

Pui Fong Kan, Ph.D., CCC-SLP
E-mail: puifong.kan@colorado.edu
Office phone: 303-492-7961
Website: <https://www.colorado.edu/lab/clll/>
ORCID ID: <https://orcid.org/0000-0001-8671-7755>

PROFESSIONAL EXPERIENCE

Associate Professor Department of Speech, Language and Hearing Sciences, University of Colorado, Boulder, CO	2015 -Present
Assistant Professor Department of Speech, Language and Hearing Sciences, University of Colorado, Boulder, CO	2008 - 2015

EDUCATION

Ph.D. Speech-Language-Hearing Sciences University of Minnesota, Minneapolis, MN	2008
Certificate of Clinical Competence in Speech-Language Pathology American Speech, Language, and Hearing Association	2003
M.A. Communication Disorders University of Minnesota, Minneapolis, MN	2002
M.A. Speech Sciences University of Leeds, Leeds, U.K.	1995

SCIENTIFIC RESEARCH EXPERIENCE

Extramural Grant Awarded

NIH Exploratory/Developmental Research Grant Award (R21) NICHD, 1R21HD092837-01, "An Individualized Vocabulary Intervention for Dual Language Learners." Role: PI (Multiple PIs with Eliana Colunga), 2018 – present.

Subcontract, Kai Ming Head Start, \$57,500.00. Title: Dual Language Development in Bilingual Preschool Children: A Longitudinal study. Role: PI, 2016 – 2018.

Small Grant Program (R03), NIDCD, 1R03DC014059-01, Title: *Vocabulary growth: A comparison between bilingual children with language impairment and typically-developing bilingual children*. Role: PI, 2013 - 2015

Extramural Grant Pending

Clinical Research Grants for Collaborative Research Studies, ASHFoundation, “Identifying bilingual children at risk for language impairment: Evidence from a response-speed judgment task.” Role: PI, 2021

Intramural Grants, Awards and Fellowships Awarded

Undergraduate Research Opportunity Program, University of Colorado Boulder, \$3,000. *The silent period in childhood second language acquisition*. Role: PI, 2020 - present.

Community Outreach Grant, University of Colorado Boulder, \$9000. Intervention for Culturally-Linguistically Diverse Children with Developmental Disorders. Role: PI, 2019 - present

Community Outreach Grant, University of Colorado Boulder, \$8,900. Working with Culturally-Linguistically Diverse Children with Communication Disorders. Role: PI, 2018 - 2019

Undergraduate Research Opportunity Program, University of Colorado Boulder, \$3,000. *Patterns of parental visual and auditory input to young children*. Role: PI, 2018 - 2019.

IMPART Faculty Fellowship, University of Colorado Boulder, \$3,900. Title: *Response time in natural contexts: Clinical implications for identifying dual language learners with primary language impairment*. Role: PI, 2018 - 2019

Innovative Seed Grant Program, University of Colorado Boulder, \$50,000. Title: *Adaptive vocabulary tutor for toddlers*. Role: Co-PI; PI: Eliana Colunga; Co-PI: Michael Mozer, 2014 - 2017

IMPART Faculty Fellowship, University of Colorado Boulder, \$3,980. Title: *Sentence Repetition by Sequential Bilingual Preschool Children*. Role: PI, 2014 - 2015

Travel funds to San Francisco, CA. Funds provided by Kai Ming Head Start. 2013 - Present

Arts and Sciences Support of Education Through Technology (ASSETT) Development Award, University of Colorado Boulder, \$4,100. Title: *Web-based Resources: Working with Culturally-linguistically Diverse Children with Communication Disorders*. Role: PI, 2013 - 2015

The Center to Advance Research and Teaching in the Social Sciences (CARTSS) Award, University of Colorado Boulder, \$4,000. Title: *Sentence Processing in Sequential Bilingual Children*. Role: PI, 2012 – 2013

IMPART Faculty Fellowship, University of Colorado Boulder, \$3,980. Title: *Repeat after me: A Word Learning Strategy by Bilingual Speakers*. Role: PI, 2010 – 2011

Arts and Sciences Support of Education Through Technology (ASSETT) Development Award, University of Colorado Boulder, \$3,519. Title: *Telepractice: A learning module for implementing language assessments for children*. Role: PI, 2010 – 2011

Doctoral Dissertation Fellowship, University of Minnesota, MN, \$12,000, 2007 - 2008

Student Dissertation Research Activity Award, University of Minnesota, MN, \$2,000, 2007-2008

Doctoral Dissertation Research Grant, University of Minnesota, MN, \$2,500, 2006-2008

Instructional Technology Fellowship, Office of Information Technology, University of Minnesota, MN, 2004-2006

MANUSCRIPTS UNDER REVIEW

Fahmy, S., **Kan**, P. & Lewon, J. (in review). The effects of theatre-based vocal empowerment program on young Egyptian women’s speech and language characteristics. *PLOS One*.

