

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: COMBITHS, PHILIP N

eRA COMMONS USER NAME (credential, e.g., agency login): philcombiths

POSITION TITLE: Doctoral student researcher

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of California, Berkeley, CA	BA	05/2009	Linguistics / Spanish
Universidad Complutense, Madrid, Spain	MA	09/2012	Spanish Linguistics
San Diego State University (SDSU)	PhD	in progress	Language & Communicative Disorders
University of California, San Diego (UCSD)			

**A. Personal Statement**

I am a Spanish-English bilingual third-year PhD student researcher under the combined mentorship of Drs. Jessica Barlow and Sonja Pruitt-Lord. My research efforts are targeted for direct clinical impact. Consequently, in conjunction with my research program, I have completed clinical speech-language pathology training and conducted more than 400 hours of supervised assessment and intervention and 100 hours of Spanish-English bilingual assessment and intervention in pursuit of bilingual clinical certification upon graduation.

My developing line of research seeks to update speech-language assessment techniques and questions long-standing distinctions between linguistic domains, especially phonetics, phonology and morphology, to generate innovative and effective treatment options for children with phonological disorders, language impairment, and those with comorbid impairments. Further, it questions the scientific premise of existing assessments and treatments for monolingual English-speaking children by exploring their extension to linguistically diverse populations, including non-mainstream dialect speakers and bilingual children.

My research has been funded by multiple scholarships, a fellowship from the Lipinsky Foundation, and is currently supported by a National Institute on Deafness and Other Communication Disorders Training Grant. I have, so far, disseminated my work in peer-reviewed journals, including the *Journal of Speech, Language, and Hearing Research* [1] and *Language, Speech, and Hearing Services in Schools* [2], and at national and international conferences, including the American Speech-Language-Hearing Association Convention, the International Child Phonology Conference, the International Symposium on Bilingualism, the Symposium for Research in Child Language Development, and the International Congress for the Study of Child Language.

The highly collaborative and supportive environment of the JDP-LCD and its relationship with the community have fostered the development of a unique and impactful research program. At San Diego State University, I have collaborated with faculty members across clinical and academic disciplines and current clinical graduate and doctoral students in other research laboratories.

Within the San Diego community, I received supervision and training under Jennifer Taps Richard, M.A., CCC-SLP, who is coordinator of the Phonology and Articulation Resource Center in the San Diego Unified School District (SDUSD) and is actively involved in clinical research and collaboration with SDSU. I have participated in Dr. Sonja Pruitt-Lord's ongoing community-based intervention research project and have collaborated with

speech-language pathologists in the SDUSD to assess and implement effective diagnostic and intervention methodologies for children with speech-sound disorders (see Research Strategy). I have completed a partnership culminating in a joint presentation with a doctoral student from another US university [4] and am in continued partnership with a clinical colleague developing and revising open-source computer software to support evidence-based assessment and treatment target selection for children with speech sound disorders [5]. These collaborations continue to support my development as a well-rounded and flexible researcher.

I also have a developing interest in exploring new computational, modeling, and statistical techniques as they apply to speech and language data analysis, and potentially, speech and language assessment and intervention. To this aim I have elected to study programming languages (Python and recently, JavaScript) and chosen neural and computational modeling as my methods specialization in the JDP-LCD. Additionally, I am passionate about science communication and have sought opportunities to develop my abilities as a writer and communicator to disseminate science to a broader audience. For instance, I have worked for three years as communication editor for the Sage Project at SDSU where I mentor undergraduate and graduate students as they write professional reports of their research for local community partners. I was also the instructor of Research Methods in Communicative Disorders, where I incorporated science communication into the curriculum, and have recently been awarded a grant through SDSU to host “Storytelling for Science,” a workshop for student and faculty researchers to develop science communication skills for a broader audience.

The proposed project is novel in its approach and will support the development of new skills in my research training. This includes training in phonological and acoustic investigations of Spanish and conducting clinically relevant research, including research project management, collaboration skills, and professional development. My co-mentor and Sponsor, Dr. Jessica Barlow, offers expertise in acoustic analysis, phonological theory, Spanish-English bilingualism, and child phonological development and disorders. She has been and continues to be supportive of innovative directions in my research and has been integral in connecting me with many of my unique collaborators. My Co-Sponsor, Dr. Sonja Pruitt-Lord is an expert in child language development and an ASHA-certified speech-language pathologist capable of supervising an intervention experience. Project consultant Dr. Leah Fabiano-Smith at the University of Arizona will offer guidance in the novel aspects of this project related to Spanish-speaking bilingual children, their families, and communities and clinical intervention. Consultant Jennifer Taps Richard is a leading speech-language pathologist in SDUSD who will continue to guide my clinical skills, support work with bilingual children, and guide the ecological validity of the intervention study described in this proposal.

Through the project outlined in this proposal, I expect my existing collaborations to provide a supportive knowledge base for expansion of my research experience into new areas and, with the addition of new collaborations, we form a well-rounded team that is able to guide me through the proposed studies into a research career as a university faculty member with direct clinical impact.

