

CURRICULUM VITAE

NAME Elisabeth Hemmersam Wiig, Ph.D.
TITLE Professor Emerita, Communication Disorders, Boston University
President, Knowledge Research Institute, Inc., Arlington, TX
President, RAN diagnostics, inc., Arlington, TX
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,	Audiology	1960
M.A.	University of Bergen, Norway	German	1963
Ph.D.	Case-Western Reserve University,	Speech Pathology	1967
Post-Doc.	University of 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 Prof.	Speech Com.	Texas Christian University	87-89
Professor	Com. Disorders	Boston University	79-87
Prof. & Chair	Speech Path. & Aud.	Boston University	77-79
Assoc. & Chair	Speech Path. & Aud.	Boston University	73-77
Assist. Prof. & Coordinator	Communicative Dis.	Boston University	71-73
Assist.Prof.	Special Education	Boston University	70-71
Assist.Prof.	Speech Path. & Aud.	University of Michigan	68-70
Director	Residential Aphasia Program	University of Michigan	68-70
Instructor	Phonetics Department	University of Bergen	60-64
Audiologist	Bergen Hørselsvern	Bergen, Norway	61-64
Audiologist	U.Bergen Medical School	Bergen, Norway	60-61
Senior Staff	Preschool Children	Cleveland Hr. Sp. 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-
Ohio Speech-Language-Hearing Association	1964-67
Michigan Speech-Language-Hearing Association	1967-70

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Massachusetts Speech-Language-Hearing Association Vice-President, 1975-76; President, 1976-77	1970-87
Texas Speech-Language-Hearing Association Academy of Aphasia	1987- 1967-74
Council on Exceptional Children DCCD, Counselor for Learning Disabilities, 1986-88	1973-79
International Neuropsychology Society	1973-91
International Association for Research on Learning Disabilities	1986-
Council on Learning Disabilities Chair, Communications Committee 1988-91	1986-95
American Psychological Society-Invited Member	1994-
American Psychological Association - Invited Member	2002-
International Neuropsychological Society	2004-

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
TSHA Nominee for the ASHA Foundation Frank R. Kleffner Life-Time Achievement Award	2001
ASHA Foundation Frank R. Kleffner Career Award	2001
ASHA Honors Award	2005

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 & B. Shaywitz (Eds.) *Learning disorders.* Pediatric Clin. N. 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.) *Neuro-psychological 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. *Ann. 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. (2001). Multi-perspective, clinical-educational assessments of language disorders. In A. S. Kaufman & N. L. Kaufman (Eds.). *Specific learning disabilities and difficulties in children and adolescents: Psychological assessment and evaluation.* Cambridge, GB: Cambridge University Press (Pp. 247-279).

- Culatta, B., & Wiig, E. H. (2002). Language disabilities in school-age children and youth. In G. H. Shames & N. B. Anderson (Eds.), *Human communication disorders: An introduction*. (Pp. 218-257) Boston: Allyn & Bacon.
- Wiig, E. H. (2004) Language disabilities. In A. Prifitera, D. H. Saklofske, L. G. Weiss, & E. Rolfhus (Eds.) *WISC-IV clinical use and interpretation*. (Pp. 333-349). N.Y.: Academic Press.
- **Language Assessments**
- Wiig, E. H. (1969). Rapid color-form naming: An experimental measure. Copyrighted by Elisabeth H. Wiig, Ph.D., Assistant Professor & Director, Adult Aphasia Rehabilitation Program, U. Mich.
- 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: Psychological Corp.
- Wiig, E. H. (1982). *Let's talk inventory for adolescents*. San Antonio, TX: Psychological Corp..
- Wiig, E. H., & Secord, W. (1985). *Test of language competence*. San Antonio, TX: Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord W. (1987). *Clinical evaluation of language fundamentals - revised (CELF-R)*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., & Bray, C. M., (1987). *Let's talk inventory for children*. San Antonio, TX: Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord, W. (1989) *CELF-R screening test*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., & Secord, W. (1989). *Test of language competence - expanded*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H. (1990). *Wiig criterion referenced inventory of language*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., & Secord, W. (1992). *Test of word knowledge*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., Secord, W., & Semel, E. M. (1992). *Clinical evaluation of language fundamentals - preschool*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., & Wiig, E. D. (1993). *Test of word knowledge - computer based (TOWK-CB). Experimental edition*. Arlington, TX: Schema Press.
- Wiig, E. H., & Secord, W. A. (1994). *Classroom language assessments*. Chicago, IL: Riverside Publishing-Educom.
- Semel, E. M., Wiig, E. H., & Secord W. (1995). *Clinical evaluation of language fundamentals - 3*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., Sherbenou, R., & Hresko, W. (1995). *Structured multidimensional assessment profiles for portfolio evaluation (S-MAP)*. Dallas, TX: The Winston School.
- Semel, E. M., Wiig, E. H., & Secord W. (1996). *CELF-3 observational rating scales*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., & Story, T. (1996). *Multidimensional evaluation of communication for adults: Experimental edition*. Arlington, TX: Schema Press.
- Semel, E. M., Wiig, E. H., & Secord W. (1997). *Clinical evaluation of language fundamentals - 3 Spanish*. San Antonio, TX: Psychological Corporation.