Huang, S. & **Kan**, P. (in review). Development of English past tense in Cantonese-English bilingual preschool children” *International Journal of Speech-Language Pathology*.

Su, J., **Kan**, P., Brennan, C. & Park, Y. (in review). Exploring the Notion of Native Languages in Bilingual Heritage Speakers: Implications of Rehearsal Strategies and Word Learning Ability. *Frontiers in Communication (Language Sciences)*.

Huang, S. & **Kan**, P. (in review). Chinese American Immigrant Parents’ Socialization of Emotion Talk in Cantonese-English Bilingual Bicultural Preschool Children. *Frontiers in Psychology*.

PEER-REVIEWED PUBLICATIONS

* *Students of Pui Fong Kan*

Kan, P. F., Miller, A., & Still, S. (2021). Identifying bilingual children at risk for language impairment: The implication of children’s response speed in narrative contexts. *Children*, 8(2), 62. <https://doi.org/10.3390/children8020062>

Kan, P., *Miller, A., *Cheung, S., & *Brickman, A. (2020). The distributed L1 and L2 language-learning environment of dual language learners across home and school settings, *Language, Speech, Hearing Services in School*. https://pubs.asha.org/doi/10.1044/2020_LSHSS-19-00112

Kan, P., Huang, S., Winicour E., & Yang, J. (2020). Vocabulary growth: Dual language learners at risk for language impairment. *American Journal of Speech-Language Pathology*. https://pubs.asha.org/doi/abs/10.1044/2020_AJSLP-19-00160

*Huang, S., & **Kan**, P. F. (2020). Working with Culturally and Linguistically Diverse Populations. In M. Hudson & M. DeRuiter (Eds.), *Professional Issues in Speech-Language Pathology and Audiology* (5th ed., pp. 485–503).

- *Cheung, S., **Kan**, P., *Winicour, E. & Yang, J. (2019). Effects of home language input on the vocabulary development of Sequential bilingual children. *Bilingualism: Language and Cognition*
- *Taylor, K., & **Kan**, P. F. (2018). The impact of older siblings on vocabulary learning in bilingual children. *International Journal of Bilingual Education and Bilingualism*, 1–18. <https://doi.org/10.1080/13670050.2018.1518969>
- Narasimhan, B., Cheng, F., Davidson, P., **Kan**, P.F., and Wagner, M. (2018). *The influence of visual, auditory, and linguistic cues. On children's novel verb generalization*. In Sengupta, G., Sircar, S., Raman, G., and Balusu, R. (Eds.), *Perspectives on the Architecture and Acquisition of Syntax*. Berlin: Springer Nature.
- *Van Horn, D., & **Kan**, P. F. (2016). Fast mapping by bilingual children: Storybooks and cartoons. *Child Language Teaching & Therapy*, 32(1), 65-77. doi:10.1177/0265659015584975
- Kan**, P. & Sadagopan, N. (2015). Speech training effects on fast mapping in Cantonese-English bilingual children. *Seminars in Speech and Language*. 36(2), 109-119.
- Kan**, P. & Sadagopan, N. (2014). Word retention in bilingual and monolingual speakers, *Frontiers in Psychology*, 5, 1 -10. doi: 10.3389/fpsyg.2014.01024
- Kan**, P., Sadagopan N. *Janich, L., & *Andrade, M. (2014). The effects of speech practice on fast mapping in monolingual and bilingual speakers. *Journal of Speech, Language, and Hearing Research*, 57, 929-941. doi: 10.1044/2013_JSLHR-L-13-0045
- Kan**, P. (2014). Novel word retention in sequential bilingual children. *Journal of Child Language*, 41(2), 416-438. doi: 10.1017/s0305000912000761
- Hilger, A., Gilley, P., Ramsberger, G., Kong, A., Menn, L., & **Kan**, P. (2012). Capturing Sound Errors in Aphasic Narration: A Supplement to Existing Measures of Narrative Quality. *50th Academy of Aphasia Meeting*, 61, 232-233. doi:10.1016/j.sbspro.2012.10.163
- Kan**, P. & Kohnert, K. (2012). Growth curve analysis of novel word learning in sequential bilingual children. *Bilingualism: Language and Cognition*, 15, 452-469. doi: 10.1017/s1366728911000356
- Sheng, L., Lu, Y., & **Kan**, P. (2011). Lexical development in Mandarin-English bilingual children, *Bilingualism: Language and Cognition*, 14, 579 – 587. doi: 10.1017/s1366728910000647
- Kan**, P. & Windsor, J. (2010) Word learning in children with primary language impairment: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, 53, 739-756. doi: 10.1044/1092-4388(2009/08-0248)
- Kohnert, K., **Kan**, P., & Conboy, B. (2010). Lexical and Grammatical Associations in Sequential Bilingual Preschoolers. *Journal of Speech, Language, and Hearing Research*, 53, 684-698. doi: 10.1044/1092-4388(2009/08-0126)
- Kan**, P. & Kohnert, K. (2008). Fast mapping by developing bilinguals in L1 and L2. *Journal of Child Language*, 35, 495-514. doi: 10.1017/s0305000907008604

