

Carlos D. Irizarry Pérez, Ph.D. CCC-SLP

nyec@unm.edu

Education

- 2015 – 2019 Doctor of Philosophy: Communication Disorders
The University of Texas at Austin
- Dissertation Title: *Cross-Language Treatment of Speech Sound Disorders in Bilingual Children*
- 2007 – 2010 Master of Science: Speech & Hearing Sciences
The University of Washington
- 2005 – 2007 Bachelor of Science: Speech & Hearing Sciences
The University of Washington
- 2003 – 2005 Master of Science: Spanish (Linguistics)
Pennsylvania State University
- 1997 – 2002 Bachelor of Arts: Spanish & Linguistics (double major)
Western Washington University

Academic Positions

- 2019 – Present *Assistant Professor*
Department of Speech and Hearing Sciences
Joint appointment with Department of Orthopedics and Rehabilitation, Division of Physical Medicine and Rehabilitation
University of New Mexico
- 2023 – Present *Program Faculty*
Language, Literacy, & Sociocultural Studies Program
University of New Mexico
- 2015 – 2019 *Research Assistant*
Department of Communication Sciences and Disorders
The University of Texas at Austin
- 2017 – 2019 *Assistant Instructor*
Department of Communication Sciences and Disorders
The University of Texas at Austin
- 2012 – 2014 *Adjunct Instructor*
Department of Spanish

South Seattle Community College

2007 – 2009	<i>Teaching Assistant (Instructor of Record)</i> Department of Spanish University of Washington
2005 – 2007; 2010, 2011	<i>Teaching Associate</i> Department of Spanish University of Washington
2004 – 2005	<i>Teaching Assistant (Instructor of Record)</i> Department of Spanish Penn State University

Teaching Experience

The University of New Mexico

SHS 562: <i>Bilingual Assessment and Intervention</i>	Summer 2026
SHS 459: <i>Multicultural Considerations in Communication Disorders</i>	Spring 2026
SHS 303: <i>Phonetics</i>	Spring 2026
SHS 428: <i>Phonological Disorders in Children</i>	Fall 2025
SHS 508: <i>Assessment and Intervention for Children with Speech Sound Disorders</i>	Fall 2025
SHS 539: <i>Bilingual Assessment and Intervention</i>	Summer 2025
SHS 459: <i>Multicultural Considerations in Communication Disorders</i>	Spring 2025
SHS 303: <i>Phonetics</i>	Spring 2025
SHS 428: <i>Phonological Disorders in Children</i>	Fall 2024
SHS 508: <i>Assessment and Intervention for Children with Speech Sound Disorders</i>	Fall 2024
SHS 539: <i>Bilingual Assessment and Intervention</i>	Summer 2024
SHS 431: <i>Language Disorders in Children</i>	Spring 2024
SHS 459: <i>Multicultural Considerations in Communication Disorders</i>	Spring 2024
SHS 428: <i>Phonological Disorders in Children</i>	Fall 2023
SHS 508: <i>Assessment and Intervention for Children with Speech Sound Disorders</i>	Fall 2023

SHS 539: <i>Bilingual Assessment and Intervention</i>	Summer 2023
SHS 561: <i>Bilingual Language Acquisition</i>	Spring 2023
SHS 459: <i>Multicultural Considerations in Communication Disorders</i>	Fall 2022
SHS 428: <i>Phonological Disorders in Children</i>	Fall 2022
SHS 539: <i>Bilingual Assessment and Intervention</i>	Summer 2022
SHS 561: <i>Bilingual Language Acquisition</i>	Summer 2021
SHS 431: <i>Language Disorders in Children</i>	Spring 2021
SHS 459: <i>Multicultural Considerations in Communication Disorders</i>	Spring 2021
SHS 428: <i>Phonological Disorders in Children</i>	Fall 2020
SHS 534: <i>Intervention: Childhood Language Disorders</i>	Fall 2020
SHS 301: <i>Introduction to Communication Disorders</i>	Fall 2020
SHS 561: <i>Bilingual Language Acquisition</i>	Summer 2020
SHS 459: <i>Multicultural Considerations in Communication Disorders</i>	Spring 2020
SHS 428: <i>Phonological Disorders in Children</i>	Fall 2019

