

PUBLICATIONS

1. **Farnia, F.**, & Geva, E. (2019). Late-Emerging Developmental Language Disorders in English-Speaking Monolinguals and English-Language Learners: A Longitudinal Perspective. *Journal of Learning Disabilities*, 52, 468-479. <https://doi.org/10.1177/0022219419866645>.
2. **Farnia, F.** (2018). Figurative language development: Implications for assessment and clinical practice. In Bar-On, A., Dorit Ravid, & Elitzur H.G. Dattner (Eds.), *Handbook of Communication Disorders: Theoretical, Empirical, and Applied Linguistic Perspectives* (C. 7, pp. 137–154). Berlin, Boston: De Gruyter. <https://doi.org/10.1515/9781614514909-008>
3. Geva, E. & **Farnia, F.** (Eds.) (2017). Language and literacy skills of typically and nontypically developing second language learners [Special Issue]. *Topics in Language Disorders*, 37, 107-209.
4. **Farnia, F.** & Cohen, N.J. (2016). Development of a Test of Higher Order Language skills. *Journal of American Academy of Child and Adolescent Psychiatry*, 55, (10S), 280.
5. Cohen, N.J., & **Farnia, F.** (2016). Implications of higher-order language problems for adolescent mental health and psychiatric treatment. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55, (10S), 280-281.
6. Cohen, N.J., & **Farnia, F.** (2015). Adoption. In A. Thapar, D. Pine, J. Leckman, S. Scott, M. Snowling, & E. Taylor (Eds.). *Rutter's Child and Adolescent Psychiatry 6th Edition*. (Chapter 22, pp 273-286). John Wiley & Sons, Ltd.
7. Gottardo, A., Javier, C., **Farnia, F.**, Mak, L., & Geva, E. (2014). Bidirectional cross-linguistic relations of first and second language skills in reading comprehension of Spanish-speaking English learners. *Written Language & Literacy: Special issue on Cross-linguistic transfer in reading in multilingual contexts*, 17, 62-88.
8. **Farnia, F.**, & Geva, E. (2013). Growth and predictors of change in English language learners' reading comprehension. *Journal of Research in Reading*, 36, 389-421. doi: [10.1111/j.1467-9817.2013.12003.x](https://doi.org/10.1111/j.1467-9817.2013.12003.x)
9. Cohen, N.J., & **Farnia, F.**, Im-Bolter, N. (2013). Higher order language competence and adolescent mental health. *Journal of Child Psychology and Psychiatry*, 54, 733-744. doi: [10.1111/jcpp.12060](https://doi.org/10.1111/jcpp.12060)
10. Im-Bolter, N., Cohen, N.J., & **Farnia, F.** (2013). I thought we were good: Social cognition, figurative language, and adolescent psychopathology. *Journal of Child Psychology and Psychiatry*, 54, 724-732. doi: [10.1111/jcpp.12067](https://doi.org/10.1111/jcpp.12067)
11. Geva, E., & **Farnia, F.** (2012). Developmental changes in the nature of language proficiency and reading fluency paint a more complex view of reading comprehension in ELL and EL1. *Reading & Writing: Special Issue on Language Minority Children's Reading Development*, 25, 1819–1845. doi: [10.1007/s11145-011-9333](https://doi.org/10.1007/s11145-011-9333)
12. Yaghoub Zadeh, Z., **Farnia, F.**, & Geva, E. (2012). Towards modeling reading comprehension and reading fluency in English language learners. *Reading and Writing*, 25, 163-187. doi: [10.1007/s11145-010-9252-0](https://doi.org/10.1007/s11145-010-9252-0)
13. **Farnia, F.**, & Geva, E. (2011). Cognitive correlates of vocabulary growth in English language learners. *Applied Psycholinguistics* 32 (4), 711-738. doi:[10.1017/S0142716411000038](https://doi.org/10.1017/S0142716411000038)

