel Brimo – Chair)

- **Emma Carlson** (2018). *A comparison of generalization strategies to support parent training*. (Dr. Emily Lund – Chair)
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McNair Scholar Research Projects

- **Elizabeth Jackson** (2024). *Parental experiences on diagnosis of their children with autism spectrum disorder*. Role: Primary mentor.
 - **Kassandra Mascorro** (2022). *The effectiveness of a Spanish phonetic training app to teach dialectal differences in Spanish transcription*. Role: Primary mentor.
 - **Estrella Ortiz** (2020). *Practices of speech-language pathologists serving culturally and linguistically diverse populations*. Role: Primary mentor.
 - **Victoria Patiño Arreguín** (2019). *Promoting Spanish and English indirect vocabulary in dual language learners*. Role: Primary mentor.
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Graduate Research Projects (University of Cincinnati)

- Bartley, C., Moyer, J., Ringel, L., Rivera-Pérez, J., & Creaghead, N. A. (2015). *Language profile of immigrant Hispanic children in Cincinnati*.
 - Miho Oya, L. Abron, Rivera Pérez, J. F., & Combs, S. G. (2014). *The acquisition of nouns and verbs in bilingual storybook reading in bilingual children*.
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Undergraduate Research Projects (University of Cincinnati)

- Schenck, A. (2014–2015)
 - Lutes, K. (2014–2015)
 - Strickland, L. (2014–2015)
 - Buczec, K. (2013–2014)
 - Olivia, L. (2013–2014)
 - Hogan, B. (2013–2014)
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AWARDS AND HONORS

- Nominated, Dean's Teaching Award, *Texas Christian University*, 2023
- Nominated, Dean's Research & Creativity Award, *Texas Christian University*, 2022
- Golden Key International Honor Society, Inducted 2013
- University Graduate Scholarship (Literacy Grant), *University of Cincinnati*, 2011–2015
Tuition scholarship from the U.S. Department of Education
- Social Compromise Award, *Universidad del Turabo*, Gurabo, PR, 2009
- Student Representative Distinction, *Universidad de Puerto Rico en Humacao*, 2004

LICENSURE/CERTIFICATES

- Certificate of Clinical Competence (CCC-SLP), *American Speech-Language-Hearing Association*, 2010–present
- Licensed Speech-Language Pathologist, *Texas*, 2017–present
- Licensed Speech-Language Pathologist, *Ohio*, 2010–2018
- Licensed Speech-Language Pathologist, *Kentucky*, 2015–2018
- Licensed Speech-Language Pathologist, *Commonwealth of Puerto Rico*, 2009
- Licensed Teacher, Primary Levels, *Department of Education of Puerto Rico* (#1193)