The University of Texas at Austin

<i>CSD 311K: Clinical Phonetics</i>	Spring 2019 Fall 2018 Spring 2018 Fall 2017
<i>CSD 311K: Clinical Phonetics (Online)</i>	Summer 2018
<i>CSD 140: Professional Issues in Communication Disorders (Guest Lecturer)</i>	Fall 2016 Spring 2017

South Seattle Community College

Spanish 123: Spanish III (Elementary)

<i>Spanish 121: Spanish I (Elementary)</i>	Spring 2014
	Fall 2013
<i>Spanish 122: Spanish II (Elementary)</i>	Winter 2012

The University of Washington

<i>Spanish 134: Intensive First-Year Spanish</i>	Summer 2011
<i>Spanish 110: Basic Spanish Review (hybrid)</i>	Summer 2010 Summer 2009 Summer 2008 Spring 2007 Winter 2006 Autumn 2005

<i>Spanish 203: Intermediate Spanish</i>	Summer 2007 Autumn 2005
--	----------------------------

<i>Spanish 201: Intermediate Spanish</i>	Spring 2007 Spring 2006 Autumn 2005
--	---

<i>Spanish 202: Intermediate Spanish</i>	Winter 2007
--	-------------

<i>Spanish 103: Elementary Spanish</i>	Winter 2007 Winter 2006 Spring 2006 Summer 2006
--	--

Pennsylvania State University

<i>Spanish 3: Elementary Spanish</i>	Spring 2005 Fall 2004 Spring 2004
--------------------------------------	---

Teaching Honors & Accomplishments

2026	UNM Teaching Squares Participant
------	----------------------------------

2020	UNM Evidence-Based Practices for Teaching Online Certificate
2007	Nominated for Distinguished Teaching Award (University of WA)
2006	Nominated for Distinguished Teaching Award (University of WA)

Clinical & Professional Experience

2016	Speech-Language Pathologist Bilingualism, Austin, Texas
2015	Clinical Instructor University of Washington Speech & Hearing Clinic
2009 – 2015	Speech-Language Pathologist Northshore School District, Seattle, Washington

Mentoring Experience

Undergraduate

2025 – 2026	<i>Arts and Sciences Support for Undergraduate Research Experience Mentor</i> Student: Ariana Moran The University of New Mexico
2019 – 2021	<i>McNair Faculty Mentor</i> Student: Vanessa Viramontes The University of New Mexico
2018 - 2019	<i>Undergraduate Mentor</i> Lang Stuttering Institute The University of Texas at Austin
2015 – 2018	<i>Undergraduate Mentor</i> Human Abilities in Bilingual Acquisition Lab The University of Texas at Austin

Graduate

Thesis Committee Chair

Wylie Skillman. 2024. *Working with bilingual populations: A survey of clinical practices of speech language pathologist in New Mexico.*

Thesis Committee Member

Richelle McGuire. 2025. *Coaching Spanish-speaking clinicians and parents in communication techniques for children with autism.*

Erin Gallegos. 2023. *Coaching graduate clinicians and parents and communication interventions for young children with autism.*

Academic Awards

2024	Provost's Professional Conference Support Award Recipient
2023	Fostering Research Expansion in the Social Sciences and Humanities (FRESSH) Program Recipient
2022	WeR1 Faculty Scholarship Time (FaST) Award Recipient
2022	Provost's Professional Conference Support Award Recipient
2020	Meritorious Poster Submission, Proposal 10853 American Speech and Hearing Association
2019	CSD Dissertation Research Award, UT Austin
2015 – 2019	Language Evaluation, Assessment, and Development in Educational Research (LEADER) Project recipient funded by U.S. Department of Education, UT Austin
2015 – 2016	Graduate School Fellowship, UT Austin