1. Combiths PN, Barlow JA, Potapova I, Pruitt-Lord S. Influences of phonological context on tense marking in Spanish-English dual language learners. *J Speech Lang Hear Res.* 2017 Aug 16;60(8):2199-2216. doi: 10.1044/2017\_JSLHR-L-16-0402. PubMed PMID: [28750415](https://pubmed.ncbi.nlm.nih.gov/28750415/).
2. Potapova, I., Kelly, S., Combiths, PN., & Pruitt-Lord, S. (2018). Measuring English finite morphology in developing sequential bilinguals. *Lang Speech Hear Serv Sch.*
3. Krueger, B., & Combiths, P. (November 2016). What to treat and how to treat it: Making treatment decisions for children with SSD. Annual Convention of the American Speech-Language Hearing Association, Philadelphia, PA.
4. Combiths, PN., Amberg, R., & Barlow, JA. (November 2016). Using phonological analysis software in the assessment and treatment of speech-sound disorders. Annual Convention of the American Speech-Language-Hearing Association; Philadelphia, PA.

## B. Positions and Honors

### Honors

2018	SDSU Student Success Fee / Instructionally Related Activities Award: "Storytelling for Science"
2017	Paul Pfaff Memorial Scholarship
2016	Meritorious Poster Submission, American Speech-Language-Hearing Association Convention
2015/2017	SDSU Center for Clinical and Cognitive Neuroscience student travel award
2014	Dorothy Baronofsky Memorial Scholarship
2014	Cumberland Therapy Services Bilingual-Spanish Speech-Language Scholarship Finalist

### Other Experience and Professional Membership

2016–Present	Doctoral Student Representative, SDSU/UCSD JDP-LCD
2015–2017	SDSU Speech-Language Awareness and Information Day Planning Committee Member
2014–Present	National Students of Speech, Language, and Hearing Association Member
2014–Present	Sage Project, SDSU, Editor

## C. Contribution to Science

- 1. Implementable assessment procedures for children with speech sound disorders.** Beginning with linguistically motivated approaches, I seek to update traditional assessment procedures with the current technology using freely available and clinically accessible software and measurement tools. Updating assessment techniques allows for thorough assessment procedures that are more efficient, more accurate, and are consequently better suited to appropriately reflect the language skills of children with complex profiles.
  - a. Potapova, I., Kelly, S., Combiths, PN., & Pruitt-Lord, S. (2018). Measuring English finite morphology in developing sequential bilinguals. *Lang Speech Hear Serv Sch*.
  - b. Combiths, P. & Barlow, J. (accepted). A word-final typology of phonological disorder. Symposium for Research in Child Language Development, Madison, WI.
  - c. Combiths, P., Sanchez, E., & Barlow, J. (accepted). Quantifying phonemic inventories in children with phonological disorder. International Clinical Phonetics and Linguistics Conference, Corinthia San Gorg, Malta.
  - d. Combiths, PN, Amberg, R., & Barlow, JA. (2016). Using phonological analysis software in the assessment and treatment of speech-sound disorders. Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- 2. Cross-domain interactions in phonological disorder and language impairment.** I explore interactions across linguistic domains to develop more sensitive diagnostic tools and more effective treatment approaches for children who do not fit neatly into the boundaries set by our current diagnostic and treatment paradigms—this includes children with profiles of overlapping deficits and those with complex linguistic profiles (e.g., bilingual and non-mainstream dialect speakers) that can influence their production patterns.

### **Overlapping deficits**

- a. Combiths, PN, Taps Richard J., Pruitt-Lord, S., & Barlow, J. (in revision) *Cross-domain treatment with a word-final target*.
- b. Combiths, PN, Taps Richard J., Pruitt-Lord, S., & Barlow, J. (November 2017). At the intersection of speech and language: A word-final treatment case study. Annual Convention of the American Speech-Language Hearing Association, Los Angeles, CA.

- c. Krueger, B., & Combiths, P. (November 2016). What to treat and how to treat it: Making treatment decisions for children with SSD. Annual Convention of the American Speech-Language Hearing Association, Philadelphia, PA.
- d. Combiths, PN. Pruitt-Lord, S., & Barlow, JA. (June 2016) Morphophonological interaction at word boundaries in children's production of grammatical morphemes. International Child Phonology Conference, Flagstaff, AZ.

### **Complex linguistic profiles**

- a. Combiths PN, Barlow JA, Potapova I, Pruitt-Lord S. Influences of phonological context on tense marking in Spanish-English dual language learners. J Speech Lang Hear Res. 2017 Aug 16;60(8):2199-2216. doi: 10.1044/2017\_JSLHR-L-16-0402. PubMed PMID: [28750415](#).
- b. Taps Richard, J. & Combiths, P. (March 2018). Applying phonological complexity in the schools: Insights from 32 case studies. California Speech-Language Hearing Convention, Sacramento, CA.
- c. Barlow, J., & Combiths, P. (June 2017). Monolingual speech production on a bilingual task: Implications for bilingual research (in a language contact context). Paper presented at the International Symposium on Bilingualism, Limerick, Ireland.
- d. Combiths, P., Potapova I., Pruitt-Lord, S., & Barlow, J. (June 2017). Dual language influence on the effective mass of phonological context: Evidence from third-person singular marking patterns. Paper presented at the International Symposium on Bilingualism, Limerick, Ireland.

## **D. Research Support & Scholastic Achievement**

### **Current Support**

2017/08/01-2018/07/31

2T32DC007361-11A1, National Institute on Deafness and Other Communication Disorders

SHAPIRO, LEWIS (PI)

Neurocognitive Approaches to Communication Disorders

Role: Trainee

### **Completed Support**

2015/08/01-2016/07/31

T32DC007361-08, National Institute on Deafness and Other Communication Disorders

SHAPIRO, LEWIS P. (PI)

Neurocognitive Approaches to Communication Disorders

Role: Trainee

2016/08/01-2017/07/31

Lipinsky Fellowship in Language and Communicative Disorders, San Diego State University