- El-Halees, Y., Wiig, E. H., & Al-Afghani, O. (1998). *Arabic articulation test*. Amman, Jordan: University of Jordan.
- Puyuelo Sanclemente, M., Wiig, E. H., Renom Pinsach, J., Solanas Perez, A. (1998). *Bateria de Lenguaje Objetiva y Critical*. Barcelona, Spain: MASSON.
- Puyuelo Sanclemente, M., Wiig, E. H., Bruna, O., Renom, J., Solanas, A. (2002). *Bateria de Lenguaje Objetiva y Critical: Software for BLOC-C and BKLOC-A language tests*. Barcelona, Spain: MASSON.
- 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., & Secord, W. A. (1998). *Diagnostic speech and language profiler: Experimental edition*. Arlington, TX: Schema Press.
- 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.
- Wiig, E. H., & Nielsen, N. P. (2001). *Multilingual continuous naming test*. Arlington, TX: Schema Press.
- Wiig, E. H., Nielsen, N. P., Minthon, L. & Warkentin, S. (2002). *Alzheimer's quick test: Assessment of parietal function*. San Antonio, TX: Psychological Corporation.
- Wiig, E.H., Nielsen, N.P., Minthon, L., & Warkentin, S. (2003). *Alzheimer's quick test: Assessment of parietal function. Svensk Version & Norsk Versjon*. Stockholm, Sweden: Psykologiförlaget.
- Wiig, E. H., Lord-Larson, V. & Olson, J. A. (2003) *S-MAPs: Rubrics for curriculum-based assessment and intervention*. Eau Claire, WI: Thinking Publications.
- Wiig, E. H. (2004). *Wiig-assessment of basic concepts*. Greenville, SC: Super Duper Publications.
- Wiig, E. H., Secord, W., & Semel, E. M. (2004). *Clinical evaluation of language fundamentals – preschool 2*. San Antonio, TX: Psychological Corporation.
- Semel, E. M., Wiig, E. H., & Secord, W. A. (2003). *Clinical evaluation of language fundamentals – 4*. San Antonio, TX: PsychCorp/Harcourt.
- Semel, E. M., Wiig, E. H., & Secord, W. A. (2004). *Clinical evaluation of language fundamentals – 4. Scoring assistant*. San Antonio, TX: PsychCorp/Harcourt.
- Semel, E. M., Wiig, E. H., & Secord, W. A. (2004). *Clinical evaluation of language fundamentals – 4. Training CD*. San Antonio, TX: PsychCorp/Harcourt.
- Semel, E. M., Wiig, E. H., & Secord, W. A. (2004). *Clinical evaluation of language fundamentals – 4. Screening test*. San Antonio, TX: PsychCorp/Harcourt.
- El-Halees, Y., & Wiig, E. H. (2005). *Arabic language screening tests - Preschool and school-age. 2nd edition*. Al-Ain, United Arab Emirates: Al-Falah Publishers.
- El-Halees, Y., & Wiig, E. H. (2005). *Arabic receptive-expressive vocabulary test. 2nd edition*. Al-Ain, United Arab Emirates: Al-Falah Publishers.
- El-Halees, Y., & Wiig, E. H. (2005). *Arabic dyslexia-dysgraphia test*. Al-Ain, United Arab Emirates: Al-Falah Publishers.
- **Language Intervention Manuals and Materials**
- Wiig, E. H., & Bray, C. M. (1983). *Let's talk for children: A pragmatics program*. San Antonio, TX: Psychological Corporation.

