

CURRICULUM VITAE

NAME Elisabeth Hemmersam Wiig, Ph.D.
TITLE Professor Emerita, Communication Disorders, Boston University
President, Knowledge Research Institute, Inc.
ADDRESS 7101 Lake Powell Dr., Arlington, TX 76016-3547
Phone (817) 572-6254 FAX (817) 478-1048
E-mail: ehwiig@krii.com Website: <http://www.krii.com>

DEGREE STATUS

Level	Institution	Major	Year
B.S.	Statsseminariet Emdrupborg, Copenhagen, Denmark	Ed. Psychology	1956
M.A.	Western Reserve University, Cleveland, Ohio	Audiology	1960
M.A.	University of Bergen, Norway	German	1963
Ph.D.	Case-Western Reserve University, Cleveland, Ohio	Speech Pathology	1967
Post- Doctoral	University of Michigan, Ann Arbor, Michigan	Aphasia	1967-68

PROFESSIONAL EMPLOYMENT

Title	Department	Agency	Dates
President		Knowledge Research Institute	95-
Principal		The Wiig Group	89-95
Vice President		EDUCOM Associates	91-94
Adjunct Professor	Speech Com.	Texas Christian University	87-89
Professor	Commun. Disorders	Boston University	77-87
Assoc. Prof. & Chair	Speech Pathology & Audiology	Boston University	73-77
Assist.Prof. & Coordinator	Communicative Dis.	Boston University	71-73
Assist.Prof.	Special Education	Boston University	70-71
Assist.Prof. and Director	Speech Pathology and Audiology	University of Michigan Residential Aphasia Program	68-70
Instructor	Phonetics	University of Bergen	60-64
Clinical Audiologist	Bergen Hørselsvern	Bergen, Norway	61-64
Clinical Audiologist	University of Bergen Medical School	Bergen, Norway	60-61
Senior Staff	Program for Preschool Children	Cleveland Hearing and Speech Center	59-60
Psychol.	Esbjerg Junior High	Esbjerg, Denmark	56-57

CERTIFICATION AND LICENSES

CCC, Audiology, American-Speech-Language-Hearing Association	1969
CCC, Speech Pathology, American Speech-Language Hearing Assoc.	1970
License - Speech Pathology, Commonwealth of Massachusetts	1985-95
License - Audiology, Commonwealth of Massachusetts	1985-95
License - Speech Pathology, State of Texas	1987-95

PROFESSIONAL ORGANIZATIONS

American Speech-Language-Hearing Association	1964-
Massachusetts Speech-Language-Hearing Association Vice-President, 1975-76. President, 1976-77	1970-87
Texas Speech-Language-Hearing Association	1987-
Council on Exceptional Children DCCD, Counselor for Learning Disabilities, 1986-88	1973-
International Neuropsychology Society	1973-91
International Association for Research on Learning Disabilities	1986-
Council on Learning Disabilities Chair, Communications Committee 1988-91	1986-
American Psychological Society-Invited Member	1994-

HONORS, AWARDS, CITATIONS

Fellow, American Speech-Language-Hearing Association	1976
Metcalf Cup and Prize for Excellence in Teaching, Boston U.	1976
Honorable Order of Kentucky Colonels	1982
Honors, Massachusetts Speech-Language-Hearing Association	1983
Margaret Byrd-Rawson Achievement Award	1989
American Men and Women of Science	1977
Who's Who Among American Women	1986-
Who's Who in America	1987-
Who's Who in the Southwest	1990-
Who's Who in the World	1999-
ASHA Award for Excellence in Continuing Education, EDUCOM Associates	1992
Texas CEC Nominee for the J. E. Wallace Wallin Award, National CEC	1993
1993-94 Joan Kershaw Publication Award, Canadian CEC	1994
ASHA Language, Speech and Hearing Services in Schools - Editor's Award	1995

PUBLICATIONS

• Professional Texts

- Wiig, E. H., & Semel, E. M. (1976). *Language disabilities in children and adolescents*. Columbus, OH: Charles E. Merrill.
- Wiig, E. H., & Semel, E. M. (1980). *Language assessment and intervention for the learning disabled*. Columbus, OH: Charles E. Merrill.
- Wiig, E. H., & Semel, E. M. (1984). *Language assessment and intervention for the learning disabled. Second edition*. Columbus, OH: Charles E. Merrill.
- Wiig, E. H. (1989). *Steps to language competence: Developing metalinguistic strategies*. San Antonio, TX: Psychological Corporation.

