

Trelani F. (Milburn) Chapman – Curriculum Vitae

Assistant Professor

Department of Communication Sciences and Disorders

Faculty of Rehabilitation Medicine

University of Alberta

Edmonton, AB Canada

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Education

Postdoctoral Fellow, Florida State University Florida Center for Reading Research	2015 - 2017
Ph.D., University of Toronto, Speech-Language Pathology	2015
M.Sc., University of Toronto, Speech-Language Pathology	2011
Hon B.A., University of Toronto Scarborough, Psycholinguistics Specialist	2009
B.A., University of Toronto at Scarborough, Linguistics	2007

Professional Appointments

Assistant Professor, Faculty of Rehabilitation Medicine Department of Communication Sciences & Disorders, University of Alberta	2017 - present
Early Literacy Specialist Ontario Early Years Centre, Northumberland County, ON	2004 - 2008
Bright Starts Coordinator, Community Action Program for Children (CAPC-CPNP) Northumberland Child Development Centre, Northumberland County, ON	1998 - 2004

Research

Publications

- Han, B., **Milburn**, T. F., Koh, P., & Joshi, R. M. (2023). Understanding Types of Chinese Writing-to-Dictation Errors. Ye, Y., Inoue, T., Maurer, U., & McBride, C. (Eds.). *The Routledge handbook of visual-motor skills, handwriting, and spelling: Theory, research, and practice*. (pp. 163-176). New York, NY: Taylor & Francis.
- Feehan, A., Korade, C., Charest, M., Kim, E., Skoczylas, M., **Milburn**, T., Wilson, C., MacLeod, A. (2023). Rapid transition to telepractice in speech-language pathology: Insight from a survey of clinicians in Canada. *International Journal of Speech-Language Pathology*, 1-13, doi: 10.1080/17549507.2023.2181220.

Publications (continued)

- Cullum, A., Hodgetts, W. E., **Milburn**, T. F., & Cummine, J. (2019). Cerebellar activation during reading tasks: Exploring the dichotomy between motor vs. language functions in adults of varying reading proficiency. *The Cerebellum*, 1-17. doi.org/10.1007/s12311-019-01024-6
- Milburn**, T. F., Lonigan, C. J., DeFlorio, L., & Klein, A. (2019). Dimensionality of preschoolers' informal mathematical abilities. *Early Childhood Research Quarterly*, 47, 487-495. doi.org/10.1016/j.ecresq.2018.07.006
- Milburn**, T. F., Lonigan, C. J., & Phillips, B. M. (2018). Stability of children's risk status across the preschool year. *Journal of Learning Disabilities*, 52, 209-219. doi.org/10.1177/0022219418789373
- Milburn**, T. F., Lonigan, C. J., & Phillips, B. M. (2017). Determining responsiveness to Tier II intervention in RTI: Level of performance, growth, or both. *The Elementary School Journal*, 118, 310-334. doi.org/10.1086/694271
- Milburn**, T. F., Lonigan, C. J., Allen, D., & Phillips, B. M. (2017). Agreement among possible methods of indexing risk status for reading-related learning disability with preschool children. *Learning and Individual Differences*, 55, 120-129. doi.org/10.1016/j.lindif.2017.03.011
- Lonigan, C. J., & **Milburn**, T. F. (2017). Identifying the dimensionality of oral language skills of typically developing preschool through fifth-grade children. *Journal of Speech-Language Hearing Research*, 60, 2185-2198. doi.org/10.23641/asha.5154220
- Rezzonico, S., Goldberg, A., **Milburn**, T., Belletti, A., & Girolametto, L. (2017). English verb accuracy of bilingual Cantonese-English preschoolers. *Language Speech and Hearing Services in Schools*, 48, 153-167. doi.org/10.1044/2017_LSHSS-16-0054
- Milburn**, T. F., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2017). Cognitive, linguistic and print-related predictors of preschool children's word spelling and name writing. *Journal of Early Childhood Literacy*, 17, 111-136. doi:10.1177/1468798415624482
- Rezzonico, S., Goldberg, A., Mak, K., Yap, S., **Milburn**, T., Belletti, A., & Girolametto, L. (2016). Narratives in two languages: Story telling of bilingual Cantonese-English preschoolers. *Journal of Speech, Language, and Hearing Research*, 59, 521-532. doi:10.1044/2015_JSLHR-L-15-0052.
- Milburn**, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015). Effects of coaching on preschool educators' use of print referencing. *Language, Speech, and Hearing Services in Schools*, 46, 94-111. doi:10.1044/2015_LSHSS-14-0020
- Hipfner-Boucher, K., **Milburn**, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015). Narrative abilities in subgroups of English language learners and monolingual peers. *International Journal of Bilingualism*, 19, 677-692. doi:10.1177/1367006914534330