Funded Grants

External

Cross-Linguistic Patterns of Speech Generalization in Bilingual Children with Speech Sound Disorders

American Speech-Language-Hearing Association Advancing Academic-Research Careers Award

September

Award Period: 2020-2021

Amount: \$5,000

Role: Principal Investigator

Research Mentor: Dr. Leah Fabiano-Smith

Teaching Mentor: Dr. Kim Fournier

Project MESA: Multilingual, culturally responsive Early childhood Social communication Approaches

Office of Special Education Programs H325M240017

Reward Period: 09/01/2024 - 08/31/2029

Reward Amount: \$1,224,152

Role: Bilingual Program Coordinator

Internal

ACCESS: Advancing Children's language and Educational success through Strategic Support.

UNM's Grand Challenges Level 1.

Reward Period: 2025-26

Reward Amount: \$5000

Role: Co-Principal Investigator

College of Arts and Sciences Assessment Grant

Reward: 5/15/2025 - 5/15/2026

Reward amount: \$2000

Role: Key Personnel

Grant Submitted

Internal

ACCESS: Advancing Children's language and Educational success through Strategic Support.

UNM's Incubating Discovery, Exploration, and Advancement (IDEA). Shin, N., Chee, M.,

Irizarry-Pérez, C., Morford, J., (2025). \$8000

External

SIEMBRA: Supporting Inclusive Education and Mentorship for Bilingual Readiness and Advancement in SLP. ASHA Grant Program for Projects on Multicultural Activities. Irizarry, C. (co-PI), Quique, Y. (co-PI), Gevarter, C., Nico, J., Arenas, R., (2024). \$14,409.

Doctoral Training Consortia for Infants and Young Children with Disabilities Requiring Intensive Interventions. Binger, C. (co-PI), Gevarter, C. (co-PI), Ci, C. (co-PI), Irizarry, C., (2024). Office of Special Education Programs. \$1.5M (UNM portion).

(Mechanism was eliminated; this was a DEI mechanism that was not aligned with Trump Executive Orders)

Promoting Bilingual and Culturally Responsive Speech-Language Pathology Services

Palmer, P. (PI), Neel, A. (co-PI), Irizarry, C. (co-PI), (2022). Department of Education

Promoting Postbaccalaureate Opportunities for Hispanic Americans. \$600,000

Private Donations

Aesthetic Medical Training

Year(s): 2022 - 2024

Recipient: Carlos D. Irizarry-Perez/ Bilingual Speech & Language Lab

Total Donation Amount Received: \$25,000

Peer-Reviewed Publications

McGuire, R., Nico, J., Nattress, N., **Irizarry- Pérez, C.**, Gevarter, C., (2025). Coaching bilingual speech-language student clinicians and Spanish-speaking caregivers to use culturally adapted NDBI techniques with autistic preschoolers. *Behavioral Sciences*. 15(9), 1292; <https://doi.org/10.3390/bs15091292>

Irizarry-Pérez, C. D., Arenas, R., Skillman, W., Delgado, A., & Rodríguez, M. N. (2025). Clinical Practices of Bilingual, School-Based Speech-Language Pathologists When Providing Services to Bilingual Children in New Mexico. *Language, Speech, and Hearing Services in Schools*, 1-15. https://doi.org/10.1044/2025_LSHSS-25-00064

Irizarry-Pérez, C.D., Bell, L.M., Rodriguez, M.N., Viramontes, V. (2024). Spanish-Speaking Mothers' Experiences of School-Based Therapy for Speech and Language Intervention. *Language, Speech, and Hearing Services in Schools*, 55(3), 629-647. https://doi.org/10.1044/2024_LSHSS-23-00043

Irizarry-Pérez, C. D., Fabiano-Smith, L., & Martinez-Fisher, A. (2024). Ethically-Responsible Participant Selection in Research: A Viewpoint. *Journal of Language, Speech, and Hearing Research*, 67(4), 1136-1142. https://doi.org/10.1044/2024_JSLHR-23-00567