- Shames, G. H., & Wiig, E. H. (Eds.) (1982). *Human communication disorders: An introduction*. Columbus, OH: Charles E. Merrill.
- Shames, G. H., & Wiig, E. H. (Eds.) (1985). *Human communication disorders: An introduction. Second edition*. Columbus, OH: Charles E. Merrill.
- Shames, G. H., & Wiig, E. H. (Eds.) (1989). *Human communication disorders: An introduction. Third edition*. Columbus, OH: Merrill.
- Shames, G. H., Wiig, E. H., & Secord, W. A. (Eds.) (1993). *Human communication disorders: An introduction. Fourth edition*. Columbus, OH: Macmillan.
- Shames, G. H., Wiig, E. H., & Secord, W. A. (Eds.) (1998). *Human communication disorders: An introduction. Fifth edition*. Boston, MA: Allyn & Bacon.
- Puyuelo Sanclemente, M., Rondal, J-A, Wiig, E. H. (Eds.) (2000). *Evaluación del Lenguaje*. Barcelona, Spain: Masson.

• *Chapters in Professional Texts*

- Wiig, E. H. (1984). Psycholinguistic aspects of learning disorders: Identification and assessment. In H. Grossman and B. Shaywitz (Eds.) *Learning disorders*. Pediatric Clinics of North America, 31, 317-330.
- Wiig, E. H., & Secord, W. (1988). Linguistic competence in early adolescents with learning disabilities: Assessing and developing strategies for learning and socialization. In M. D. Levine (Ed.) *Early adolescent transitions*. Lexington, MA: Lexington Books, D. C. Heath. (Pp. 209-226)
- Wiig, E. H., Alexander, E. W., & Secord, W. (1988). Linguistic competence and levels of cognitive functioning in adults with traumatic closed head injury. In H. A. Whitaker (Ed.) *Neuropsychological studies of nonfocal brain damage: Dementia and trauma*. New York: Springer-Verlag. (Pp. 186-201)
- Wiig, E. H., (1991). Language-learning disabilities: Paradigms for the nineties. *Annals of Dyslexia*, 41.
- Wiig, E. H. (1992). Strategy training for language-learning disabilities. In L. Meltzer (Ed.), *Strategy assessment and instruction for students with learning disabilities: From theory to practice*. Austin, TX: Pro-Ed. (Pp. 167-194)
- Wiig, E. H. (1992). Linguistic transitions in children and adolescents with language learning disabilities: Characteristics and training. In S. A. Vogel (Ed.), *Educational alternatives for students with learning disabilities*. New York: Springer-Verlag. (Pp. 43-66)
- Wiig, E. H. (1993). The role of language in learning disabilities. In *Spectrum of Developmental Disabilities XIV: ADD, ADHD and LD*. The Johns Hopkins School of Medicine. Parkton, MD: York Press. (Pp. 139-154)
- Wiig, E. H. (1994). Personal perspectives on adult education issues. In P. A. Gerber & H. B. Reiff (Ed.), *Learning disabilities in adulthood: persisting problems and evolving issues*. Boston, MA: Andover Medical Publishers. (Pp. 163-171)
- Wiig, E. H. (1995). Social verbal communication (pragmatics): Developing mastery of the game. In D. F. Tibbits (Ed.), *Language intervention: Beyond the primary grades*. Austin, TX: PRO-ED.
- Wiig, E. H. (1996). Language and communication disorders in adults with learning disabilities. In N. Gregg, C. Hoy, & Gay, A. F. (Eds.), *Adults with learning disabilities*. New York: Guilford Press. (Pp. 232-260)