Publications (continued)

- Namasivayam, A., Hipfner-Boucher, K., **Milburn**, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015). Effects of coaching on educators' vocabulary-teaching strategies during shared reading. *International Journal of Speech-Language Pathology*, 17, 346-356. doi:10.3109/17549507.2014.979871
- Rezzonico, S., Chen, X., Cleave, P., Greenberg, J., Hipfner-Boucher, K., **Milburn**, T., Pelletier, J., Weitzman, E., Girolametto, L. (2015). Oral narratives in monolingual and bilingual preschoolers with SLI. *International Journal of Language & Communication Disorders*, 50, 830-841. doi:10.1111/1460-6984.12179
- Rezzonico, S., Hipfner-Boucher, K., **Milburn**, T., Weitzman, E., Greenberg, J., Pelletier, J., Girolametto, L. (2015). Improving preschool educators' shared book reading practices: Effects of coaching in professional development. *American Journal of Speech-Language Pathology*, 24, 717-732. doi:10.1044/2015_AJSLP-14-0188
- Milburn**, T. F., Girolametto, L., Weitzman, E., & Greenberg, J. (2014). Enhancing preschool educators' ability to facilitate shared book reading conversations. *Journal of Early Childhood Literacy*, 14, 105–140. doi:10.1177/1468798413478261
- Hipfner-Boucher, K., **Milburn**, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2014). Relationships between preschoolers' oral language and phonological awareness. *First Language*, 34, 178-197. doi:10.1177/0142723714525945

Conference Presentations Accepted

- Milburn**, T. F., Wade-Woolley, L., Hendricks, A., Adlof, S. (2024, July, Accepted). *Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Up close with item response theory for a universal oral language screener administered in demographically different regions*. Symposium Presentation with Adlof, S., Ebbels, S., Patterson, D., & Fitton, L. at the Thirty-First Annual Conference of the Society for the Scientific Studies of Reading, Copenhagen, Denmark.
- Adlof, S., Hendricks, A., **Milburn**, T. F., & Wade-Woolley, L. (2024, July, Accepted). *Building explicit and systematic supports for oral language into MTSS frameworks for reading and writing: Evaluation of a group-administered oral language screen with primary grade students from three distinct geographic regions in the USA and Canada*. Symposium Presentation with Adlof, S., Ebbels, S., Patterson, D., & Fitton, L. at the Thirty-First Annual Conference of the Society for the Scientific Studies of Reading, Copenhagen, Denmark.
- Kohel, L., **Milburn**, T. F., Adlof, S., & Wade-Woolley, L. (2024, July, Accepted). *Breaking barriers: A look at oral language screening in a rural Canadian school district*. Poster Presentation at the Thirty-First Annual Conference of the Society for the Scientific Studies of Reading, Copenhagen, Denmark.