- Kennedy, M. R. T., Coelho, C., Turkstra, L., Ylvisaker, M., Sohlberg, M. M., Yorkston, K., Chou, H., & Kan, P. (2008). Intervention for executive functions after traumatic brain injury: A systematic review, meta-analysis and clinical recommendations. *Neuropsychological Rehabilitation, 18*, 257-299. doi: 10.1080/09602010701748644
- Windsor, J., Kohnert, K., Rowe, A., & Kan, P. (2008). Performance on nonlinguistic visual tasks by children with language impairment. *Applied Psycholinguistics, 29*, 237–268. doi: 10.1017/S0142716407080113
- Kohnert, K. & Kan, P. F. (2007). Lexical skills in young children learning a second language: Methods, results, and clinical applications. In J. Centeno, L., L. Obler, & R. Anderson (Eds), *Communication Disorders in Spanish-speakers: Theoretical, Research, & Clinical Aspects*, (pp. 156 – 168). Clevedon, England: Multilingual Matters.
- Wing, C., Kohnert, K., Pham, G., Kan, P.F., Danahy, K., Cordero, K.N., & Blaiser, K. (2007). Culturally consistent treatment for late talkers. *Communication Disorders Quarterly, 29*, 20-27. doi: 10.1177/1525740108314862
- Kan, P.F. & Kohnert, K. (2005). Preschoolers learning Hmong and English: Lexical-semantic skills in L1 and L2. *Journal of Speech, Language, and Hearing Research, 48*, 372-383. doi: 10.1044/1092-4388(2005/026)
- Kohnert, K., Yim, D., Nett, K., Kan, P., & Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools, 36*, 251-263. doi: 10.1044/0161-1461(2005/025)
- Kohnert, K., Kennedy, M., Glaze, L., Kan, P., & Carney, E. (2003). Breadth and depth of diversity in Minnesota: Challenges to clinical competency. *American Journal of Speech-Language Pathology, 12*, 259-272. doi: 10.1044/1058-0360(2003/072)

INVITED PUBLICATIONS

**Students of Pui Fong Kan*

- *Huang, S., Filippini, M., & Kan, P. F. (2021). Virtual summer camp: Help for refugees during COVID-19 pandemic. Leader Live. <https://leader.pubs.asha.org/do/10.1044/leader.AE.26032021.32/full/>
- *Manzanares, B. & Kan, P. (2014). Assessing language skills at a distance: Does it work? *Perspectives on Augmentative and Alternative Communication, 23*(1), 34-41.
- Kan, P. (2011). The Cantonese-English Bilingual Project. *The ASHA Leader*. Available at <http://www.asha.org/Publications/leader/2011/111101/The-Cantonese-English-Bilingual-Project.htm>.
- Kan, P. (2010). Measuring word learning ability in sequential bilingual children. *Perspectives on Communication Disorders in Culturally and Linguistically Diverse Populations, 17*, 25-32.

OUTREACH WEBSITE

Kan, P. F., Thrasher, A., Huang, S., & Filippini, M. (2019). Community Outreach Project: Working with Culturally-Linguistically Diverse Children and Families. Retrieved November 25, 2019, from <https://canvas.colorado.edu/courses/57452>

INVITED PRESENTATIONS

**Students of Pui Fong Kan*

Kan, P. & Huang, S. (April, 2021). Identifying bilingual children with language impairment: Resources for monolingual clinicians. *Colorado Speech-Language-Hearing Association.*

Kan, P. & Huang, S. (April, 2021). Language Impairment in Cantonese-English Bilingual Children: Evidence and Clinical Implications. *Asian Pacific Islander Speech-Language-Hearing Caucus.*

Kan, P., *Miller, A., *Still, S., & *Huang, S. (November, 2020; Convention cancelled). *Screening Bilingual Preschoolers for Language Difficulties.* Invited talk co-presented with L. Sheng, A. Wong, and G. Pham, *Developmental Language Disorder across Asian languages in Linguistically Diverse Learners*, at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA..

Kan, P. (June, 2018). *Bilingualism and Neurodevelopmental Disorders: Recent Research and Clinical Implications.* Invited talk at the University of Verona, Italy.

Kan, P. (November, 2016). *Language Development in Cantonese-English Dual Language Learners Development.* Paper presented at Kai Ming Head Start, San Francisco, CA.

Kan, P. (June, 2014). The effect of *Dual Language Program on Cantonese-English Bilingual Preschoolers' Vocabulary Development.* Paper presented at Kai Ming Head Start, San Francisco, CA.

Gray, S., Alt, M., Hogan T., **Kan, P.**, McGregor, K., Pittman, A., Stiles, D., Storkel, H. (November, 2013). *What's the Word in Word-Learning Research? Latest Research Hot Off the Presses!* Paper presented at the annual conference of the American Speech, Language, and Hearing Association, Chicago, IL.