- Wiig, E. H. (1997). A model and a case: Some personal reflections. In H. Reiff, P. Gerber, & R. Ginsburg (Eds.), *Exceeding expectations: Successful adults with learning disabilities*. Austin, TX: Pro-Ed. (Pp. 120-126)
- Wiig, E. H. (2000). Assessing students for successful inclusion. In O. Kusuma-Powell & W. Powell (Eds.). *Count me in! Developing inclusive international schools*. Washington, D.C.: Overseas Schools Advisory Council, Department of State. (Pp. 143-182)
- Wiig, E. H. (In press). Multi-perspective, clinical-educational assessments of language disorders. In A. S. Kaufman & N. L. Kaufman (Eds.). *Learning disabilities: Psychological assessment and evaluation*. Cambridge Monographs in Child and Adolescent Psychiatry.

• **Language Tests**

- El-Halees, Y., Wiig, E. H., & Al-Afghani, O. (1998). *Arabic articulation test*. Amman, Jordan: University of Jordan.
- El-Halees, Y., & Wiig, E. H. (1999). *Arabic language screening tests - Preschool and school-age*. Amman, Jordan: University of Jordan & Arlington, TX: Schema Press.
- El-Halees, Y., & Wiig, E. H. (2000). *Arabic receptive-expressive vocabulary test*. Amman, Jordan: University of Jordan & Arlington, TX: Schema Press..
- Puyuelo Sanclemente, M., Wiig, E. H., Renom Pinsach, J., Solanas Perez, A. (1998). *Bateria de Lenguaje Objetiva y Critical*. Barcelona, Spain: MASSON.
- Semel, E. M., & Wiig, E. H. (1980). *Clinical evaluation of language functions*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., & Wiig, E. H. (1980). *CELF screening tests*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord W. (1987). *Clinical evaluation of language fundamentals - revised (CELF-R)*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord, W. (1989) *CELF-R screening test*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord W. (1995). *Clinical evaluation of language fundamentals - 3*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord W. (1996). *CELF-3 observational rating scales*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord W. (1997). *Clinical evaluation of language fundamentals - 3 Spanish*. San Antonio, TX: The Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord, W. A. (1998). *Clinical evaluation of language fundamentals – 3. Scoring assistant*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H. (1982). *Let's talk inventory for adolescents*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H. (1990). *Wiig criterion referenced inventory of language*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Bray, C. M., (1987). *Let's talk inventory for children*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Nielsen, N. P. (1999). *WIIG - Continuous naming test*. Arlington, TX: Schema Press.

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- Wiig, E. H., & Story, T. (1996). *Multidimensional evaluation of communication for adults: Experimental edition*. Arlington, TX: Schema Press.
- Wiig, E. H., Sherbenou, R., & Hresko, W. (1995). *Structured multidimensional assessment profiles for portfolio evaluation (S-MAP)*. Dallas, TX: The Winston School.
- Wiig, E. H., & Secord, W. (1989). *Test of language competence - expanded*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Secord, W. A. (1994). *Classroom language assessments*. Chicago, IL: Riverside Publishing-Educom.
- Wiig, E. H., & Secord, W. (1992). *Test of word knowledge*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., Secord, W., & Semel, E. M. (1992). *Clinical evaluation of language fundamentals - preschool*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Secord, W. A. (1998). *Diagnostic speech and language profiler*. Arlington, TX: Schema Press.
- Wiig, E. H., & Secord, W. (1985). *Test of language competence*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Wiig, E. D. (1993). *Test of word knowledge - computer based (TOWK-CB). Experimental edition*. Arlington, TX: Schema Press..
- ***Language Intervention Manuals and Materials***
- Wiig, E. H., & Kusuma-Powell, O. (2001). *Visual tools for critical thinking in classrooms. (Prepublication version)* Arlington, TX: Schema Press.
- Wiig, E. H., & Wilson, C. C. (In press). *Ladders to interpretation: Assessing and developing text comprehension*. Eau Claire, WI: Thinking Publications.
- Wiig, E. H., & Wilson, C. C. (1998). *Visual tools for developing language and communication: Content, use, interaction*. Chicago, IL: Applied Symbolix.
- Wilson, C. C., Lanza, J., Evans, J., & Wiig, E. H. (1998). *Concept power*. Chicago, IL: Applied Symbolix.
- Semel, E. M., & Wiig, E. H. (1997). *Clinical language intervention program (CLIP) -- Preschool*. San Antonio, TX: Communication Skill Builders.
- Wiig, E. H., & Wiig, E. D. (1994). *Semantique 1: Antonyms, synonyms, and multiple meanings*. State College, PA: Parrot Software.
- Wiig, E. H., & Wiig, E. D. (1994). *Semantique 2: Know your root words*. State College, PA: Parrot Software.
- Wiig, E. H. (1985). *Words, expressions, and contexts: A figurative language program*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Freedman, E. (1993). *The WORD book: Developing words by concepts*. Austin, TX: Pro-Ed.
- Wiig, E. H., & McCracken, J. (1992). *Daily dilemmas - coping, compensation, and communication strategies through social drama*. Chicago, IL: Riverside Publishing.

