**CURRICULUM VITAE**

**Sheri Tracy Stronach**

 **Education**

 **Degree Institution Date Degree Granted**

 B.A. University of Wisconsin–Madison 2003

 Communicative Disorders; Linguistics

 M.S. University of Wisconsin–Madison 2005

 Speech-Language Pathology

 Ph.D. Florida State University 2013

 Communication Science and Disorders, Advisor: Amy M. Wetherby,

Dissertation:Social communication profiles of toddlers with and without autism spectrum disorder from three racial/ethnic groups

**Positions/Employment**

Nevada State College 2022-present

Assistant Professor

University of Wisconsin­–River Falls 2019-2022

Assistant Professor

University of Minnesota­–Twin Cities 2013-2019

 Assistant Professor, Coordinator of the Bilingual and Multicultural Emphasis Program

 Florida State University 2009-2013

 Graduate Research Assistant

University of Wisconsin–Madison 2007-2009

Research Specialist

Wm. S. Middleton Memorial Veterans Hospital, Madison, WI 2005-2007

Speech-Language Pathologist

**Licenses, Certifications, Certificates**

American Speech-Language-Hearing Association Certificate of Clinical Competence (SLP)

State License in Speech-Language Pathology: Wisconsin and Nevada

UW System Certificate of Online Learning

**Membership in Professional Organizations**

American Speech-Language-Hearing Association (ASHA)

International Society for Autism Research (INSAR)

National Organization of Gay and Lesbian Scientists and Technical Professionals (NOGLSTP)

**Awards and Honors**

 UWRF College of Education and Professional Services Excellence in Research Award, 2019-2020

American Speech-Language-Hearing Association Award for Continuing Education, 2020

**RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

**Publications**

***Refereed Journal Articles***

**Stronach, S.** & Schmedding-Bartley, J. L. (2022). An exploration of autism coursework across graduate curricula in speech-language pathology. *Manuscript in preparation.*

Cava, B. & **Stronach, S.** (2022). Clinical knowledge and training for speech-language intervention for individuals with fetal alcohol spectrum disorder. *Manuscript in preparation.*

Yu, L. **Stronach, S.**, & Harrison, A. J. (2020). Public knowledge and stigma of autism spectrum disorder: Comparing China with the United States. *Autism,* *24*(6), 1531–1545.

**Stronach, S. T**., & Schmedding-Bartley, J. L. (2019). Clinical decision making in speech-language intervention for toddlers with autism and other social communication delays. *Perspectives of the ASHA Special Interest Groups*, *4*(2), 228-239.

**Stronach, S.,** Wiegand, S., & Mentz, E. (2019). Brief report: Autism knowledge and stigma in university and community samples. *Journal of Autism and Developmental Disorders*, *49*(3), 1298-1302.

Esler, A., **Stronach, S.,** & Jacob, S., (2018). Insistence on sameness and broader autism phenotype in simplex families with autism spectrum disorder. *Autism Research*, *11*(9), 1253-1263.

Delehanty, A., **Stronach, S.**, Guthrie, W., Slate, E., & Wetherby, A. (2018). Verbal and nonverbal outcomes of toddlers with and without autism spectrum disorder, language delay, and global developmental delay. *Autism & Developmental Language Impairments,* 3, 1-19.

**Stronach, S.** & Wetherby, A. M. (2017). Observed and parent-report measures of social communication in toddlers with and without autism spectrum disorder across race/ethnicity. *American Journal of Speech-Language Pathology*, *26*(2), 355-368.

Chambers, N., Wetherby, A.M, **Stronach, S.**, Nonyameko, N., Kauchali, S., & Grinker, R. R. (2017). Early detection of autism spectrum disorder in young isiZulu-speaking children in South Africa. *Autism*, *21*(5), 518-526.

Dow, D., Guthrie, W., **Stronach, S.,** & Wetherby, A. (2017). Psychometric analysis of the Systematic Observation of Red Flags for autism spectrum disorder in toddlers. *Autism*, *21*(3), 301-309.