Conference Presentations

- Milburn, T. F.** (2024, June). *Let's just talk: Parent-child reminiscing*. Oral presentation at Canadian Psychological Association's 85th Annual National Convention; Ottawa, ON.
- Dorado Solarte, A., Hiew, C., & **Milburn, T.** (2024, June). *A tale of two stories: Exploring monolingual and multilingual preschooler's language production features from story generation and story retell tasks*. Poster and Snapshot oral presentation at Canadian Psychological Association's 85th Annual National Convention; Ottawa, ON.
- Dhaliwal, K., Dorado Solarte, A., & **Milburn, T.** (2024, June). *Hold the phone but don't hold them back! The interplay between phonological awareness and decoding in shaping early literacy*. Oral presentation at University of Toronto's Language Research Day 2024, Toronto, ON.
- Dorado Solarte, A., & **Milburn, T.** (2024, May). *Ready! Set! Read! Resolving six hypotheses about young children's letter knowledge*. Poster presentation at University of Alberta Faculty of Rehabilitation Medicine's Rehabilitation Research Day; Edmonton, AB.
- Dorado Solarte, A., & **Milburn, T.** (2024, February). *Have we put all of our eggs in one basket? Looking beyond shared book reading for quality of parent-child conversations*. Poster presentation at Pacific Coast Research Conference 2024; Coronado, CA.
- Milburn, T. F.**, Adlof, S., & Wade-Wolley, L. (2024, February). *Efficient oral language screening to identify risk in kindergarten to second grade*. Poster presentation at Pacific Coast Research Conference 2024; Coronado, CA.
- Kinsella, C., Wang, M., Starr, F., Dorado Solarte, A., Wade-Woolley, L., & **Milburn, T.** (2023, November). *Language foundations of reading: Assessment of written language*. Poster presentation at University of Alberta Faculty of Rehabilitation Medicine's Fall CSD 900 Year-End Project Presentations; Edmonton, AB.
- Dorado Solarte, A., Hiew, C., & **Milburn, T.** (2023, November). *Common ground in communication: Implications from research with English monolingual and multilingual preschoolers with typically developing language*. Poster presentation at Prairie Rehabilitation Research Conference 2023; Online.
- Milburn, T. F.** (2023, July). *Examining the utility of an early literacy screener using an online storybook reading*. Poster presentation at the Thirtieth Annual Meeting of the Society for the Scientific Studies of Reading, Fort Douglas Australia.
- Wade-Woolley, L., **Milburn, T. F.**, Adlof, S., & DeJong, J. (2023, July). *Language screening in elementary school: A tale of two countries*. Poster presentation at the Thirtieth Annual Meeting of the Society for the Scientific Studies of Reading, Fort Douglas Australia.
- Milburn, T. F.** (Accepted 2023, May). *Comparative study of preschool children's engagement in parent-child conversations: Reminiscing and co-construction of a story outshine shared book reading*. Poster presentation accepted for the 2023 Symposium for Research in Child Language Disorders – cancelled due to medical leave.

Conference Presentations (continued)

- Hillman, M. & **Milburn**, T.F. (2022). *More Than Words: Parents' use of non-linguistic strategies to engage preschool children in three different conversations*. Oral presentation at the Canadian Psychological Association - Development Conference, 2022, Calgary, AB.
- Milburn**, T. F. & Hiew, C. (2022). *Comparative Analysis of Three Fictional Narrative Production Tasks in Children with Typically-Developing Language: Story Retell, Story Generation, Story Starter*. Oral presentation online for Speech-Language and Audiology Canada.
- Lim, J., **Milburn**, T. F., & Charest, M. (2022). *A Clinician-Researcher Partnership in a Low-Service Area in Northern Canada*. Oral presentation, Speech-Language and Audiology Canada, Online.
- Feehan, A., Korade, C., Charest, M., **Milburn**, T. F., Kim, E., Skoczylas, M. (2022). *Speech-Language Pathologists' and Audiologists' Use of Telehealth in Clinical Assessment*. Oral presentation, Speech-Language and Audiology Canada, Online.
- Milburn**, T. F. et al. (2020, Accepted). *Code-related skills of bilingual preschoolers: Effects of exposure to the language of instruction at home*. Invited to participate on a Symposium presentation with Joshi, M., Koh, P., Ramirez, G., Arfe', B., Bruer, E., & Zhang, S. at the Twenty-seventh Annual Meeting of the Society for the Scientific Studies of Reading, Toronto, ON. (conference cancelled due to COVID19).
- Auch, L., Henderson, A., Chan, A., Cummine, J., & **Milburn**, T. F. (2020, Accepted). *Coding language samples with transcription and direct video coding: A comparison of efficiency and reliability*. Oral presentation accepted for Society of Research in Child Language Disorders, Madison, Wisconsin. (conference cancelled due to COVID19).
- Hiew, C. & **Milburn**, T. F. (2020). *Preschool children's listening comprehension: Role of decontextualized language and inhibitory control*. Poster presentation Child Language Acquisition Researchers of Alberta, Online.
- Milburn**, T. F., Wade-Woolley, L., & Zheng, Y. (2020). *Preschool children's use of literate language features across three elicited language samples*. Poster presented at 2020 Pacific Coast Research Conference, Coronado Bay, CA.
- Chan, A., Auch, L., & **Milburn**, T. F. (2020). *Domains of the home literacy environment and preschoolers' inhibitory control*. Poster presented at 2020 Pacific Coast Research Conference, Coronado Bay, CA.
- Chipchar, E. & **Milburn**, T. F. (2020). *A systematic review of parental scaffolding during shared book reading with preschoolers*. Poster accepted at 2020 Pacific Coast Research Conference, Coronado Bay, CA. (accepted but declined due to first author car accident before the conference).
- Milburn**, T., Hodgetts, B., Hiew, C., Ngan, E., Chan, J., Chan, K., Pistotnik, R., Wang, X., Wonseok, D., Ostevik, A., & Cummine, J. (2019). *Message framing in early literacy*. Poster presentation at the Twenty-sixth Annual Meeting of the Society for the Scientific Studies of Reading, Toronto, ON.