- Wiig, E. H., & Bray, C. M. (1984). *Let's talk intermediate level*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Bray, C. M. (1983). *Let's talk for children: A pragmatics program*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., & Wilson, C. C. (2000). *Map it Out! Visual tools for thinking, organizing, and communicating*. Eau Claire, WI: Thinking Publications.

• **Professional Education Materials**

- Levine, M. D., Lavoie, R., & Wiig, E. H. (1995). Evaluation and management of adolescents who are not learning. *American Association of Pediatrics, UPDATE*, 15, 8.
- Wiig, E. H. (Guest Ed.) (1995). Assessment and management of adolescents' language disabilities. *Seminars in Speech and Language*, 16, 1.
- Wiig, E. H. (1992). *Language intervention for school-age children: Models and procedures that work*. Buffalo, NY: Educom.
- Wiig, E. H., & Secord, W. A. (1991). *Measurement and assessment: Making the most out of test results*. Chicago, IL: Riverside Publishing-Educom.
- Secord, W. A., & Wiig, E. H. (1991). *Developing a collaborative language intervention program: Models and procedures*. Chicago, IL: Riverside Publishing-Educom.
- Wiig, E. H. (1982). *Let's talk: Developing prosocial communication skills*. San Antonio, TX: The Psychological Corporation.

• **Journal Articles**

- Bender, R. E., & Wiig, E. H. (1960). Binaural hearing aids for young children. *Volta Review*, 62, 113-115.
- Wiig, E. H. (1961). Om arbejdet med høreskadede førskolebørn ved en amerikansk hørecentral. *S. A. K.*, 19, 46-47.
- Wiig, E. H. (1963). Observasjoner fra et besøg ved en fransk skole for hørselsvake. *Hørsel-Vernet*, 46, 8-9.
- Wiig, E. H. (1963). Betragtninger angående hørselmåling av universitetsstuderende. *Nordisk Audiologi*, 12, 14-18.
- Wiig, E. H., & Bliss, L. S. (1970). Selection of visual dimensions by aphasics and non-aphasics. *Perceptual and Motor Skills*, 31, 435-440.
- Wiig, E. H., & Globus, D. (1971). Aphasic word identification as a function of logical relationship and association strength. *Journal of Speech and Hearing Research*, 14, 195-204.
- Wiig, E. H., & Berman, L. (1972). Selection of visual dimensions by deaf and hearing children. *American Annals of the Deaf*, 117, 383-385.
- Wiig, E. H., Neurman, J. E., & Smith, P. H. (1972). Aphasic performance on a visual tracking program. *Perceptual and Motor Skills*, 35, 343-346.
- Wiig, E. H., & Austin, P. W. (1972). Visual attention and distraction in aphasic and non-aphasic children. *Perceptual and Motor Skills*, 35, 863-866.
- Wiig, E. H. (1972). The emerging LD crisis. *Journal of Rehabilitation*, 38, 15-17.