Chambers, N., **Stronach, S.,** & Wetherby, A.M, (2016). Performance of South African children on the Communication and Symbolic Behavior Scales-Developmental Profile (CSBS-DP). *International Journal of Language and Communication Disorders*, *51*(3), 265-275.

**Stronach, S.,** & Wetherby, A. M. (2014). Examining restricted and repetitive behaviors in young children with autism spectrum disorder during two observational contexts. *Autism*, *18*(2), 127-136.

Grinker, R. R., Chambers, N., Njongwe, N., Lagman, A. E., Guthrie, W., **Stronach, S.,** ... & Wetherby, A. M. (2012). “Communities” in community engagement: Lessons learned from autism research in South Korea and South Africa. *Autism Research*, *5*(3), 201-210.

Ellis Weismer, S., Gernsbacher, M., **Stronach, S.**, Karasinski, C., Eernisse, E., Venker, C., & Sindberg, H. (2011). Lexical and grammatical skills in toddlers on the autism spectrum compared to late talking toddlers. *Journal of Autism and Developmental Disorder, 41*(8), 1065-1075.

**Stronach, S.** & Turkstra, L. (2007). Theory of mind and use of cognitive state terms by adolescents with traumatic brain injury. *Aphasiology, 22*(10), 1054-1070*.*

***Non-refereed Journal Articles, Essays, or Book Chapters***

**Stronach S.T.,** Fairchild M., & Watkins E. (2019). Building capacity to engage culturally diverse families through inter-professional partnerships and training. In Lo L. & Xu Y. *Family, School, and Community Partnerships for Students with Disabilities.* Singapore: Springer.

Fairchild, M. & **Stronach, S.** (2018). Holistic voice therapy for the whole person: University of Minnesota faculty and students learn about—and provide—transgender voice treatment. *The ASHA Leader*, *23*(8), 38-39.

Venker, C. & **Stronach, S.** (2017). When is simplified too…simple? Emerging research points to benefits of using simple, grammatically correct sentences with children with delays. *The ASHA Leader*, (22), 42-47.

Hewitt, A., Esler, A., **Stronach, S.,** Zemanek, L., Adler, E., Arndt, J., … Rich, T. (2016). Education of health professionals – other health professions. In I. L. Rubin & A.C. Crocker. *Health care for people with intellectual and developmental disabilities across the lifespan, 3rd Edition.* Dordrecht, Netherlands: Springer.

Esler, A., Hall-Lande, J., & **Stronach S.** (2014). Assessment of autism spectrum disorder in children from diverse cultural, ethnic and linguistic backgrounds. *LEND Brief.*

***Clinical Tools***

Wetherby, A. M., Woods, J., Notke, C., **Stronach, S.**, Dow, D., & McCoy, D. (2016). *Systematic Observation of Red Flags of Autism Spectrum Disorder (SORF).* Florida State University, Tallahassee, FL.

Wetherby A.M., Morgan L., & **Stronach S.**(2011). *Repetitive Movement and Restricted Interest Scales: Companion to the CSBS*. Unpublished Manual, Florida State University, Tallahassee, FL.

**Presentations, Posters, and Exhibits**

***Invited Presentations at Professional Meetings, Conferences, etc.***

**Stronach, S.** (2020, April). *Social communication intervention for toddlers and preschoolers with autism.* Invited seminar at the Minnesota Speech-Language Hearing Association Annual Convention. (Conference canceled)

**Stronach, S.** (2019, December). *Early assessment and intervention of children with ASD:
a focus on speech, language, and social communication.* Invited keynote presentation at the 2019 Guangzhou Autism Interdisciplinary International Forum and the Guangdong Autism Rehabilitation Education Association Annual Meeting, Guangzhou, China.

**Stronach, S.** (2019, June). *Social communication intervention for diverse toddlers and their families.* Minnesota Early Intervention Summer Institute, St. John’s University, MN.