Conference Presentations (continued)

- DeFlorio, L. & **Milburn**, T. F. (2019, March). *The dimensionality of children's informal mathematical knowledge in the United States, China, and Japan*. Poster presentation at the Biannual Meeting of the Society of Research in Child Development, Baltimore, MA.
- Milburn**, T. F., Chan, A., Auch, L., & LeGrow, B. (2018, September). *Are preschoolers' vocabulary naming miscues related to executive functioning ability?* Poster presented at Mental Lexicon 2018, Edmonton, AB.
- Milburn**, T. F., Lonigan, C. J., (2018, July). *Factoring parent-child conversation into the home literacy environment*. Poster presentation at the Annual Meeting of the Society for the Scientific Studies of Reading, Brighton, UK.
- Milburn**, T. F., Lonigan, C. J., DeFlorio, L., & Klein, A. (2018, February). *Dimensionality of preschoolers' informal mathematical abilities*. Poster presented at 2018 Pacific Coast Research Conference, Coronado Bay, CA.
- Milburn**, T. F., Lonigan, C. J. (2017, July). *Is language associated with decoding and reading comprehension in the same way for children with low and average language abilities?* Oral presentation at the Annual Meeting of the Society for the Scientific Studies of Reading, Halifax, NS.
- Milburn**, T. F., Lonigan, C. J., & Phillips, B. M. (2017, February). *Stability of children's risk status across the preschool year*. Poster presented at 2017 Pacific Coast Research Conference, Coronado Bay, CA
- Milburn**, T., & Lonigan, C. (2016, July). *Concurrent and longitudinal relations between school-aged children's home language and literacy practices and their reading outcomes*. Oral presentation at the Annual Meeting of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Rezzonico, S., **Milburn**, T., Aram, D., & Girolametto, L. (2016, July). *Preschool educators' facilitation of a drawing activity following shared book reading*. Oral presentation at the Annual Meeting of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Milburn**, T., Lonigan, C., & Phillips, B. (2016, February). *Determining responsiveness to Tier II intervention in RTI: A comparison of two methods*. Poster presentation at 2016 Pacific Coast Research Conference, Coronado Bay, CA.
- Milburn**, T., Ting, C., Wan, P., & Helms-Park, R. (2015, March). *Connecting phonological awareness with executive function in preschool children*. Poster presentation at 2015 Conference of the American Association of Applied Linguistics, Toronto, ON.
- Rezzonico, S., Goldberg, A., **Milburn**, T., Belletti, A., & Girolametto, L. (2015, March). *The acquisition of verb inflections in Cantonese-English bilingual preschoolers*. Round table presentation at 2015 Conference of the American Association of Applied Linguistics, Toronto, ON.

Conference Presentations (continued)