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- Wiig, E. H., Semel, E. M., & Biscardi, M. A. (1973). The use of morphology by high-risk and learning disabled children. *Journal of Learning Disabilities*, 16, 627-636.
- Wiig, E. H., & Semel, (1973). Comprehension of sentences requiring logical operations by children with learning disabilities. *Journal of Speech and Hearing Research*, 16, 627-636.
- Wiig, E. H., & Semel, E. M. (1974). The development of logico-grammatical sentence comprehension by grade school children. *Perceptual and Motor Skills*, 38, 171-176.
- Wiig, E. H., & Harris, S. P. (1974). Perception and interpretation of nonverbally expressed emotions by adolescents with learning disabilities. *Perceptual and Motor Skills*, 38, 239-245.
- Wiig, E. H., & Semel, E. M. (1974). Logico-grammatical sentence comprehension by adolescents with learning disabilities. *Perceptual and Motor Skills*, 38, 1331-1334.
- Wiig, E. H., & Roach, M. A. (1975). Immediate recall of syntactically and semantically varied 'sentence' by learning-disabled adolescents. *Perceptual and Motor Skills*, 40, 119-125.
- Semel, E. M., & Wiig, E. H. (1975). Comprehension of critical verbal elements and syntactic structures. *Journal of Learning Disabilities*, 8, 53-58.
- Wiig, E. H., & Semel, E. M. (1975). Productive language abilities in learning disabled adolescents. *Journal of Learning Disabilities*, 8, 578-586.
- Wiig, E. H., Gilbert, M. F., & Christian, S. H. (1975). Developmental sequences in the perception and interpretation of lexical and syntactic ambiguities. *Perceptual and Motor Skills*, 40, 119-125.
- Wiig, E. H. (1976). Language disabilities of adolescents. *British Journal of Disorders of Communication*, 11, 3-17.
- Wiig, E. H. (1976). Language and learning disabilities: Identification and remediation. *Australian Journal of Remedial Education*, 8, 4-14.
- Wiig, E. H., Lapointe, C. M., & Semel, E. M. (1977). Relationships among language processing and production abilities of learning disabled adolescents. *Journal of Learning Disabilities*, 10, 292-299.
- Wiig, E. H., Florence, D., Kutner, S., & Semel, E. M. (1977). Perception and interpretation of explicit negations by learning disabled children and adolescents. *Perceptual and Motor Skills*, 44, 1251-1257.
- Wiig, E. H. (1979). Language disorders in adolescents: Strategies for intervention. *Audio Journal in Communicative Disorders*, 4, No. 1.
- Wiig, E. H., & Fleischmann, N. (1980). Knowledge of pronominalization, reflexivization, and relativization by learning disabled college students. *Journal of Learning Disabilities*, 13, 571-576.
- Wiig, E. H., Semel, E. M., & Abele, E. (1981). Perception and interpretation of ambiguous sentences by learning disabled twelve-year-olds. *Learning Disabilities Quarterly*, 4, 3-12.
- Semel, E. M., Wiig, E. H. (1981). Semel auditory processing program: Training effects among children with language-learning disabilities. *Journal of Learning Disabilities*, 14.
- Wiig, E. H., Semel, E. M., & Nystrom, L. (1982). Comparison of rapid naming abilities in language-learning disabled and academically achieving eight-year-olds. *Language, Speech, and Hearing Services in Schools*, 13, 11-23.
- Wiig, E. H., Becker, U., & Semel, E. M. (1984). A cross-cultural, cross-linguistic comparison of language abilities in 7-8 and 12-13 year old children with learning disabilities. *Journal of Learning Disabilities*, 16, 576-585.

