

Barbara Culatta, Ph.D.
 Professor
 Communication Disorders
 Brigham Young University
 Provo, UT 84602

Education

1969	B.S.	California State College, Pa	Speech Pathology
1970	M.A.	University of Pittsburgh	Speech Pathology
1975	Ph.D.	University of Pittsburgh	Speech Pathology
1983	Post Doctoral Fellow	Johns Hopkins University	Speech Pathology

Employment

1969	Pittsburgh Public Schools	Speech Pathologist
1972-1975	Rehabilitation Institute of Pittsburgh	Speech Pathologist
1974-1975	University of Pittsburgh	Instructor
1975-1981	University of Kentucky	Associate Professor
1981-1982	University of Pittsburgh	Visiting Professor
1983-2000	University of Rhode Island	Professor
2000	Brigham Young University	Professor

Selected Publications

Hall, K., Bingham, G, & Culatta, B (submitted). Playful Practice: A Model for Differentiated Instruction. *Literacy Research and Instruction*.

Culatta, B., Hall, K., Kovarsky, D, and Theadore, G. (2007). Contextualized approach to language and literacy instruction. *Communication Disorders Quarterly*, 28, 216-235.

Hall, K., Culatta, B., and Black, S (2007). Curriculum-based emergent literacy assessment in early childhood. *Seminars in Speech and Language*, 28, 3-13.

Culatta, B., Reese, M. Setzer, L. (2006). Early literacy instruction in dual language (Spanish/English) kindergarten. *Communication Disorders Quarterly*, 27, 67-82.

Culatta, B., Hall, K. (2006). Phonological awareness instruction in early childhood settings. In L. Justice (Ed). *Clinical Approaches to Emergent Literacy Intervention*. Plural Publishing.

Culatta, B., Setzer, L. A., Horn, D. (2005). Facilitating Speech and Language in a Child with Co-occurring Phonological and Language Disorders. *Topics in Language Disorders*, 25, 4, 405-419.

- Culatta, B., Culatta, R. Aslett, R., Wilson, C. (2005). *Balanced literacy in a Spanish-English immersion program*. Proceedings of the International Symposium on Bilingualism, Somerville, MA: Cascadilla Press.
- Culatta, B., Hall, K., Bingham, G. (2005). *Systematic and Engaging Literary Instruction: An instructional manual*. Provo: Brigham Young University. (US Office of Education, Model Demonstration Project Grant Award Number: H32M990066)
- Culatta, B. and Wiig, E. (2005, 2001). *Language disabilities in school-age children and youth*. In G. Shames and N. Anderson (Eds). *Human Communication Disorders: An Introduction*. Boston: Allyn & Bacon Publishers.
- Culatta, B., Aslett, R, Fife, M., and Setzer, L. A. (2004). *Project SEEL: Systematic and Engaging Early Literacy Instruction*. *Communication Disorders Quarterly*, 25, 2, 79-88.
- Culatta, R. and Culatta, B., Frost, M., and Buzzell, K. (2004). *Project SEEL: Using Technology to Enhance Early Literacy Instruction in Spanish*. *Communication Disorders Quarterly*, 25, 2, 89-96.
- Culatta, B., Setzer, L. A., and Wilson, C. (2004). *Project SEEL: Children's Engagement and Progress Attainments*. *Communication Disorders Quarterly*, 25, 3, 127-144.
- Culatta, B. and Kovarsky, D. (2004). *US Office of Education, Model Demonstration Gant Final Progress Report. Project CALL: Contextualized Approach to Language and Literacy Instruction*. Grant Award Number: H32M990066
- Culatta, B. and Kovarsky, D. (2003). *Quantitative and Qualitative Documentation of early Rhyme Instruction*. *American Journal of Speech Language Pathology*, 12, 172-188.
- Digital media engage, educate, evaluate preschoolers (2002). *Apple Computer Company's story about Project CALL: Contextualized Approach to Language and Literacy Instruction*. www.apple.com/education/hed/macsinaciton/byu.
- Culatta, B., (2002). *Project CALL: Contextualized Approach to Language and Literacy Instruction*. <http://ASLP.byu.edu/Bculatta/projectcall/index.html>.
- Kovarsky, D. and Culatta, B. (2001). *Communicative Participation as a Way of Ascertaining Communicative Outcomes*. *Topics in Language Disorders*, 21, (4), 1-20.
- Merritt, D. and Culatta, B. (1998). *Language Intervention in the Classroom*. San Diego, Ca.: Singular Press.
- Merritt, D. and Culatta, B. (1995). *Collaborative Language Intervention*. Inservice Training Manual, US Office of Education Training Grant.
- Culatta, B. (1994). *Representational Play and Story Enactments: Formats for language therapy*. In J. Duchan (Ed), *Pragmatics: From Theory to Therapy*. NJ: Prentice Hall.
- Culatta, B. (1993). *Mathematic deficits in children with spina bifida*. In F. Rowley-Kelly and Reigel (Eds.), *Students with Spina Bifida: A Guidebook for Educators*. Ma: Brooks Publishing Company. In F. Rowley-Kelly and Reigel (Eds.), *Students with Spina Bifida: A Guidebook for Educators*. Ma: Brooks Publishing Company.

Culatta, B. (1993). Abstract concept deficits in students with spina bifida. In F. Rowley-Kelly and Reigel (Eds.), Students with Spina Bifida: A Guidebook for Educators. Ma: Brooks Publishing Company. In F. Rowley-Kelly and Reigel (Eds.), Students with Spina Bifida: A Guidebook for Educators. Ma: Brooks Publishing Company.

Culatta, B. (1993). Identification and assessment of perceptual and verbal deficits in children with spina bifida. In F. Rowley-Kelly and Reigel (Eds.), Students with Spina Bifida: A Guidebook for Educators. Ma: Brooks Publishing Company.