Acevedo-Weatherholtz, I., Rodríguez, M., **Irizarry Pérez, C.** (2023). Bilingual Counseling Competencies: A Call to the Counseling Profession. *Journal of Counselor Preparation and Supervision*, 17(5), 11. <https://digitalcommons.sacredheart.edu/jcps/vol17/iss5/11/>

Irizarry-Pérez, C. D., Peña, E. D., Bedore, L. M., & Falcomata, T. S. (2023). A cross-linguistic approach to treating speech sound disorders in bilingual children. *Clinical Linguistics & Phonetics*, 38(5), 433-452. <https://doi.org/10.1080/02699206.2023.2219368>

Irizarry-Pérez, C., Lugo-Neris, Mirza J., Martinez-Fisher, A. (2023). Establishing Cueing Skills in Bilingual Clinicians. *Teaching and Learning in Communication Sciences and Disorders*, (7)2. <https://doi.org/10.30707/TLCSD7.2.1690393489.668023>

Irizarry-Pérez, C. D., Fabiano-Smith, L., & Martinez-Fisher, A. (2023). A complexity approach to promoting within-and cross-language generalization in bilingual children with phonological delays. *Language, Speech, and Hearing Services in Schools*, 54(3), 799-814. https://doi.org/10.1044/2023_LSHSS-22-00128

Irizarry-Pérez, C., Peña, E.D., Bedore, L., (2021). Phonological Predictors of Nonword

Repetition Performance in Bilingual Children. *Journal of Communication Disorders*, 94, 106-156. <https://doi.org/10.1016/j.jcomdis.2021.106156>

Irizarry-Pérez, C., Lugo-Neris, Mirza J.; Bedore, Lisa M., and Peña, Elizabeth D. (2021). "Establishing Diagnostic Skills in Novice Bilingual Clinicians: A Scaffolded Approach," *Teaching and Learning in Communication Sciences & Disorders*: Vol. 5: Iss. 1, Article 6. <https://doi.org/10.30707/TLCS5.1.1624982519.487027>

Toribio, A., **Nye, C.** (2006). Restructuring of reverse psychological predicates in bilingual Spanish. In J. Montreuil and C. Nishida (Eds.), *New Perspectives in Romance Linguistics* (263-277). Amsterdam: Benjamins.

Manuscripts Under Review

Somashekara. H. S., Irizarry-Pérez, C.D., Balasubramaniam, R. K., George, J., Krishnamurthy, R. Speech Sound Acquisition in South Indian Dravidian Languages: A Scoping Review. *American Journal of Speech Language Pathology*. [Manuscript submitted for publication]

Manuscripts in Preparation

Arenas, R., Combiths, P., Rogers, N., **Irizarry-Pérez, C. D.**, Nico, J. A Neurodiversity and Social Model Perspective on Persistent and Residual Speech Differences. [Manuscript in preparation]

Book chapters

Shin, Naomi, Kari A. B. Chew, Ryan E. Henke, Melanie Kirk-Lente, Akasha L. Khalsa, Kendal Jacobson, **Carlos Irizarry-Pérez**, Shanley E. M. Allen, & Melvatha R. Chee. (2025). Child language development: Questions and answers for Indigenous language nests. In Amalia Skilton, Ryan E. Henke, and Melvatha R. Chee (Eds.), *Bridging child language research to practice for Indigenous language revitalization. Language Documentation & Conservation Special Issue 30* (pp. 145-185). Honolulu: University of Hawai'i Press.

Irizarry-Pérez, C. D., Peña, E. D., Bedore, L. M., & Falcomata, T. S. (2027) *Translation to practice: Intervention for multilingual children with speech sound disorders using shared sounds*. In *Multilingual Aspects of Children's Speech Sounds* (2nd edition). [Accepted for publication]

Invited Presentations

Combiths, P., Arenas, R. **Irizarry Pérez, C.**, Rodgers, N., Nico, J. Phillips, M. (2026, May). *What's an Error Anyway? Reframing Persistent Speech Patterns*. Speech therapy PD webinar. Online.