14. Cohen, N.J., & **Farnia, F.** (2011). Children Adopted From China: Attachment Security Two Years Later. *Children and Youth Services Review*, 33 (11), 2342–2346. doi: [0.1016/j.chidyouth.2011.08.006](https://doi.org/10.1016/j.chidyouth.2011.08.006)
15. Cohen, N.J., & **Farnia, F.** (2011). Social-emotional adjustment and attachment in children adopted from China: processes and predictors of change. *International Journal of Behavioral Development*, 35 (1), 67-77. doi: [10.1177/0165025410371602](https://doi.org/10.1177/0165025410371602)
16. Mishna, F., Muskat, B., **Farnia, F.**, & Wiener, J. (2011). The effects of a school-based program on the self-advocacy of students with learning disabilities. *Alberta Journal of Educational Research*, 57 (2), 185-203.
17. Yaghouh Zadeh, Z., **Farnia, F.**, & Ungerleider, C. (2010). Low maternal education and children's academic achievement: the mediating role of home enrichment. *Early Education and Development*, 21(4), 568-594.
18. Pugliese, M., Cohen, N.J., **Farnia, F.** & Lojkasek, M. (2010). The emerging attachment relationship between adopted Chinese infants and their mothers. *Children and Youth Services Review*, 32(12), 1719-1728. doi: [10.1016/j.chidyouth.2010.07.015](https://doi.org/10.1016/j.chidyouth.2010.07.015)
19. Muskat, B., Mishna, F., **Farnia, F.**, & Wiener, J. (2010). "We may not like it but we guess we have to do it": Bringing practitioners on board with evidence-based group work. *Social Work with Groups*, 33(2-3), 229-247.
20. Muskat, B., Mishna, F., **Farnia, F.**, & Wiener, J. (2010). We may not like it but we guess we have to do it: Bringing agency-based staff on board with evidence-based group work. In D. E. Polio & M. Macgowan (Eds.). *Evidence-based group work in community settings*. (Chapter 9, pp 129-147). Routledge.
21. **Farnia, F.** (2009). By failing to prepare, you are preparing to fail: The sensitive issue of ESL/FSL policy. *Proceedings of the Language and Reading Comprehension for Immigrant Children*. [Click Here for the Online Publication](#)

Reports and Policy Publications

- Farnia, F.**, Cohen, N.J., Pape, B., & Kuszniir, A. (2018). *Handle with Care: Scaling-up 2015 to 2018 Final Report*. Public Health Agency of Canada. [Click Here for Phase III Report](#).
- Farnia, F.**, Cohen, N.J., Pape, B. (2016). *Handle with Care: Promoting Mental Health of Young Children in Communities At Risk for Mental Health problems*. Public Health Agency of Canada. [Click Here for Phase II report](#).
- Cohen, N.J., Tinajero, A., **Farnia, F.**, Reesor, M., & Reesor-McDowell, A. (2012). *Learning Through Play International Program: Early Childhood Development Resources and Training-Program Outcomes*. Edmonton, AB.
- Geva, E., & **Farnia, F.** (2012). Assessment of reading difficulties in ESL/ELL learners: Myths, research evidence, and implications for assessment. *Encyclopedia of Language and Literacy Development* (pp. 1-9). London, ON: Western University. [Encyclopedia of Language and Literacy Development](#)
- Geva, E., Gottardo, A., **Farnia, F.**, & Byrd Clark, J. (2009). National literacy strategy background/policy paper: Children for whom English/French is not the first language. *Canadian Language and Literacy Research Network (CLLRNet)*. http://docs.cllrnet.ca/NSEL/Current/NSEL_FirstLanguage.pdf

Assessment, Treatment, and Training Manuals

- Farnia, F.** & Cohen, N.J. (2018). *Guiding Stars: A Peer Mentoring Program, Fostering Resilience in Youth Transitioning into Adolescents*. Program and Facilitator Training Manuals

- Farnia, F., & Im-Bolter, N.,** (2018). Test of Higher Order Language Stimuli Books for ages 2- to 25-year-old.
- Cohen, N., **Farnia, F.,** Pape, B., Fabbruzzo, C, Corniere, L, Armstrong, S., Cooper, M., McPherson, L., Carson, A., Hooey, K., Shilvock, T., Taylor, A., Goodine, B. (2014). *Handle with Care: Promoting Mental Health in Young Children.* Program and Facilitator Training Manuals

PROFESSIONAL SERVICES

- 2019- **Research Consultant and Analyst for Education Reform Strategy for Palestine Refugees in the Near East**
United Nations Relief and Work Agency (UNRWA)/OISE-University of Toronto
- 2007-2018 **Member of Research Ethics Board**
SickKids-Centre for Community Mental Health
- 2014-2018 **Consultant to Christian Children Fund of Canada (CCFC)**
Global Research and Program Evaluation
SickKids-Centre for Community Mental Health
- 2014-2015 **Clinical Transformation Initiative: Integration of Research, Program Evaluation and Training Team**
SickKids-Centre for Community Mental Health
- 2014-2018 **Advisory Board**
Learning through Play International Program
SickKids-Centre for Community Mental Health