Kan, P. (May, 2013). *Measuring language skills in Cantonese-English bilingual children.* Paper presented at San Francisco Unified School District and Kai Ming Head Start, San Francisco, CA.

Kan, P. (July, 2013). *Vocabulary Measures for Cantonese-English bilingual children.* Paper presented at Kai Ming Head Start, San Francisco, CA.

Kan, P. (2008). *An investigation of language skills in Hmong-English bilingual children.* Paper presented at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, Minneapolis, MN.

Kan, P. F. (November, 2004). *A case study: The language skills in a Mandarin-English bilingual child with brain injury*. Paper presented the American Speech, Language, and Hearing Association, Pre-convention 2004, Philadelphia, PA.

Kan, P. F. (May, 2003). *Preschoolers learning Hmong and English: Lexical-semantic skills in L1 and L2*. Paper presented for the project, "Clinical Decision Making with Linguistically Diverse Learners: A Statewide Professional Training Model", Minneapolis, MN.

PEERED-REVIEWED PRESENTATIONS

**Students of Pui Fong Kan*

*Fahmy, S. & **Kan, P.** (July, 2021). The effects of theatre-based vocal empowerment program on young Egyptian women's speech and language characteristics. Virtual poster presentation at International Symposium on Bilingualism ISB13, Warsaw, Poland.

Kan, P., *Miller, A., & *Still, S. (July, 2021). Using children's response speed as a tool to identify bilingual preschool children at risk for language impairment. Virtual poster presentation at International Symposium on Bilingualism ISB13, Warsaw, Poland.

*Huang, S. & **Kan, P.** (June, 2021). Emotion Competency Skills in Dual Language Learners. Virtual presentation at Symposium on Research in Child Language Disorders, Madison, WI.

Kan, P., Colunga, E., Weber, J., & *Huang, S. (June, 2021). The implementation of a personalized vocabulary intervention for dual language preschool learners. Virtual poster presentation at Symposium on Research in Child Language Disorders, Madison, WI.

*Fahmy, S. & **Kan, P.** (November, 2020; convention cancelled). Theatre-based intervention study of bilingual young women's vocal efficacy in Egypt. One-hour presentation at the annual Conference of the American Speech, Language, and Hearing Association, San Diego, CA.

Kan, P. & Yang, J. (November, 2020). The development of a bilingual vocabulary measure for preschool-age dual language learners. Virtual poster presentation at the Administration for Children and Families' (ACF) National Research Conference on Early Childhood.

Kan, P. & *Huang, S. (March 2020). Vocabulary growth trajectories of dual language learners who at-risk for language impairments. Poster presentation at the Conference of the American Association for Applied Linguistics (AAAL), Denver, CO. Conference cancelled.

Kan, P., Thrasher, A., *Huang, S., & Filippini, M. (November, 2019). The Community Outreach Project: Working with Culturally-Linguistically Diverse Children with Communication Disorders. 1-hour Seminar at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.

*Huang, S., *Perng, V. & **Kan, P.** (November, 2019) Expressions of Emotion in Culturally-linguistically Diverse Populations, Technical Clinical Session Presentation at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.

- *Huang, S. & **Kan**, P. (November, 2019) Convergence Between a Questionnaire on Bilingual Preschool Children's Socioemotional Experiences & a Story-Telling Task. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.
- *Miller, A. & **Kan**, P. (November, 2019) Screening Bilingual Preschoolers for Language Difficulties: What Does Children's Response Speed in Real Life Implicate? Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.
- *Su, J., *Park, Y., & **Kan**, P. (November, 2019) Silent Repetition: Can it Help with Learning New Words? Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.
- *Doherty, S., *Szafranski, S., *Urioste, S. & **Kan**, P., (November, 2019) Effects of Parent Training on Reported Measures of Expressive Vocabulary in Young Children. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.
- *Falck, A., *Anderson, T., *Fruechte, T. & **Kan**, P. (November, 2019) The Hidden Costs of Outpatient Speech & Language Therapy: An Expense-Based Analysis. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Orlando, FL.
- Kan**, P., Thrasher, A., *Huang, S., & Filippini, M. (October, 2019). The Community Outreach Project: Working with Culturally-Linguistically Diverse Children with Communication Disorders. 1-hour Seminar at the annual Conference of the Colorado Speech, Language, and Hearing Association, Denver, CO.
- *Huang, S. & **Kan**, P. (June, 2019). Bilingual Preschool Children's Socioemotional Experiences: Results from a Questionnaire and a Story-telling Task. Poster presentation at Symposium on Research in Child Language Disorders, Madison, WI.
- *Su, J., & **Kan**, P. (November, 2018). The Effects of Subvocal Rehearsal on Fast Mapping in Monolingual & Bilingual Speakers. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Boston, CA.
- *Perng, V. & **Kan**, P. (November, 2018). Visual Input Patterns in Narrative Contexts. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Boston, CA.
- *Huang, S. & **Kan**, P. (November, 2018). Cross-Linguistic Effects of Grammatical Markers in Bilingual Cantonese-English Children. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Boston, CA.
- *Iglar, V., *Langer, N. & **Kan**, P. (November, 2018). Learning Outcomes After Breaks in Individualized Preschool Language Intervention. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Boston, CA.

