**Curriculum Vitae**

**Miguel Garcia-Salas**

School of Communication Science and Disorders

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**CURRENT POSITION**

Doctoral Candidate and Florida Interdisciplinary Research Fellow in Educational Sciences Florida Center for Reading Research and School of Communication Science and Disorders at Florida State University (Advisor: Carla Wood, PhD, CCC-SLP)

**EDUCATION**

2025 (Anticipated) Doctor of Philosophy in Communication Science and Disorders, Florida State University, Tallahassee, FL

2021 Master of Science in Speech-Language Pathology, Texas Christian University, Fort Worth, TX.

2018 Bachelor of Science in Communication Science and Disorders, California Baptist University, Riverside, CA.

**PROFESSIONAL APPOINTMENTS**

Spring 2025 Instructor of Record, Introduction to Communication Science and Disorders (SPA 2001), Florida State University.

**2024 – 2025 Research Intern, Office of Migrant Education, Office of Elementary and Secondary Education, United States Department of Education.**

**2024 – 2025 Clinical Fellowship, School of Communication Science and Disorders, Florida State University.**

2021 – Present Florida Interdisciplinary Research Fellow in Educational Sciences, Florida Center for Reading Research.

2024 Contractor, University of Cincinnati Systems Development & Improvement Literacy Team.

2024 Instructor of Record, Research Evaluation (SPA 4800), Florida State University.

2024 Research Intern, Regional Educational Laboratory (REL) Southeast. Funded by the Institute of Education Sciences.

2023 – 2024 Intern, University of Cincinnati Systems Development & Improvement Literacy Team.

2022 Co-Instructor, Developmental Communication Disorders in Children (SPA 4255), Florida State University.

2020 – 2021 Co-Instructor, Language Development in Children Lab (COSD 30334), Texas Christian University.

2019 – 2021 Graduate Assistant, Texas Christian University.

2018 – 2019 Speech-Language Pathology Assistant, Redlands Unified School District.

**PUBLICATIONS**

**Peer-Reviewed Publications**

**Garcia-Salas, M.** &Wood, C. (Accepted). Fostering dialogic reading through older siblings in immigrant Latino families: A pilot study. *Topics in Early Childhood Special Education.*

Wood, C., **Garcia-Salas, M.,** Schatschneider, C., & Torres-Chavarro, M. (2024). Morphological complexity in writing: Implications for writing quality and patterns of change. *American Journal of Speech-Language Pathology. 33*(3), 1432-1442. <https://doi.org/10.1044/2024_AJSLP-23-00265>

**Garcia-Salas, M.,** Wood, C., Wanzek, W., & Schatschneider, C. (2023). Second-grade teachers’ use of praise during ELA instruction: Frequency, types, and differences. *Education and Treatment of Children. 46*(2), 121-134. <https://doi.org/10.1007/s43494-023-00101-0>

Wood, C., **Garcia-Salas, M.,** &Schatschneider, C. (2023). Examination of an automated procedure for calculating morphological complexity. *American Journal of Speech-Language Patholog*y. *32*(5), 2322-2330. <https://doi.org/10.1044/2023_AJSLP-23-00044>

Wood, C., Lugo V., **Garcia-Salas, M.,** & McCormack, W. (2023). A team science training approach to enhance cross-disciplinary collaboration in communication science and disorders programs. *Teaching and Learning in Communication Sciences & Disorders. 7*(2), 1-16. <https://ir.library.illinoisstate.edu/tlcsd/vol7/iss2/8>

Lugo, V., Wood, C., Torres-Chavarro, M., & **Garcia-Salas, M.** (2023). Barriers to graduate applications: Perspectives of undergraduate students from underrepresented backgrounds in communication science and disorders. *Perspectives of the ASHA Special Interest Groups. 8*(4) 729-740*.* <https://doi.org/10.1044/2023_PERSP-22-00142>

**Submitted Manuscripts**

**Garcia-Salas, M**., Torres-Chavarro, M., & Wood, C. Exploring shared book reading perspectives and practices in migrant and homeless families: A strengths-based analysis.

Wood, C., **Garcia-Salas, M**., Hines, K., Schatschneider,&Bustamante K. Written morphological complexity: Examining links to morphological knowledge, vocabulary, and reading comprehension skills.

**Non-Peer Reviewed Publications**

**Garcia-Salas, M**. (2023). Building interactive modules to support children’s reading skills at home. *Florida State University Digital Research Incubator Blog.* Retrieved from [incubator.create.fsu.edu](http://incubator.create.fsu.edu/).

**GRANTS/FUNDING**

**Grants Funded**

2024Dissertation Research Grant, Florida State University Graduate School. Total award amount $650.

2023 Congress of Students Presentation Grant, Florida State University. Total award amount $250.

2022 - 2023 Project Enhancement Network and Incubator (PEN & Inc.) Program, Florida State University Library. Total award amount $1,000.