- Wiig, E. H. (1984). Language disabilities in adolescents: A question of strategy development. *Topics in Language Development and Language Disorders*, 4, 41-58.
- Wiig, E. H., & Becker-Caplan, L. (1984). Linguistic retrieval strategies and word-finding difficulties among children with language disabilities. *Topics in Language Disorders*, 4, 1-18.
- Wiig, E. H. (1984). Assessment of communication disorders. *Diagnostique*, 10, 64-75.
- Wiig, E. H. (1986). An interview with Dr. Elisabeth H. Wiig. *The Directive Teacher*, 8, 10-11.
- Bashir, A. S., Wiig, E. H., & Abrams, J. C. (1987). Language disorders in childhood and adolescence: Implications for learning and socialization. *Pediatric Annals*, 16, 145-158.
- Secord, W., Wiig, E. H., & Caldwell, D. (1987). Sorting nouns on the basis of meaning: A task for assessing semantic strategies. *HEARSAY, Journal of the Ohio Speech and Hearing Association*, Spring, 54-60.
- Wiig, E. H. (1987). Strategic language use in LD adolescents: An educational concern. *TEJAS*, 13, 7-8.
- Secord, W., Wiig, E. H., & Williams, G. H. (1988). Multiple perceptions of word relationships: Evidence of adolescent competence. *Folia Phoniatica*, 40, 197-204.
- Wiig, E. H. (1990). Linguistic transitions and learning disabilities: A strategic perspective. *Learning Disabilities Quarterly*, 13, 128-140.
- Wiig, E. H. (1990). Language-learning disabilities: A strategic learning perspective. *HEARSAY, Journal of the Ohio Speech and Hearing Association*, Fall/Winter, 72-79.
- Wiig, E. H., & Secord, W. A. (1990). An analysis of strategy acquisition in language-learning disabled and normally achieving adolescents. *HEARSAY, Journal of the Ohio Speech and Hearing Association*, Fall/Winter, 120-125.
- Wiig, K. M., Secord, W., & Wiig, E. H. (1990). Deming goes to school: Developing total quality services in school speech-language pathology. *Best Practices in School Speech-Language Pathology*, 1, 1-13. San Antonio, TX: The Psychological Corporation.
- Wiig, E. H., Secord, W., Jensen, B. E., & King, C. R. (1991). Multiple perceptions of word relationships: Evidence of growth in elementary school children. *Folia Phoniatica*, 43, 1-6.
- Wiig, E. H. (1991). Language-learning disabilities: Paradigms for the nineties. *Annals of Dyslexia*, 41, 3-22.
- Damico, J. S., Secord, W. A., & Wiig, E. H., (1992). Descriptive language assessment at school: Characteristics and design. *Best Practices in School Speech-Language Pathology*, 2, 1-8.
- Wiig, E. H., Freedman, E., & Secord, W. A. (1992). Developing words and concepts in the classroom: A holistic-thematic approach. *Intervention in School and Clinic*, 27, 278-285.
- Secord, W., & Wiig, E. H., (1993). Interpreting figurative language expressions. *Folia Phoniatica*, 25, 1-9.
- Wiig, E. H., & Wilson, C. C. (1994). Is a question a question? Differential patterns in question answering by students with LLD. *Language, Speech and Hearing Services in Schools*, 25, 250-259.
- Wiig, E. H. (1995). Assessments of adolescent language. *Seminars in Speech and Language*, 16, 1, 14-31.
- Freedman, E., & Wiig, E. H. (1995). Classroom management and instruction for adolescents with language disabilities. *Seminars in Speech and Language*, 16, 46-60.

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- Wiig, E. H. (1995). Evaluacion del Desarrollo del Lenguaje de las Discapacidades. In *Logopedia Formacion y Profession*. Monograph of the Association Espanola de Logopedia Foniatria y Audiologia (AELFA), Universidad de Valladolid (Pp.69-83).
- Wiig, E. H. (1995). Procesos y Procediamientos para Facilitar el Lenguaje y la Comunicacion. Estrategies de Adquisicion. In *Logopedia Formacion y Profession*. Monograph of the Association Espanola de Logopedia Foniatria y Audiologia (AELFA), Universidad de Valladolid (Pp.99-121).
- Wiig, E. H., Jones, S. S., & Wiig, E. D. (1996). Computer-based assessment of word knowledge in teens with learning disabilities. *Language, Speech, and Hearing Services in Schools, 27*, 21-27.
- Smith, J., McNamara, R. K., Wiig, E. H., & Diller, H. (1995). Child abuse and learning disabilities: A preliminary account. Working paper. The Brain & Behavior Institute, Dallas, Texas.
- Wiig, E. H. (1998). Mining the mind: Conceptual maps for language and communication. *CHSA Magazine*, February/March, 5-11.
- Wiig, E. H. (2000). Authentic and other assessments of language disabilities: When is fair fair? *Reading and Writing Quarterly, 16* (3) 179-210..
- Wiig, E. H., Zureich, P., & Chan, H. H. (2000). A clinical rationale for assessing rapid naming abilities in children with language disorders. *Journal of Learning Disabilities, 33*, 359-374.
- Wiig, E. H., & El-Halees, Y. (2000). Developing a language screening test for Arabic-speaking children. *Folia Phoniatica et Logopedia, 52*, 6, 260-274.
- Wiig, E. H. (2000). Conceptual mapping and cognitive mediation: Developing critical thinking for language and communication. Coruna, Spain: XXI Congreso Internacional AELFA. (Pp. 57-74).