- *Huang, S. & **Kan**, P. (June, 2018). Grammatical Markers in Bilingual Cantonese-English Children. Poster presentation at Symposium on Research in Child Language Disorders, Madison, WI.
- Kan**, P. (November, 2017). Home language input: Cantonese-English bilingual children with language impairments. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Los Angeles, CA.
- *Taylor, K. & **Kan**, P., (November, 2017). The Impact of Older Siblings on Vocabulary Acquisition in Bilingual Children. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Los Angeles, CA.
- *Brickman, A., *Miller, A., & **Kan**, P. (November, 2017). *Language input patterns in bilingual children with language impairments*. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Los Angeles, CA.
- Kan**, P. (June, 2017). *A longitudinal study of vocabulary development in sequential bilingual children with language impairment*. Poster presentation at the International Symposium of Bilingualism, Limerick, Ireland.
- Simon-Cerejido, G. & **Kan**, P. (June, 2017). *A comparison between L1-Spanish and L1-Cantonese children's Use of L2-English grammatical morphemes*. Poster presentation at the International Symposium of Bilingualism, Limerick, Ireland.
- Kan**, P. & Sheng, L. (June, 2017). Noun classifier development in sequential bilingual preschool children. Poster presentation at the International Symposium of Bilingualism, Limerick, Ireland.
- Kan**, P. & *Cheung, S (November, 2016). *The relationships between language input and vocabulary in Cantonese-English sequential bilingual children*. Paper presentation at the annual Conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- *Leary E., *Stewart C., *Barnes C., *McClelland K., & **Kan**, P. (November, 2016). *The effect of syllable structure and syllable length on nonword repetition in adults*. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- *Cheng, F. & **Kan** P. (November, 2016). *Cross-linguistic lexical-semantic organization in English language learners*. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- *Yee, A. & **Kan**, P. (November, 2016). *Advantages in linguistic tone perception in speakers with tone language experience*. Poster presentation at the annual Conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- *Gangware, E. & **Kan**, P (June, 2016). *Nonword repetition in Cantonese-English bilingual children*. Symposium on Research in Child Language Disorders, Madison, WI.

- Simon-Cerejido, G., **Kan**, P., & *Cheng, F. (July, 2016). *Learning grammatical morphemes in L2-English: a comparison between L1-spanish and L1-cantonese children*. National Research Conference on Early Childhood, Washington D.C.
- *Cheung, S., **Kan**, P., Yang, J. (July, 2016). *The role of language environment on bilinguals' Cantonese and English vocabulary development*. National Research Conference on Early Childhood, Washington D.C.
- *Cheung, S. & **Kan**, P. (November, 2015). *Language input of Cantonese-English bilingual preschool children in home and classroom environments*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Denver, CO.
- Kan, P., Cheung, S., Tran, C., & Yoshida, H., & Colunga, E. (November, 2015). *Patterns of vocabulary development in bilingual and monolingual children*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Denver, CO.
- Kan**, P., *Cheung, S., & Gangware, E. (November, 2015). *Factors that are associated with the language development in bilingual children*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Denver, CO.
- *Cheng, F.Y., *Yamashita, J. & **Kan**, P.F., (November, 2015). *Cross-linguistic priming in Mandarin-English bilingual speakers*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Denver, CO.
- ***Kan**, P., Colunga, E., & Miller, R. (June, 2015). *Comprehension strategies in monolingual and sequential bilingual children*. Symposium on Research in Child Language Disorders in Madison, WI.
- *Van Meter, E. & **Kan**, P. (June, 2014). *Narrative development in Cantonese-English bilingual children*. Symposium on Research in Child Language Disorders in Madison, WI.
- Kan**, P. & Sadagopan, N. (June, 2014). *Speech practice effects on bilingual children's word learning skills*. Symposium on Research in Child Language Disorders in Madison, WI.
- Kan**, P., *Winicour, K., & Yang, J. (July, 2014). *Vocabulary development in Cantonese-English bilingual preschool*. Head Start's 12th National Research Conference in Washington D.C.
- *Miller, R., **Kan**, P., & Colunga, E. (November, 2013). *Sentence interpretation strategies in preschool children*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Chicago, IL.
- Pham, G. & **Kan**, P. (November, 2013). *Does L1 support English learning? Data from children who speak an asian language at home*. Paper presentation the annual conference of the American Speech, Language, and Hearing Association, Chicago, IL.
- Kan**, P., Colunga, E., *Rice, K. & Beckage, N. (June, 2013). *Word association in sequential bilingual preschool children*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.