2022 Congress of Students Presentation Grant, Florida State University. Total award amount $250.

**Grants Submitted**

2024Student Research Grant in Early Childhood Language Development, American Speech American Speech-Language-Hearing Foundation. Total award amount $2,000.

2024Student and Early Career Council (SECC) Dissertation Research Funding, Society for Research in Child Development.

2024Jeanne S. Chall Research Fellowship, International Literacy Association.

2024Helen M. Robinson Grant (2024), International Literacy Association.

2023Student Research Grant in Early Childhood Language Development, American Speech American Speech-Language-Hearing Foundation.

**HONORS**

2024 Rising Star Award, Vanderbilt University Department of Hearing and Speech Sciences. Total award amount $1,000.

2024 ASHA Pathways Program Recipient, American Speech-Language-Hearing Association.

2023 Minority Student Leadership Program, American Speech American Speech-Language-Hearing Association.

2023 Lightning Talk People’s Choice Award, College of Communication and Information Research and Creativity Day, Florida State University. Total award amount $300.

2020 Harris College of Nursing and Health Sciences Outstanding Academic Achievement Award, Texas Christian University.

**PRESENTATIONS**

**Invited Lectures**

**Garcia-Salas, M.** (2024, October 23). *Breaking Barriers, Building Language: Using Design-Based Implementation Research to Promote Shared Book Reading in Migratory Families.* Vanderbilt University Medical Center Department of Hearing and Speech Sciences. Nashville, TN, United States.

**Peer-Reviewed (Inter)National Conference Presentations**

**Garcia-Salas, M.**, Torres-Chavarro, M., Wood, C., Hines, K. (2024, December 5-7). *Morphology in action: Exploring morphology in children’s writing and unveiling clinical applications* [Oral Seminar]. American Speech-Language-Hearing Association Convention. Seattle, WA, United States.

**Garcia-Salas, M.** (2024, December 5-7). *DREAMing big: Designing and exploring a novel, online, and accessible dialogic reading program for families* [Poster Session]. American Speech-Language-Hearing Association Convention. Seattle, WA, United States.

**Garcia-Salas, M.** (2024, September 17-20). *Sibling synergy: Facilitating dialogic reading use with older siblings* [Poster session].Division For Early Childhood Annual International Conference on Young Children With Disabilities and Their Families. New Orleans, LA, United States.

**Garcia-Salas, M.**, Torres-Chavarro, M., Wood, C. (2023, November 16-18). *An analysis of shared reading perspectives and practices in migrant and homeless families* [Poster Session]. American Speech-Language-Hearing Association Convention. Boston, MA, United States.

Torres-Chavarro, M., Konishi-Therkildsen, A., Spencer, T., **Garcia-Salas, M**., Peterson, D., Wood, C., Hines, K., Enayati, S., Yang, Z., Vucetic, S. (2023, November 16-18). *Automated tools for language sample analysis* [Oral Seminar]. American Speech-Language-Hearing Association Convention. Boston, MA, United States.

Wood, C., **Garcia-Salas, M**., Schatschneider, C. (2023, November 16-18). *Differential growth in written polymorphemic words: Students from diverse backgrounds* [Virtual Technical Session]. American Speech-Language Hearing Association Convention. Boston, MA, United States.

Brimo, D., Jackson, A., **Garcia-Salas, M**. (2023, November 16-18). *Caregiver reading training through telecommunication* [Technical Session]. American Speech-Language-Hearing Association Convention. Boston, MA, United States.

**Garcia-Salas, M**. (2023, November 28-December 1). *Shared reading in migrant and homeless families: A strength-based analysis* [Poster Session]. Division For Early Childhood Annual International Conference on Young Children With Disabilities and Their Families. Minneapolis, MN, United States.

**Garcia-Salas, M.** (2023, July 26-August 7). *Calculating morphological complexity using an automated tool: The what, the how, and the what now?* [Poster Session]. American Speech-Language-Hearing Association Schools Connect Online Conference. Virtual.

**Garcia-Salas, M.** (2023, April 13-16). *Second-grade teacher use of praise during ELA instruction: frequency, types, and differences* [Research-in-Progress Roundtable Series]. American Education Research Association Annual Meeting. Chicago, IL, United States.

**Garcia-Salas, M.**, Lugo, V., Wood, C., Torres-Chavarro, M. (2022, November 17-19). *Barriers to graduate applications: Perspectives of undergraduate students from underrepresented backgrounds in communication science and disorders* [Poster session]. American Speech-Language-Hearing Association Convention. New Orleans, LA, United States.

**Garcia-Salas, M.** (2022, July 13-16). *Literacy parent training via telecommunication for caregivers of children with reading difficulties* [Poster session]. Society for the Scientific Study of Reading Conference. Newport Beach, CA, United States.