- Milburn, T., Rezzonico, S., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L.** (2015, March). *Conversation and the use of inferential questions in shared book reading: The effect of coaching in professional development*. Poster presentation at 2015 Biennial Meeting of Society for Research in Child Development, Philadelphia, PA.
- Peets, K., **Milburn, T., & Dove, N.** (March, 2015). *Early listening comprehension in children with language impairment: Cognitive and linguistic factors*. Poster presentation at 2015 Biennial Meeting of Society for Research in Child Development, Philadelphia, PA.
- Rezzonico, S., **Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L.** (2015, March). *Introducing referents in narrative in English and Cantonese: Bilingual and monolingual preschoolers*. Poster presentation at 2015 Biennial Meeting of Society for Research in Child Development, Philadelphia, PA.
- Milburn, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L.** (2014, July). *Early literacy performance in two groups of dual language learners who speak differing amounts of English at home*. Poster presentation presented at Society for the Scientific Studies of Reading, Santa Fe, NM.
- Greenberg, J., **Milburn, T., & Beach, P.** (2013, November). *Seeing is believing: Using video-coaching to enhance preschool educators' facilitation of emergent literacy*. Oral panel presentation at American Speech-Language Hearing Association Convention, Chicago, IL.
- Milburn, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L.** (2013, June). *Component skills of preschool children's early writing ability: Name, word, and sentence level*. Poster presentation at Child Language Seminar, Manchester, UK.
- Milburn, T., Hipfner-Boucher, K., & Girolametto, L.** (2012, September). *Identifying the emergent skills that contribute uniquely to preschool children's name writing and word spelling*. Poster presentation at the Connaught Global Challenge International Symposium, Toronto, ON.
- Milburn, T., Hipfner-Boucher, K., & Girolametto, L.** (2012, September). *The contribution of narrative performance to phonological awareness in the preschool years*. Poster presentation at the biannual meeting of the Narrative, Intervention and Literacy Conference, Paris, France.

Invited Talks

- Milburn, T. F.** (2024, May). *Written Language and Developmental Language Disorder*. Raising Awareness for Developmental Language Disorder Quarterly Meeting (national).
- Milburn, T. F.** (2024, April). *Emergent Spelling*. Kindergarten Conference Day - St. Albert Catholic School District.
- Milburn, T. F.** (2023, October). *Oral Language Screening Support for Schools*. Edmonton Public School Board Quarterly Speech-Language Pathologists' Professional Development

Invited Talks (continued)

- Milburn, T. F.** (2023, June). *Oral Language Screening Support for Schools*. Edmonton Public School Board Quarterly Speech-Language Pathologists' Professional Development.
- Milburn, T. F.** (2023, March). *But How Will You Know That It Works?: Measuring Children's Responsiveness is Key!*. Learning Disabilities Institutes 48th Annual Conference, Online, Montreal, QC Canada.
- Milburn, T. F.** (2023, January). *Consider Becoming an S-LP Researcher*. U of A Linguistics Students' Association - Speaker Series on Professions in Linguistics, Edmonton, AB.
- Milburn, T. F.** (2022). *Planning Your Career After a Post-Doc: Academic Panel*. Florida State University Post-Doc Association, Florida State University, Tallahassee, FL.
- Milburn, T. F.** (2020). *One problem that I am currently facing with my research*. Child Language Acquisition Researchers of Alberta, Edmonton, AB.
- Milburn, T.** (2019). *Reducing Risk for Reading-Related Learning Disabilities*. Speech-Language and Audiology Canada, Canada-wide Lunch and Learn Webinar.
- Milburn, T.** (2014). *The Science of Learning to Read and Spell*. University of Toronto Scarborough, Department of French and Linguistics Speaker Series, Toronto, ON.

Accepted Grants

- Flanzbaum, L. (2022) to work with **Milburn, T.** *Effects of COVID-19 on relations between children's school-readiness in 2019 and their current academic achievement and socio-emotional status two years later*. Alberta Innovates Summer Studentship, Health Research. Total award to Flanzbaum \$6000.
- Wade-Woolley, L., **Milburn, T.**, & Adlof, S. (2021). *Prosody as a source of individual differences in dyslexia and developmental language disorder*. Funded by SSHRC Insight Grant (four years). Total award \$284,497.
- Charest, M., MacLeod, A. N., Skoczylas, M., Ehnes, A., & **Milburn, T. F.** (2021). *Trajectories of language development in preschool children with language disorders: Natural history when intervention is not available*. Funded by SSHRC Insight Development Grant (IDG) (three years). Total award \$74,898.
- Hiew, C. (2021) to work with **Milburn, T.** *Comparing multiple methods of eliciting child language samples in Speech-Language Pathology assessment and research*. Alberta Innovates, Health Research. Total award to Hiew \$6000.
- MacLeod, A. N., Charest, M., Skoczylas, M., Kim, E., & **Milburn, T. F.** (2020). *Speech-Language Pathologist and Audiologist: Use of Telehealth in Clinical Assessment*. Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA), AB. Total award ~\$27000.
- Milburn, T. F.** (2018). *Talking Families*. Funded by Social Sciences & Humanities Research Council of Canada (SSHRC) - Insight Development Grant (two years). Total award \$63,687.