- Kan, P.** & Koenig, K. (June, 2013). *Examining bilingual vocabulary measures using Item response theory modeling*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- *Shay, E., **Kan, P.**, Colunga, E. (April, 2013). *One or two lexicons? Semantic networks in sequential bilingual preschoolers*. Poster session presented at the Society for Research in Child Development Biennial Meeting in Seattle, WI.
- Hilger, A., Philip G., Gail R., Kong, A., Menn, L. & **Kan, P.** (October, 2012). *Capturing sound errors in aphasic narration: a supplement to existing measures of narrative quality*. Poster session presented at Academy of Aphasia, San Francisco.
- Kan, P.** & Colunga, E. (June, 2012). *Semantic network in sequential bilingual children*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Kan, P.** & Colunga, E. (June, 2012). *Comprehension strategies in sequential bilingual children*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- *Kemp, D. & **Kan, P.** (June, 2012). *Fast mapping by bilingual preschool children in a narrative context*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- *Kemp, D. & **Kan, P.** (November, 2011). *Fast-mapping in bilingual preschool children in a narrative context*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- Sadagopan, N., & **Kan, P.** (November, 2011). *The effect of practice on the retention of English, Spanish and Cantonese nonwords*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- Kan, P.** & *Koenig, K. (November, 2011). *Sentence interpretation by Cantonese-English bilingual preschool children*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- *Koenig, K. & **Kan, P.** (November, 2011). *The development of vocabulary and classifiers in Cantonese-English Bilingual children*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- Kan, P.** Sadagopan, N., *Janich, L., & *Andrade, M. (November, 2011). *Effects of language experience on word learning in bilingual speakers*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- Kan, P.** & *Kemp, D. (July, 2011). *Narrative and vocabulary skills of sequential bilingual children*. Paper presentation at the 12th International Congress for the Study of Child Language, Montreal, Canada.

- Kan, P.** & Sadagopan, N. (November, 2010). *Language-motor interactions in word learning: stimuli development*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Kan, P.** & Sadagopan, N. (November, 2010). *Language-motor interface of word learning*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Kan, P.**, *Andrade, M., & Sadagopan, N. (November, 2010). *Word retention in bilingual speakers*. Paper presentation at the annual conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Gutierrez-Clellen, V., Simon-Cerejido, G., **Kan, P.** (November, 2010). *Language learning in second language learners with & without SLI*. Paper presentation at the annual conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Blaiser, K. & **Kan, P.** (November, 2010). *Word learning in children with HL in quiet & noise*. Paper presentation at the annual conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Rentmeester, J., **Kan, P.**, Kohnert, K. (November, 2010). *Non-word repetition in bilingual Hmong-English speakers*. Poster session presented at the annual conference of the American Speech, Language, and Hearing Association, Philadelphia, PA.
- Kan, P.** & *Kemp, D. (June, 2010). *The relationship between fast mapping and existing language skills in sequential bilingual children*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Kan, P.** (July, 2009). *Word learning skills in sequential bilingual children*. Presentation at the International Symposium on Bilingualism 7, Utrecht, The Netherlands.
- Kan, P.** & Kohnert, K. (June, 2008). *Novel word learning by sequential bilingual children*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Blaiser, K. & **Kan, P.** (June, 2008). *Word learning in children with hearing loss: The role of systematic input*. Paper presented at the Newborn Hearing Screening Conference, Como Lake, Italy.
- Kan, P. F.**, Kohnert, K., & Nelson, P. (November, 2006). *The effect of noise on word learning skills in sequential bilingual children*. Paper presented at 4th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan, Honolulu, HI.
- Kan, P. F.** & Kohnert, K. (June, 2006). *Language sample analysis with SALT in Hmong and English*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Kohnert, K. & **Kan, P. F.** (June, 2006). *Links between words and grammar in a second language*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.

- Kan, P. F., Kohnert, K., Nett-Cordero, K., Yim, D.** (November, 2005). *Non-word repetition (NWR) in bilingual Hmong-English speakers*. Paper presented at the annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- Kan, P. F., Kohnert, K., Nett-Cordero, K., Yim, D.** (November, 2005). *Non-word repetition (NWR) in bilingual Hmong-English speakers*. Paper presented at annual conference of the American Speech, Language, and Hearing Association, San Diego, CA.
- Kan, P. F., & Kohnert, K.** (June, 2005). *Non-word repetition and fast mapping in L1 and L2 by young sequential bilinguals*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Yim, D., Kan, P. F., & Kohnert, K.** (November, 2004). *Clinical implications of cross-linguistic differences in four Asian languages*. Paper presented at ASHA Convention, Philadelphia, PA.
- Kan, P.F., & Kohnert, K.** (November, 2004). *Corpora data in understudied languages: The Hmong project*. Paper presented at annual conference of the American Speech, Language, and Hearing Association, Philadelphia.
- Kan, P., & Kohnert, K.** (November, 2002). *Lexical comprehension by Hmong preschoolers*. Paper presented at annual conference of American Speech, Language, Hearing Association (ASHA), Atlanta, GA.
- Kan, P., & Kohnert, K.** (July, 2002). *Preschool children learning Hmong and English: lexical-semantic production skills in L1 and L2*. Poster session presented at the Joint Conference of the Symposium on Research in Child Language Disorders and International Association for the Study of Child Language, Madison, WI.