EDITORIAL CONSULTANCIES

Best Practices in School Speech-Language Pathology	Consulting Editor
Journal of Learning Disabilities	Consulting Editor
Learning Disabilities Quarterly	Consulting Editor
Perceptual and Motor Skills	Consulting Editor
Language, Speech, and Hearing Services in Schools.	Consulting Editor
American Journal of Speech-Language Pathology	Consulting Editor

PRESENTATIONS -- Past presentations on topics related to research and publications in the area of language disorders and learning disabilities include:

- *ASHA Annual Conventions 1970-2000*
 - Short courses (2); mini seminars (5); research papers and presentations (32)
- *Inservice and professional organization presentations in USA and Canada (60)*
 - Approved for CEUs by, among others: AMA, ASHA, TEJAS, NASP.
- *Invited international key notes and presentations*
 - Melbourne, Australia: Australian Conference on Special Education. 1976
 - Sydney, Australia: University of Sydney, School of Education. 1976
 - Madrid, Spain: International Conference on Special Education. 1978
 - Brussels, Belgium: International Conference on Learning Disabilities. 1979
 - Manchester, England: British Logopedics Conference. 1979
 - Kalundborg, Denmark: Danish Audio-Logopedics Conference. 1980
 - University of Cairo. Cairo, Egypt: 1980

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German Logopedics Association Berchtesgarden, Germany:.	1985
University of Tromsø. Tromsø, Norway:	1992
University of Jordan. Amman, Jordan:	1994
International Schools of Africa Conference. Dar es Salaam, Tanzania	1995
Annual Conference of the Logopedics Association (AELFA). Valladolid and La Coruna, Spain.	1995, 2000
• <i>Continuing education conference speaker</i> for EDUCOM Associates and Riverside Publishing	1991-1995
• <i>Continuing education conference speaker</i> for Association of International Schools in Africa (AISA) (Abidjan, Dar es Salaam, Harare)	1996
• <i>Graduate education courses.</i> International School of Tanganyika, Dar es Salaam, Tanzania & SUNY-Buffalo	1998

VISITING PROFESSORSHIPS

Northern Arizona University, Flagstaff, Arizona	1989, 1997, 1999
Trenton State College, Trenton, New Jersey	1989
Visiting Scholars, Artists, and Practitioners	
Texas Christian University, Fort Worth, Texas	
Green Honors Professor	1985
Adjunct Professor	1987-1990
Southern Methodist University, Dallas, Texas	1989, 1990
W. C. Post-Long Island University, Long Island, New York	
Visiting Professor	1983, 1985
York University, Toronto, Canada.	1984
University of Alaska, Fairbanks, Alaska.	1980
University of Jordan, Amman, Jordan	1994
Bank Street College, New York. Distinguished Lecture Series	1996
SUNY Buffalo, New York. Adjunct Professor	1998-99

PROFESSIONAL SERVICE

2000-2001 Center of Minority Research in Special Education (COMRISE), Postdoctoral Projects, University of Virginia. Mentor for Dr. Nola Radford.

COMMUNITY SERVICE

The Churchill School, New York City. Board Member & Professional Advisor	1980-83
The Winston School, Dallas Texas. Member Professional Professional Advisory Board & Research Consultant	1992-95
The Brain-Behavior Center, Dallas, Texas. Member Professional Advisory Board	1992-95
Tarrant County Depressive/Manic-Depressive Association. Executive and Advisory Board Member	1993-
Coordinator of Family Education	1993-1997