Accepted Grants (continued)

Lim, J. (PI), **Milburn**, T. F. (Co-I), & Charest, M. (Co-I). (2018). *Drawing and Talking: Building Language Skills Through Parent-Child Journaling*. Funded by Speech-Language & Audiology Canada – Clinical Research Grant (one year). Total award \$3,500.

Relevant Awards

- 2020 University of Alberta Award for Outstanding Mentorship in Undergraduate Research & Creative Activities
- 2005 Fiona Nelson Award – Rotary International, Healthy Beginnings Professional Award (non-monetary) for Outstanding Achievement With Children’s Programming Across the Lifetime

Recent Memberships in Professional Organizations

Society for the Scientific Studies of Reading (SSSR)
Women and Children's Health Research Institute (WCHRI)
Speech-Language & Audiology Canada (SAC)
American Association of Applied Linguistics (AAAL)
American Educational Research Association (AERA)

Service

Profession

Ambassador Raising Awareness for Developmental Language Disorder Day (RADLD; National)

Editorial Review Boards

Frontiers in Psychology - Review Editor for Developmental Psychology
The Canadian Journal of Speech-Language Pathology and Audiology

Ad Hoc Reviewer

Language Speech and Hearing Services in Schools
Scientific Studies of Reading
Reading and Writing: An Interdisciplinary Journal
Early Childhood Research Quarterly
Child Language Teaching and Therapy
European Child & Adolescent Psychiatry
Journal of Speech Language Hearing Research
Journal of Early Childhood Literacy
Annals of Dyslexia

Conference Reviewer Biennial Conference of the Society for Research in Child Development
2019 Conference Abstract Reviewer

University

Broader University ASSUA UAlberta Campus Food Bank Support (2024)
University of Alberta Undergraduate Move-In Day! (2017)
Language, Communication, & Culture Network, UAlberta – Member
Peer Teaching Review – Dr. Yao Zheng (2019)

Faculty of Rehabilitation Medicine

(2022-present) FRM Equity, Diversity and Inclusivity Action Committee Member
FRM Representative of Faculty of Education Council (2022 – 2023)
National Gathering of the Elders, Edmonton AB (2017, 2023) – event volunteer
FRM Teaching Awards Committee (2020-2023)
FRM - CSD Chair Advisory Selection Committee Member (2022-2023)
REHAB603 Guest Panelist – Creativity in Research
Teaching Mentorship Committee, Member (2018, 2019)
National Indigenous Cultural Expo (PowWow Edmonton, AB 2019)
Jasper Child & Family Services Workshop (Co-facilitator, Dr. Nicholadis, 2017)

Department of Communication Sciences & Disorders

Member, CSD Admissions Committee Member (2024)
CSD Admissions Applications Reviewer (2022, 2023, 2024)
CSD Admissions Applications Course Pre-requisites (3) Reviewer (2022-2024)
Member, CSD Anti-racism and EDI Committee
Member, Teaching and Learning Committee (2017–2019)
CSD900 Research Presentation Adjudicator (2018-2019, 2021-2023)
CSD501 Oral Presentation Reviewer (2019)

Community (Partner Organizations)

Speaker – Greater St. Albert Catholic School District Kindergarten Conference
Spring Into Inclusion - Community Options Conference Speaker
Edmonton Public School Board Prekindergarten Conference - guest speaker
Edmonton Healthy Families Expo – Exhibitor Table (2018, 2019)

Teaching

Courses Taught

Graduate

Language and Literacy (school-age assessment and intervention)	2019-2024
University of Alberta, Department of Communication Sciences & Disorders	
Independent Study RHB599 – Reading Course	2022, 2023
University of Alberta, Rehabilitation Science	

Undergraduate

Language Development in Children and Adolescents (Child Language Acquisition)	2020-2023*
University of Alberta, Department of Communication Sciences & Disorders	
Independent Research Study (Co-Instructor)	2014
University of Toronto Scarborough, Centre for French & Linguistics	
Literacy and Reading Disorders (Co-Instructor)	2013
University of Toronto, Department of Speech Language Pathology	
Psychology of Language	2013
Tyndale University, Department of Psychology	
Research Methods in the Social Sciences	2012
Tyndale University, Department of Psychology	