- Wiig, E. H., & Bray, C. M. (1984). *Let's talk intermediate level*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H. (1985). *Words, expressions, and contexts: A figurative language program*. San Antonio, TX: Psychological Corporation.
- Wiig, E. H., & McCracken, J. (1992). *Daily dilemmas - coping, compensation, and communication strategies through social drama*. Chicago, IL: Riverside Publishing.
- Wiig, E. H., & Freedman, E. (1993). *The WORD book: Developing words by concepts*. Austin, TX: PRO-ED.
- Wiig, E. H., & Wiig, E. D. (1994). *Semantique 1: Antonyms, synonyms, and multiple meanings*. State College, PA: Parrot.
- Wiig, E. H., & Wiig, E. D. (1994). *Semantique 2: Know your root words*. State College, PA: Parrot.
- Semel, E. M., & Wiig, E. H. (1997). *Clinical language intervention program (CLIP) -- Preschool*. San Antonio, TX: Communication Skill Builders.
- 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.
- Wilson, C.C., Lanza, J.S., Evans, J.S., & Wiig, E.H. (2003). *Key concepts for grades 4-6. Second edition*. Eau Claire, WI: Thinking Publications.
- Wiig, E. H., & Wilson, C. C. (2000). *Map it Out! Visual tools for thinking, organizing, and communicating*. Eau Claire, WI: Thinking Publications.
- Wiig, E. H., & Kusuma-Powell, O. (2001). *Visual tools for critical thinking in classrooms. (International Schools. In-house version)* Arlington, TX: Schema Press.
- Wiig, E. H., & Wilson, C. C. (2001). *The learning ladder: Assessing and developing text comprehension*. Eau Claire, WI: Thinking Publications.
- Wilson, C.C., Lanza, J.S., Evans, J.S., & Wiig, E.H. (2004). *Key concepts for grades 7-8. Second edition*. 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. (1982). *Let's talk: Developing prosocial communication skills*. San Antonio, TX: The Psychological Corporation. Wiig, E. H. (Guest Ed.) (1995). Assessment and management of adolescents' language disabilities. *Seminars in Speech and Language*, 16, 1.
- 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. (1992). *Language intervention for school-age children: Models and procedures that work*. Buffalo, NY: Educom.
- **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.
- 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.
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- 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, 292-99.

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- Wiig, E. H. (1979). Language disorders in adolescents: Strategies for intervention. *Audio Journal in Communicative Disorders*, 4, No. 1.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
- 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).
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Jacobson, J.M., & Wiig, E.H. (2005). New developments in cognitive testing. *Long-Term Care News*, September, 15, 10-14.

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 1970-2004*:
Short courses (2); mini seminars (7); research papers and presentations (50)
- *Alzheimer's Association International Conferences (2003-2004)*:
Poster on Alzheimer's Quick Test (AQT) to the 8th International Conference on Alzheimer's and Related Disorders, Stockholm, Sweden. 2002
Oral presentation on Alzheimer's Quick Test (AQT) to the 9th International Conference On Alzheimer's and Related Disorders, Philadelphia. 2004.
- *American Psychological Association*:
Poster presentation on early detection of AD with Alzheimer's Quick Test (AQT). Toronto, Canada 2003
- *In-service and professional organization presentations in USA and Canada (60)*
Approved for CEUs by, among others: AMA, ASHA, TEJAS, CASHA, NASP.
- *Invited international key notes and presentations (selected examples)*
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
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). Spain. 1995, 2000
Conference on Screening for cognitive impairment & AD. AELFA, Spain 2003
- *Continuing education conference speaker*:
EDUCOM Associates and Riverside Publishing 1991-1995
Association of International Schools in Africa (AISA) 1996-1999

VISITING PROFESSORSHIPS

SUNY-Buffalo & International School of Tanganyika, Dar es Salaam, Tanzania	1998
Northern Arizona University, Flagstaff, Arizona	1989, 1997, 1999
Trenton State College, Visiting Scholars, Artists & Practitioners	1989
Texas Christian University, Fort Worth, Texas	

Elisabeth H. Wiig - Curriculum Vitæ

Green Honors Professor	1985
Adjunct Professor	1987-1990
Southern Methodist University, Dallas, Texas	1989, 1990
W. C. Post-Long Island U., Long Island, New York	1983, 1985
York University, Toronto, Canada.	1984
U. Alaska, Fairbanks, Alaska.	1980
U. Jordan, Amman, Jordan	1994
Bank Street College, New York. Distinguished Lecture Series	1996
SUNY Buffalo, New York. Adjunct Professor	1998-99
U. Virginia, Center of Minority Res. in Spec. Edu. (COMRISE), Postdoc.	2000-2001