**Campus/Local Presentations**

Underlined names denote mentored students.

**Garcia-Salas, M.** (2024, May 15-17). *Sibling synergy: Facilitating sibling dialogic reading use in Latino families* [Poster session]. Florida Center for Reading Research Education Science Research Colloquium. Tallahassee, FL, United States.

Cantos, D., **Garcia-Salas, M.** (2024, April 8). *Fostering dialogic reading through older siblings in immigrant Latino families* [Poster Session]. Florida State University National Student Speech-Language-Hearing Association (NSSLHA) Research Rounds. Tallahassee, FL, United States.

**Garcia-Salas, M.** (2023, April 7). *Using online modules and asynchronous coaching to teach shared reading to vulnerable families*. Florida State University College of Communication and Information Research and Creativity Day. Virtual.

**Garcia-Salas, M.** (2023, April 6). *The creation of an online training program for families to promote shared reading practices*. Florida State University Project Enhancement Network & Incubator Program Recognition Event. Tallahassee, FL, United States.

**Garcia-Salas, M.,** Brimo, D. (2022, September 1). *Reading feedback parent training.* Children’s Learning Institute Family Instructional Development Team. Virtual.

**Garcia-Salas, M.** (2022, March 31-April 1). *Literacy parent training via telecommunication for caregivers of children with reading difficulties* [Poster session]. Florida Center for Reading Research Education Science Research Colloquium. Tallahassee, FL, United States.

**Other Presentations**

**Garcia-Salas, M.** (2024, October 8). *Exploring Your PhD Options.* [Invited panelist]. American Speech-Language-Hearing Association Joint Minority Student Leadership Program (MSLP) and Audiology/Hearing Science Research Travel Awardees (ARTA) Session. Virtual.

**TEACHING**

**Instructor of Record**

2025 Introduction to Communication Science and Disorders (3 credits), Undergraduate Course, Florida State University.

2024 Research Evaluation (3 credits), Undergraduate Course, Florida State University.

**Co-Instructor**

2022 Developmental Communication Disorders in Children (3 credits), Undergraduate Course, Florida State University. Supervising Instructor: Dr. Lakeisha Johnson.

2020 – 2021 Language Development in Children Lab (1 credit), Undergraduate Course, Texas Christian University. Supervising Instructor: Dr. Danielle Brimo.

**Guest Lecturer**

2024 Lecture: Written Morphological Development in School-Aged Children.

Course: SPA 5462, Developmental Communication Disorders in School-Age Populations, Graduate Course, Primary Instructor: Dr. Shannon Hall-Mills.

2023 Lecture: Barriers to Engaging with Vulnerable Families and Ways to Overcome Them.

Course: SPA 5462, Developmental Communication Disorders in School-Age Populations, Undergraduate Course, Florida State University, Primary Instructor: Dr. Carla Wood

2023 Lecture: Overview of Research Designs.

Course: SPA 4770: Bilingual Intervention – Building Language and Literacy With Dual Language Learners, Undergraduate Course, Florida State University, Primary Instructor: Dr. Carla Wood

2022 Lecture: Shared Book Reading: The What, the How, and the What Now.

Course: SPA 2001: Introduction to Communication Science and Disorders, Undergraduate Course, Florida State University, Primary Instructor: Dr. Shannon Hall-Mills

**MENTORSHIP**

**Graduate Students**

Daniela Cantos

**Undergraduate Students**

Briana Johnson

Leah Baker

Hailey Raifman

Olivia Egbert

Jordan Rauch

Steph Kulenguskey

**SERVICE**

2023 – 2024 Curriculum Committee Member, School of Communication Science and Disorders, Florida State University.

2023 Ad Hoc Reviewer, Reading & Writing Quarterly.

2023 Ad Hoc Reviewer, International Journal of Speech-Language Pathology.

2022 Organizer, Community Literacy Nights for Migrant Families and Families Experiencing Homelessness, Tallahassee, FL.

2022 Organizer, Neurodiversity in Dyslexia, FIREFLIES Education Sciences Colloquium, Florida Center for Reading Research, Tallahassee, FL.

2019 – 2020 Graduate Student Cabinet Member, Harris College of Nursing and Health Sciences, Texas Christian University.

2019 – 2020 President, National Student Speech Language Hearing Association, California Baptist University.

**PROFESSIONAL MEMBERSHIPS**

National Student Speech Language Hearing Association (NSSLHA)

International Literacy Association (ILA)

Society for Research on Child Development (SRCD)

American Educational Research Association (AERA)

Society for the Scientific Study of Reading (SSSR)

National Network of Education Research-Practice Partnerships (NNERPP)

National Center for Faculty Development & Diversity (NCFDD)