Irizarry Pérez, C. (2026, February). Understanding Speech Sound Disorders: Phonological

Aspects and Literacy Connections. Presentation for Rio Rancho Public Schools. Rio Rancho, New Mexico.

Irizarry Pérez, C. (2025, July). *Foundational Concepts of Multilingualism*. Presentation at the Mental Health Collaborative Puentes Culturales, Puebla, México.

Irizarry-Pérez, C. (2025, May). *Selecting Phonological Targets in Bilingual Children with Phonological Delays*. Presentation at the New York University Colloquium Series, Linked conference. Online.

Irizarry-Pérez, C. (2024, Sept.) *Utilizing a Complexity Approach to Promote Generalization of Intervention Targets for Bilingual Children with Phonological Disorders*. Presentation at the University of New Mexico LOBO Language Acquisition Lab, Albuquerque, New Mexico.

Irizarry-Pérez, C. (2023, Oct.) *Assessing and Treating Speech Sound Disorders: Evidence-Based Practices for Clinicians*. Presentation at the New Mexico Speech-Language-Hearing Convention, Albuquerque, New Mexico.

Irizarry-Pérez, C. (2023, Aug.) Research to Practice in 2023: Addressing Speech Sound Disorders. SLP (Nerdcast) Linked Conference. Online.

Nye, C. (2013). *Treating Bilingual Speech & Language Disorders*. Presentation at the Washington Speech-Language Association Convention, Everett, Washington.

Refereed Presentations & Posters

Combiths, P., Arenas, R. **Irizarry Pérez, C.**, Rodgers, N., Nico, J. (2025, Nov.) *What's an Error Anyway? Reframing Persistent and Residual Speech Patterns*. Session Number: 1807. Presentation at the American Speech-Language-Hearing Association Annual Convention, Washington, DC.

Acevedo Weatherholtz, I., Chávez, T., Rodriguez, M., **Irizarry Pérez, C.** (2025, July). *Decolonizing Counselor Education in University Settings*. Presentation at the Interamerican Congress of Psychology, San Juan, Puerto Rico.

Arenas, R., Scherba de Valenzuela, J., Nico, J., **Irizarry-Pérez, C.**, (2025, May). *The Social Construction of Disability*. Presentation for the UNM School of Population Health. Albuquerque, NM.

Acevedo Weatherholtz, I., Chávez, T., Cervantes, R., McCarthy, A., Rodríguez, M., **Perez-Irizarry, C.** (2025, April) *Decolonizing Mental Health & Clinical Training Through Culture & Community Engagement: An Internship Model*. Presentation at the Society for the Study of Psychiatry and Culture, Albuquerque, NM.

Irizarry-Pérez, C. (2024, Dec.) *Selecting Phonological Targets in Bilingual Children with Phonological Delays*. Session Number: 4055L. Presentation at the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.

Irizarry-Pérez, C., Arenas, R., Skillman W. Delgado A. (2024, Dec.) *Clinical Practices of School-Based SLPs When Providing Services to Bilingual Children in New Mexico*. 8193L. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.

Irizarry-Pérez, C., Rodríguez, Monique N. (2024, Oct.) *Promoting Psychosocial Well-being in Bilingual Children with Speech and Language Disorders*. Presentation at the National Latinx Psychological Association Conference, San Juan, Puerto Rico.

Irizarry-Pérez, C., Fabiano-Smith, L., & Martinez-Fisher, A. (2022, Nov.) *Strategies and Techniques to Teach Complex Targets in Spanish During Phonological Intervention*. Session Number: 4060L. Presentation at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.

Irizarry-Pérez, C., Fabiano-Smith, L., & Martinez-Fisher, A. (2022, Nov.) *Generalization of Complex Speech Targets in Spanish-English Bilingual Children*. Proposal Number: 9621V. Poster accepted at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.