*Went on medical leave mid-course 2023

Lectures Taught

Graduate

University of Alberta, Department of Communication Sciences & Disorders	
<i>Emergent Literacy</i>	2019
<i>Structural Equation Modeling</i>	2018
University of Alberta, Department of Educational Psychology (Special Education)	
<i>Syntax (EDPY597)</i>	2021, 2023
<i>Prevention & Early Identification of Risk for Reading-Related Learning Disabilities</i>	2018, 2020
University of Toronto, Department of Speech-Language Pathology	
<i>Emergent Literacy Intervention for Preschoolers</i>	2013
<i>Managing Stress, Time, and Work</i>	2012, 2013
<i>Central Auditory Processing Disorder</i>	2011
<i>Acquisition and Assessment of Literacy Skills in Children</i>	2011
<i>Literacy Development in Children with Hearing Loss</i>	2010

Undergraduate

University of Toronto Scarborough, Centre for French & Linguistics	
<i>Academic Writing</i>	2014
<i>Brain and Language</i>	2013
<i>Syntax</i>	2010, 2012
University of Toronto, Department of Speech-Language Pathology	
<i>Children with Hearing Impairment</i>	2012
<i>Child Language Disorders: Neurobiology and Genetics</i>	2012
<i>Introduction to Audiology</i>	2011
York University, Department of Psychology	
<i>Perception of Oral and Written Language</i>	2010

Student Supervision and Thesis Defense

Supervisor

Dorado-Solarte, A. (2023 – present). *Ready! Set! Read! Eye-tracking to resolve six hypotheses related to children's letter knowledge learning*. MSc in Rehab Science, University of Alberta.

*Kinsella, C. (2022). Combined MSc/PhD program (Student switched to course-based MSc professional program and Capstone Research project in Fall 2022).

Co-Supervisor

*Fianwornu, V. (2022 – 2023). Doctoral program co-supervised by Dr. Andrea MacLeod (Student switched to Dr. MacLeod as supervisor to work in a different area of research study).

*Henderson, A. (2018 – 2019). MSc Thesis program co-supervised by Dr. Jacqueline Cummine (Student switched to the course-based professional program and Capstone Research in Spring 2019).

Supervisory Committee Member

Masters

Godoy, I. (2024 – present). *Testing the reliability and validity of a new discourse-based rubric for the assessment of language skills of individuals with aphasia*. Department of Communication Sciences and Disorders, University of Alberta.

Supervisory Committee Member (continued)

In-Lieu of Master's Thesis

Cullum, A. (2017). *Backseat driver: Cerebellar contributions to reading*. Department of Communication Sciences and Disorders, University of Alberta.

Doctorate

Kohel, L. (2023 – present). *Oral language screening for speech-language pathologists*. Faculty of Education, University of Alberta.

Yousefi, N. (2022 – present). *Phonological development in bilingual Persian-English speaking children*, Department of Communication Sciences and Disorders, University of Alberta. Candidacy completed.

Supervisory Committee Member (continued)

Doctorate

Benkohila, A. (2020 – present). *Morphosyntax development*. Faculty of Education, University of Alberta.

Cullum, A. (2018 – present). *Conceptualizing and identifying functional impairments in reading for adults from diverse backgrounds and life experiences?* Department of Communication Sciences and Disorders, University of Alberta. Candidacy completed.

External Reviewer

Master's Defense

- McCann, M. (2020). MA graduate. *Examining the longer-term impact of a home-visiting intervention program on the school readiness skills of English language learners in kindergarten*. Department of Psychology, Wilfred Laurier University.
- Baird, T. (2019). MSc graduate. *Examining Cumulative Semantic Interference in Children*. Department of Communication Sciences and Disorders, University of Alberta.
- Lee, Grace (2019). MSc graduate. *Pairing Reading Treatment with Transcranial Direct Current Stimulation for Adults with Aphasia*. Department of Communication Sciences and Disorders, University of Alberta.
- Mendoza, M. (2019). MSc graduate, *Eye-tracking analysis of reading in people with aphasia*. Department of Communication Sciences and Disorders, University of Alberta.
- Amin, N. (2018). MA graduate, *Success and challenges of Syrian refugee children in Canada: Language and literacy*. Department of Psychology, Wilfred Laurier University.

Doctoral Candidacy

- Lin, Youran (2021). *Mandarin Chinese*. Department of Communication Sciences and Disorders, University of Alberta. Candidacy completed.

Doctoral Defense

- Mukai, Y. (2020). PhD graduate. *Production and perception of reduced speech and the role of phonological-orthographic consistency*. Department of Linguistics, University of Alberta.