**Stronach, S.** (2018, May). *Building community support for young children with autism and their families.* Redesign for Whole Families Research, Policy, and Practice Summit, Minneapolis, MN.

Esler, A. & **Stronach, S.** (2017, May). *Down from the tower: U of M research shaping early autism identification and intervention.* Invited webinar presented to the University of Minnesota Alumni Association, Minneapolis, MN.

Wetherby, A. & **Stronach, S.** (2015, June). *Bringing Autism Navigator to Minnesota: Bridging research and practice to change developmental trajectories of toddlers with ASD.* Minnesota Early Intervention Summer Institute, St. John’s University, MN.

***Invited Presentations to Local Organizations***

**Stronach, S.** (2019, November). *About autism.* Invited presentation to district interpreters at Saint Paul Public Schools, MN.

**Stronach, S.** (2019, October). *Cultural responsivity: strategies for providing speech-language services to diverse populations.* Invited presentation to district speech-language pathologists at White Bear Lake Area Schools, MN.

***Presentations at Professional Meetings and Conferences***

**Stronach, S.,** Strain Lutz, J., Rymanowski, L., Daniel, M., Nishikawa, M., Sisson, A., & Wiegand, S. (2019, November) *Interprofessional implementation of evidence-based autism intervention: lessons learned from the Minnesota State Personnel Development Grant.* Oral seminar at the American Speech–Language–Hearing Association Convention, Orlando, FL.

**Stronach, S.** & Fairchild, M. (2018, November). *Prioritizing Partnerships: Strategies for incorporating interprofessional collaborative practice and engaged scholarship in higher education.* Oral seminar at the American Speech–Language–Hearing Association Convention, Boston, MA.

**Stronach, S.** (2018, October). *Collaborative implementation of the Autism Navigator in Minnesota.* Oral seminar at the Division of Early Childhood Annual Conference, Orlando, FL.

**Stronach, S.,** Fairchild, M., Lencowski, R., & Flannery, E. (2018, October). *Starting within and branching out: The development of intra- and inter-professional partnerships to promote engagement.* Facilitated roundtable presentation and discussion at the Engagement Scholarship Consortium Annual Conference, Minneapolis, MN.

Fairchild, M. & **Stronach, S.** (2018, March). *Dynamic Duos: A case study in interprofessional partnerships.* Oral presentation at the Advancing Publicly-Engaged Research, Teaching, and Learning to Address Society's Grand Challenges Conference, Minneapolis, MN.

**Stronach, S.** & Shannon, E. (2017, November). *Technology-enhanced early intervention for children with autism: an initial pilot study.* Oral flash session presentation at the American Speech-Language-Hearing Association Annual Convention, Los Angeles, CA.

**Stronach, S.** & Jensen, L. (2017, October). *Implementing Early Social Interaction across diverse districts.* Oral forum presentation at the State Professional Development Grant National Meeting, Washington, D.C.

**Stronach, S.** & Fairchild, M. (2017, April). *Community engagement: working for, in, and with communities.* Facilitated roundtable discussion at the Minnesota Speech-Language-Hearing Association Annual Convention, Mankato, MN.

**Stronach, S.,** Spica, M., Sisson, A., Rymanowski, L., Nordberg, N., & Nishikawa, M. (2016, April). *Autism and early childhood: improving outcomes.* Minnesota Autism Conference.

McCoy, D., **Stronach, S.,** Woods, J. & Wetherby, A.M. (2014, November). *Comparison of clinic & home observations of social communication red flags in toddlers with ASD.* Oral presentation at the American Speech–Language–Hearing Association Convention, Orlando, FL.

Tracy, D., **Stronach, S.,** & Wetherby, A.M. (2014, November). *Observational screening of red flags of asd at 18–24 months to improve early detection.* Oral presentation at the American Speech–Language–Hearing Association Convention, Orlando, FL.