Irizarry-Pérez, C. (2022, April) *Intervention Approaches When Working with Bilingual Children*. Presentation at the New Mexico Speech-Language-Hearing Convention, Albuquerque, New Mexico.

Irizarry-Pérez, C., Viramontes, V. (2021, Nov.) *Experiences of Latinx Families with Children in Speech Therapy*. Poster accepted at the American Speech-Language-Hearing Association Annual Convention, Washington, D.C.

Irizarry-Pérez, C., Lugo-Neris, M., & Martinez-Fisher, A. (2021, Nov.) *Training Scaffolding Skills for Novice, Bilingual Graduate Clinicians*. Poster accepted at the American Speech-Language-Hearing Association Annual Convention, Washington, D.C.

Nye, C. (2020). *Treating Speech Delays in Bilingual Children*. Proposal Number: 10853. Poster accepted at the Annual Convention of the American Speech and Hearing Association Convention, San Diego, CA (Convention cancelled). **Meritorious Poster Submission.**

Nye, C., Peña, E. D., Bedore, L., (2019). *Controlling for Cognitive Load in Early Bilingual Clinical Instruction*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison Wisconsin.

Nye, C. Lugo-Neris, M. (2018). *Scaffolding Instruction in Clinical Learning*. Presentation at the Texas Speech & Hearing Association Convention, Houston, Texas.

Nye, C. Lugo-Neris, M., Bedore, L. Peña, E.D. (2017). *The Role of Direct Instruction in Early Clinical Learning*. Presentation at the University of Texas at Austin. Austin, Texas.

Nye, C., Peña, E. D., Bedore, L., (2016). *Performance Predictors in Spanish & English Nonword Repetition Tasks*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison Wisconsin.

Professional Memberships

2024 – Present	Licensed Speech-Language Pathologist, New Mexico Board of Examiners for Speech Language Pathology and Audiology
2015 – Present	Licensed Speech-Language Pathologist, Texas Board of Examiners for Speech Language Pathology and Audiology
2010 – Present	Certificate of Clinical Competence, American Speech Language and Hearing Association (ASHA)

Service

College Service, The University of New Mexico

College of Arts and Sciences Dean Search Committee (2023)
Evaluate application packets, participate in in-person and online interviews, provide feedback to provost office.

Department Service, The University of New Mexico

Non-degree Program Advisor (2026)
Advise students, create and implement undergraduate program policies.

Undergraduate Program Advisor (2026)
Advise students, create and implement undergraduate program policies.

Master's Graduate Admissions Coordinator (2024-2026)
Coordinate admissions process, present graduate admissions workshops, create and implement graduate admissions policies

Bilingual Concentration Coordinator (2020 – 2026)
Attend meetings, create coursework template, assist in completing submission paperwork, teach coursework, and participate in decision-making process to create a bilingual certificate program for graduate students within the department.

Admissions Committee (2020 – 2023)

Review and rate incoming graduate applications

Attend meetings, review department policies, propose policy initiatives

Comps Committee (2020 - 2025)

Create comprehensive exam question for master's level exams. Review and grade exams

Diversity and Equity Committee (2020 – 2022)

Lead department initiatives including the following: write public statements, coordinate workshops & activities, assist in organizing student equity groups, disseminate readings and articles, maintain connections with social media entities, and give guidance on department policies.

Ph.D. Committee: (2019 – 2023)

Attend meetings 1 – 2 times per month. Participate in creating structure of the program including proposing documents and voting on decisions.

Social Committee: (2019 – 2020)

Organize monthly social events; Organize Brown Bag Research Event; Coordinate celebration/acknowledgment of birthdays and special events.

Hiring Committee (2020, 2024, 2025-26)

Participate in the interview and decision process for new staff and faculty hires.

External Service

American Speech-Language-Hearing Association 2026 Convention Program Committee (2025 – 2026; 2026 - 2027): Co-Topic Chair for Speech Sound Disorders in Children

Reviewer for International Journal of Speech-Language Pathology (2026)

Reviewer for Clinical Linguistics and Phonetics Journal (2020 - 2021)