Department of Communication Sciences & Disorders Capstone MSc-SLP Research Supervision

Note. 52 in total; *Primary Investigator or Lead for the project is other than Milburn-Chapman

- 2022 – present **Supervisor**, Mills, B., Fitch, K., Zemp, L. (in progress)
How Much Variance is Explained in Early Readers' Word Reading Scores by 'Set for Variability' Before and After Accounting for Their Decoding Ability?

Co-Supervisor (with Wade-Woolley) Kinsella, C., Starr, F., Wang, M. (in progress)
Language Foundations of Reading: Assessment of Written Language

*Primary Investigator or Lead for the project is other than Milburn-Chapman

- 2021 – 2022 **Co-Supervisor** (with Cummine) Frank, H., Virata, M., Bidder, L.
Becoming a Reader! Year 2 Outcomes

Co-Supervisor (with *Wade-Woolley) Stein, E., Pyun, D.
Launching an Online Research Study: Language Foundations of Reading

Co-Supervisor (with *MacLeod, Charest) Field, H., Sarich, K., McKay, A.
Examining the Effectiveness of Online Grammar Assessments for Preschool-Age Children Using a Telepractice Toolkit

Department of CSD Capstone MSc-SLP Research Supervision (continued)

- 2020 – 2021 **Co-Supervisor** (with Cummine) Wiles, N., Wazir, A., Fuerstner, C., Morgan, A.
Becoming a Reader! Year 1 Outcomes
- Co-Supervisor** (with Wade-Woolley) Schmidt, M., Wedholm, E., Tong, F., Boyd, H.
Getting Ready to Read
- 2020 – 2021 **Co-Supervisor** (with *MacLeod, Charest) Kardash, M., Clarke, N., Weyland, C., Spicer, P.
Feasibility of Language Assessment for Preschool Aged Children via Telepractice in Speech-Language Pathology
- 2019 – 2020 **Co-Supervisor** (with Cummine) Gwozd, K., Pospolita, R.
Becoming a Reader!: A Development Project
- Co-Supervisor**(with Wade-Woolley) Coolen, M., Gerke, K., Milligan, A., Rattliff,
Getting Ready to Read: Developing Measures of Prosodic Awareness for Preschoolers
- Co-Supervisor** (with *Loucks) Etienne, L., Mulder, K., Nisbet, J.
The Effect of Reading Ability on Delayed Auditory Feedback (DAF) Susceptibility
- 2018 – 2019 **Co-Supervisor** (with Cummine) Henderson, A.
Coding Language Samples with SALT and Noldus Observer XT: Efficiency and Reliability
- Co-Supervisor** (with *Charest) Herzog, K., Monga, A., Pistotnik, R., Woods, M.
Talking and Drawing: Building oral language skills through a parent-child journaling activity in Northern Saskatchewan (Results)
- Co-Supervisor** (with *Loucks, Cummine) Faulkner, D., Ho, M., Smelquist, B.
The relationship between reading ability and performance under delayed auditory feedback
- 2017 – 2018 **Supervisor**, Glesman, T., Lennon, E., Mazure, K.
What's In a Story? (PI = Peets, Co-I = Kyte)
- Supervisor**, Hills, E., Tulpar, Y., Wilson, M.
Stories and Storytelling Intervention Study
- Co-Supervisor** (with *Charest) DeGroot, L., Vriend, M., Whitworth, A.
Talking and Drawing: Building oral language skills through a parent-child journaling activity in Northern Saskatchewan (Development Project)

Course-related Graduate Research Supervision

CSD501 – Research Methods

- 2018-2019 **Co-Supervisor** (with Cummine) Beck, C., Grant, K., To, K., Bate, E.
Knowing Your ABCs: An Eye-tracking Investigation into Letter Identification by Adults

Undergraduate Summer Student Supervision

- 2022 Summer **Supervisor**, Flanzbaum, L. – Alberta Innovates Summer Research Studentship – Health Research
Effects of COVID-19 on Relations Between Children’s School-Readiness in 2019 and Their Current Academic Achievement and Socio-Emotional Status Two Years Later
- 2021 Summer **Supervisor**, Hiew, C. - Alberta Innovates Summer Research Studentship – Health Research
Comparing Multiple Methods of Eliciting Child Language Samples in Speech-Language Pathology Assessment and Research