TEACHING EXPERIENCE

Courses Taught

SLHS 5000 Research Methods

SLHS 5012 Evidence-based Practice and Research Methods

SLHS 5242 Language Disorders: School-age Children

SLHS 5342 Bilinguals with Communication Disorders

SLHS 7000 Research Designs in Human Communication Sciences and Disorders

SLHS 2000 Introduction to Communication Disorders

SLHS 4000 Multicultural Aspects of Communication Differences and Disorders

SLHS 4502 Introduction to Language Disorders: Children and Adults

Student Mentorship

1. Doctoral Students

Shirley Huang (Started in Fall, 2017)

Jamal Khlifat (Started in Fall, 2019)

2. Master's Thesis Committee Chair

Danielle Kemp (Danielle Van Horn; Completed in 2012)

Kristina Koenig (Kristina Winicour; Completed in 2012)

Brian Manazares (Completed in 2013)

Terri Cusick (Completed in 2014)

Katie Pena Luna (Completed in 2016)

Allyssa Yee (Completed in 2017)

Virginia Perng (Completed in 2019)

Jocelyn Su (Completed in 2019)

3. Undergraduate Honors Thesis Committee Chair

Danielle Kemp (Completed in 2010)

Jenny Chang (Completed in 2010)

Lauren Janich (Completed in 2011)

Renee Miller (Completed in 2013)

Shirley Cheung (Completed in 2015)

Elizabeth Gangware (Completed in 2016)

Annaliese Miller (Completed in 2017)

Angela Brickman (Completed in 2017)

Kelly Taylor (Completed in 2017)

Laura Peterson (Completed in November, 2019)

Anna Miller (Completed in 2020)

4. Doctoral Committee Member

Clare Sims (Department of Psychology and Neuroscience; Completed in 2013)

In Ki Jin (SLHS; Completed in 2014)

Mallene Wiggin (SLHS; Completed in 2015)

Nichola Walker (SLHS; Completed in 2015)

Paula Messamer (SLHS; Completed in 2016)

Daniel Haught (SLHS; Completed in 2016)

Marcia Walsh (SLHS; Completed in 2018)

Nichole Sager (Department of Education; Completed in 2015)

Vanessa Schwarz (oral defense in 2018)

Elizabeth Silva (School of Education)

Layne Jackson Hubbard (Computer Science)

Jennifer Weber (Psychology and Neuroscience)

Don Bell-Souder (SLHS)

Sarah Fahmy (Theatre & Dance Department)

5. Master's Thesis Committee Member

Alison Hilger
Eric Schliemann
Gary Robinaugh
Sarah Zebrowski
Mohammad Moghaddam (Department of Linguistics)
Jennifer Kiskin
Devon Harger
Erika Lovfald
Jenah Newman
Suzanne Heller
Camilla Stewart
Katherine Bode

V. Undergraduate Honors Thesis Committee Member

Lauren Becker (Department of Psychology and Neuroscience)
Ariel Aguilar (Department of Psychology and Neuroscience)
Hayley Brown (Department of Psychology and Neuroscience)
Emily Heneman (SLHS, Completed in 2019)

VI. Undergraduate Research Opportunity Program (UROP) Grants

Danielle Kemp (2009 - 2010)
Jenny Chang (2009 - 2010)
Marixa Andrade (Summer, 2010; Fall, 2010)
Lindsey Miller (Fall, 2010)
Elizabeth Boscoe (Fall, 2010)
Kelsey Rosenquist (Spring, 2011)
Meryl Meisner (Spring, 2011)
Lauren Janich (Summer, 2011)
Jessica Davidoff (Fall, 2011; Fall, 2012)
Victoria Taylor (Fall, 2011)
Renee Miller (Fall, 2012)
Meghan Draudt (Spring, 2014)
Emily Van Meter (Spring, 2014)
Shirley Cheung (Fall, 2014)
Niccole Anzivion (Fall, 2014)
Elizabeth Gangware (Summer, 2015)
Annaliese Miller (Summer, 2015)
Angela Brickman (Summer, 2015)
Kelly Taylor (Fall, 2016)
Anna Miller (Fall, 2018)
Laura Peterson (Summer, 2019)

Independent Studies

Lindsey Miller (Fall, 2010)
Marixa Andrade (Spring & Summer, 2010)
Lauren Janich (Spring & Fall 2011)
Jenna Jacob (Spring, 2011)
Renee Miller (Fall, 2012)
Emily Van Meter (Spring, 2014)
Fan Yin Cheng (Fall, 2014)
Shirley Cheung (Fall, 2014)
Elizabeth Gangware (Fall, 2015)
Anna Miller (Spring, 2018)
Sierra Still (Spring, 2018)
Shirley Huang (doctoral program; Fall, 2017 – 2018)
Sarah Fahmy (doctoral student in Department of Theater, Fall 2019, Spring 2020)
Jamal Khlifat (doctoral program, Spring 2020)

Reading Group

Bilingualism: From theories to practice (Summer, 2020)
Bilingual language development: Typically-developing children and children with language impairments (Summer, 2011).
Group members: Marixa, A., Koenig, K., Kemp, D., Higginbottom, M., & Gomez, A.