Culatta, B. and Young, C. (1992). Linguistic Performance as a Function of Task Demands in Children with Spina Bifida. Developmental Medicine and Child Neurology, 34, 434-440.

Culatta, B. and Culatta, R. (1992, 1984, and 1981) Communicative disorders. In A. E. Blackhurst and W. H. Berdine (Eds.), An Introduction to Special Education. Boston: Little Brown and Company.

Englert, C. S. and Culatta, B. (1987). Mathematic problem solving in children with learning disabilities, Learning Disabilities Quarterly, 1 29-36.

Page, J. and Culatta, B. (1986). Incorporating relational vocabulary training into classroom procedures, Journal of Childhood Communication Disorders, 9, 2, 157-168.

Presentations

Culatta, B (2007, March). Involving Families in Early Literacy Instruction. National Council on Family Literacy, Orlando, Florida

Culatta, B. (2006, November). Systematic and Engaging Early Literacy Instruction. ASHA Annual Conference, Miami, Florida

Culatta, B. and Horn, D. (2006, November). Achievement in Reading and Content Learning. ASHA Annual Conference, Miami, Florida

Culatta, B., Hall, K. (2006, August) Teaching Early Literacy Skills in Head Start and Title One Classrooms. Howard University, Washington D.C.

Culatta, B., Hall, K., Lawrence, B. (2006, July) Systematic and Engaging Early Literacy Instruction (SEEL). ASHA Annual Conference, Phoenix, Arizona

Culatta, B. (2006, July) Facilitating Early Literacy Skills (ARC & SEEL Round Table Discussion). ASHA Annual Schools Conference, Phoenix, Arizona

Culatta, B., Hall, K., Harward, S., Bingham, G. (2006, July) The Effectiveness of ARC: Achievement in Reading and Content Learning. ASHA Annual Conference, Phoenix, Arizona

Culatta, B. (2006, June) Teaching Young Children How to Read (Encenando a los mas pequenos a leer). Third International Conference on Education, Guatemala City, Guatemala

Culatta, B., Hall, K. (2006, April) Systematic and Engaging Early Literacy Instruction (SEEL). Escalante Elementary School, Salt Lake City, Utah

Culatta, B (2005, November). Evidence-based Practices in Early Literacy (Invited presentation for ASHA convention, San Diego)

Culatta, B., Hall, K., and Korth, B., (2005, October). Using Instructional Discourse to Enhance Comprehension and Promote Democracy. National Network for Educational Renewal, Myrtle Beach, SC

Hall, K., Culatta, B. (2005, February). Creating mentoring environments that make a difference for undergraduate students. Poster presentation at the annual meeting of the American Association for Colleges of Teacher Education, Washington, DC.

Hall, K., Sabey, B., Culatta, B. (2004, December). Project LINK: Linking narrative and expository texts to improve young children's literacy skills. Paper presented at the annual National Reading Conference, San Antonio, TX.

Hall, K., Culatta, B., Sabey, B., Ure, A., Haws, D., Willcocks, B., Markham, J., Jeppesen, S., Norby, T. (2004, November). Building early literacy skills: An integrated, theme-based approach. Pre-conference presentation at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA.

Process Writing in the Classroom, a Panel Presentation. American speech and hearing Association, Chicago, November, 2004

Early Literacy Screening. American Speech and Hearing Association, Chicago, November, 2004

Balanced Literacy in Dual Language Classrooms. International Symposium on Bilingualism, Tempe, Arizona, May, 2003

Early Literacy Instruction in Head Start. International Congress for Study of Child Language and Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, July 17, 2002

Facilitating Access to the General Curriculum, American Speech-Language Hearing Association, November, 2002

Determining Reliability of Early Literacy Tools, American Speech-Language Hearing Association, November, 2002

Balanced Literacy in a Spanish-English Immersion Program, American Speech-Language Hearing Association, November, 2002

Ways of Knowing: Linking Qualitative and Quantitative Data, American Speech-Language Hearing Association, November, 2002

Achieving a Balanced Approach to Language and Literacy Instruction, American Speech-Language Hearing Association, Washington, DC, November, 2000

Enhancing Language Skills within the Mystery Genre, American Speech-Language Hearing Association, Washington, DC, November, 2000

External Grants Awarded

US Office of Education, \$500,000, Model Demonstration Grant, Project CALL: Contextualized Approach to Language and Literacy Instruction; 1999 - 2003

American Speech-Language Hearing Association, Grant to produce Video of the Scripted Play Approach to Language Intervention, \$1,000, 1997

US Office of Education, Inservice Training in Collaborative Intervention, \$849,000 (1992-1995).

US Office of Education, Preservice Training in Collaborative Intervention, \$700,000 (1992-1995).

US Office of Education Personnel Preparation Training Grant, Collaborative Training in Early Intervention; \$368,000 (1990-1994)

March of Dimes, Behavioral and Social Sciences Research Grant, \$38,000, 1984-1985.

Spina Bifida Association, Research Grants, \$10,000, 1985 and 1986.

US Office of Education, Strategies for Providing Language Intervention in the Classroom (minigrant component of University of Kentucky's USOEP mainstreaming grant), 1981

Editorial Reviews

Reviewer, Technical Report on Role of Speech-language Pathologists in Literacy, American Speech-Language Hearing Association, 2000

Associate Editor, Journal of Childhood Communication Disorders, 1982-1987.

Editorial consultant, Journal of Speech and Hearing Disorders, Speech and Language Services in the Schools, American Journal of Speech-Language Pathology, Communication Disorders Quarterly

Book reviewer; Allyn Bacon, Charles Merrill, Harper and Row; Thinking Publications; Mosby; Butterworth Heineman