**Stronach, S.** & Wetherby, A.M. (2014, May). *Social communication profiles of toddlers with and without autism spectrum disorder from three racial/ethnic Groups.* Oral presentation at the International Meeting for Autism Research, Atlanta, Georgia.

**Stronach, S.**, & Wetherby, A.M. (2013, November). *Improving identification of Hispanic toddlers with autism spectrum disorder.* Oral presentation at the American Speech–Language–Hearing Association Convention, Chicago, Illinois.

**Stronach, S.**, & Wetherby, A.M. (2012, November). *Observing repetitive behaviors in toddlers with ASD across two contexts*. Technical session presentation at the American Speech–Language–Hearing Association Convention, Atlanta, Georgia.

**Stronach, S.**, McCoy, D., Cohen, C., Guthrie, W., McCormick, J., Petkova, E., … Wetherby, A. (2011, November). *Early red flags for autism spectrum disorder in toddlers in the home environment*. Technical session presentation at the American Speech Language Hearing Association Convention, San Diego, California.

 ***Poster Presentations at Professional Meetings and Conferences***

**Stronach, S.** & Jensen, L. (2021, July). *Strategic implementation of early autism research into practice.* Poster presentation at the Office of Special Education Programs Project Director’s Conference, Washington, D.C.

**Stronach, S.,** Strain Lutz, J., Rymanowski, L., Daniel, M., & Nishikawa, M. (2020, May). *An exploration of a community-based autism intervention implemented within part-C services*. Poster presentation accepted for the International Society for Autism Research Annual Meeting, Seattle, WA. (Conference canceled)

Schmedding-Bartley, J. & **Stronach, S.** (2018, November). *Autism coursework for graduate students studying SLP: an exploration of course objectives & readings.* Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

**Stronach, S.** & Jensen, L. (2018, July). *Setting the stage for engagement and improvement.* Poster presentation at the Office of Special Education Programs Project Director’s Conference, Washington, D.C.

**Stronach, S.** & Mentz, E. (2018, June). *Comparison of community and student knowledge of autism.* Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

Mentz, E. & **Stronach, S.** (2018, April). *Autism knowledge and perceptions among university students.* Poster presentation at the Minnesota Speech-Language-Hearing Association Annual Convention, Bloomington, MN.

**Stronach, S.,** Long, S., & Mentz, E. (2017, November). *Early autism detection: knowledge and perceptions of state fair attendees.* Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Los Angeles, CA.

Schmedding-Bartley, J. & **Stronach, S.** (2017). *Autism training for speech-language pathology students: an exploration of graduate curricula.* Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Los Angeles, CA.

Weathers, E. & **Stronach, S.** (2017, June). *Examining gesture use by function in a community sample of toddlers.* Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

**Stronach, S.** (2016, November). *Preliminary evidence towards the use of an early gesture screening cutoff for toddlers.* Poster presentation at the American Speech–Language–Hearing Association Convention, Philadelphia, PA.

**Stronach, S.,** (2016, November). *Interdisciplinary training of early intervention providers to recognize red flags of autism spectrum disorder.* Poster presentation at the American Speech–Language–Hearing Association Convention, Philadelphia, PA.

Esler, A., **Stronach, S.** & Jacob, S. (2016, May). *Insistence on sameness in parents and their children with ASD.* Poster presentation at the International Meeting for Autism Research, Baltimore, MD.

**Stronach, S.** (2015, November). *Relationships among parent report measures and direct screening of language in toddlers.* Poster presentation at the American Speech–Language–Hearing Association Convention, Denver, CO.

**Stronach, S.,** Kinnard, L., & Borowski, C. (2015, November). *Exploring early literacy experiences: parental reading perceptions and factors that shape later reading behaviors.* Poster presentation at the American Speech–Language–Hearing Association Convention, Denver, CO.

**Stronach, S.,** Dable, K., Bogatz, A., Kuettner, H., Wagner, A., & Beck, L. (2015, November). *Examining reporting and analysis of race, ethnicity, and home language across ages and research areas.* Poster presentation at the American Speech–Language–Hearing Association Convention, Denver, CO.