High School Student

Torin Callahan,

Boulder Valley School District, 2011 - 2012

Project 1: Language sample analysis for Cantonese-English bilingual children
Project 2: Sentence repetition skills in Cantonese-English bilingual children
Science Fair presentation: Sentence repetition skills in Cantonese-English bilingual children

SERVICE

Service in the Department of Speech, Language, and Hearing Sciences

Chair of the following committees:

- MA-SLP committee chair: admission, advising, comprehensive exam & curriculum revision (2014 - present)
- PHD and research committee (2020 – present)
- Search committee (2019 – 2020)
- MA research and PHD committee (2016 – 2017)
- Research committee chair (2011– 2013)
- Primary unit evaluation committee (PUEC) chair (2016 – 2018; 2020)

Member of the following committees:

- Executive Committee (2016 – 2020)

- MA-SLP Committee (2008 – 2009; 2011 - 2013)
- Search Committee (2009 – 2010; 2011; 2013; 2016- 2017; 2017 - 2018)
- Research Committee (2009– 2011)
- PUEC Committee (2019)
- Curriculum Committee (2010 – 2015)
- NSSHLA Adviser (2009 – 2010)
- Diversity Committee (2020 – present)

Service at the University Level

- Academic Review and Planning Advisory Committee (ARPAC) member (2020 – present)
- Institutional Review Board (IRB) board member (2018 – present)
- Undergraduate Research Opportunity Program (UROP) proposal review (2017 – present)
- Special undergraduate enrichment programs (2018 – 2020)

Service at the National and International Level

National Institute of Health

- Workshop Discussant (invited): Language and Literacy Development in Early Dual Language Learners (2016)
- Reviewer at the Early Career Reviewer (ECR) program at the Center for Scientific Review (CSR), National Institutes of Health (2018 – present)

American Speech, Language, and Hearing Association

- Pathways Advisory Committee (2019 – present)
- Co-Chair of the Cultural and Linguistic Diversity Group of the 2020 Convention Program (2019 – 2020)

Conference Committee

- International Symposium on Bilingualism (2021)

Reviewer for the Following Conferences

- International Symposium on Bilingualism, Warsaw, Poland (2018 – 2019, 2021)
- American Speech, Language, and Hearing Association Convention (2010 – present)
- National Research Conference on Early Childhood (2016 – present)

Reviewer for the Following Grant Funding Agencies

- Social Sciences and Humanities Research Council, Canada (2016)
- ASHA Foundation (2015 – present)
- Students Preparing for Academic Research Careers (SPARC) Award (2018 - present)

External Reviewer for the Following Graduate Program

- Master of Science Program in Educational Speech-Language Pathology and Learning Disabilities, The Hong Kong Institute of Education

Editorial Board

- American Journal of Speech and Language Pathology (2016 – 2018)
- Language, Speech, and Hearing Services in Schools (2020)

Reviewer for the Following Journals

- American Journal of Speech Language Pathology
- Applied Psycholinguistics
- Bilingualism: Language and Cognition
- Child Development
- Folia Phoniatica et Logopaedica
- International Journal of Speech-Language Pathology
- International Journal of Bilingual Education and Bilingualism
- International Journal of Environmental Research and Public Health
- Journal of Child Language
- Journal of Communication Disorders
- Journal of Speech, Language, and Hearing Research
- Language Learning
- Language, Speech, and Hearing Services in Schools
- Memory
- Natural Language Engineering

Mentorship

- Mentor for Mentoring Academic Research Careers (MARC) Mentoring program
2018 - present

Community Outreach

The Single Step program, in collaboration with International Rescue Commission, Denver. 2021

Virtual Summer Camps for Refugee Children, in collaboration with International Rescue Commission, Denver. 2020

Project Title: Intervention for Culturally-Linguistically Diverse Children with Developmental Disorders 2019 - present

Project Title: Working with Culturally-Linguistically Diverse Children with Communication Disorders. Role: PI. Funded by the Community Outreach Grant, University of Colorado Boulder. 2018 – 2019

Database: Vocabulary Development of Dual Language Learners

2016 - 2018

Parent and teacher training program for the Head Start program in San Francisco

2016 - present

Invited Workshop for teachers

2016

Title: Language development of dual language learners

Location: Kai Ming Head Start, San Francisco, CA

Pui Fong Kan, Ph.D., CCC-SLP

20

Invited Workshops for parents

2011

Title: *Can my child continue to speak Cantonese at home after they start to learn English in school?*

Location: Kai Ming Head Start, San Francisco, CA

Invited Workshop for psychologists and social workers

2011

Title: *Language differences and language disorders*

Location: Office of the *Fu Yau Project*, a non non-profit mental health agency