**Stronach, S.** & Schmedding-Bartley, J. (2015, June). *Continuing education practices of speech-language pathologists working in early intervention.* Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

**Stronach, S.** & Schmedding-Bartley, J. (2015, May). *Relationship between autism spectrum disorder education and clinical decision-making in early intervention.* Poster presentation at the International Meeting for Autism Research, Salt Lake City, UT.

Tracy, D., Guthrie, W., **Stronach, S.,** Nottke, C. & Wetherby, A. (2015, May). *Validation of an observational screening measure of red flags of ASD at 18-24 Months.* Poster presentation at the International Meeting for Autism Research, Salt Lake City, UT.

**Stronach, S.** & Schmedding-Bartley, J. (2014, November). *Clinical decision-making in early intervention for young children with social-communication deficits.* Poster presentation at the American Speech–Language–Hearing Association Convention, Orlando, FL.

Turco, C.S.L., Lee, K., **Stronach, S.**, & Wetherby, A. (2011, July). *Repetitive and stereotyped movements (RSM) and gait disturbances in 11 children under 36 months with autism spectrum disorder (ASD)*. Poster presentation at the Florida Medical Association Annual Meeting, Orlando, Florida.

**Stronach, S.**, Morgan, L., McCoy, D., & Wetherby, A. M. (2011, May). *Measurement of restricted, repetitive patterns of behavior and interests using the CSBS In Children with ASD in the second year of life*. Poster presentation at the International Meeting for Autism Research, San Diego, California.

Henry, S., McCoy, D., **Stronach, S.**, Cohen, C., Wetherby, A. M. (2011, March). *Home video activities in children with autism spectrum disorder between 18-24 months of age*. Poster presentation at the Northern Florida Conference on Communication Disorders, Tallahassee, Florida.

Ellis Weismer, S., Gernsbacher, M., Karasinski, C., M., Eernisse, E. R., Erickson, C., Sindberg, H., … **Stronach, S.** (2010, May). *Predicting early language gains in young children on the autism spectrum.* Poster session presented at the International Meeting for Autism Research, Philadelphia, Pennsylvania.

Ellis Weismer, S., Gernsbacher, M., Roos, E., Karasinski, C., Erickson, C., **Stronach, S.** & Sindberg, H. (2009, May). *Concurrent predictors of receptive and expressive language and communication in toddlers on the autism spectrum.* Poster session presented at the International Meeting for Autism Research, Chicago, Illinois.

Ellis Weismer, S., Gernsbacher, M., Roos, E., Karasinski, C., Hollar, C., Esler, A., & **Stronach, S.** (2008, June). *Understanding comprehension in toddlers on the autism spectrum.* Poster session presented at the Twenty-eighth Symposium on Research in Child Language Disorders, Madison, WI.

Ellis Weismer, S., Gernsbacher, M., Roos, E., Karasinski, C., Esler, A., & **Stronach, S.** (2008, May). *Vocabulary and grammar development in toddlers on the autism spectrum compared to late talkers without autism.* Poster session presented at the International Meeting for Autism Research, London, England.

Esler, A., **Stronach, S.,** Ellis Weismer, S., & Gernsbacher, M. (2008, May). *Comparison of the Mullen Scales of Early Learning and the Bayley Cognitive Scale, 3rd Edition, in assessing nonverbal IQ in toddlers with autism spectrum disorder.* Poster session presented at the International Meeting for Autism Research, London, England.

**Grants and Contracts**

 **External Sources**

Wisconsin Speech-Language Hearing Association Vicki Lord Larson and James R. Larson Research Grant, awarded August 2021, $2000 Role: Faculty supervisor, PI

State Personnel Development Grant awarded to Minnesota Department of Education: “Increasing the likelihood of future school success for infants, toddlers and preschool children with disabilities through the implementation of evidence-based intervention practices,” Awarded 2015 - 2021,

Amount: State awarded $5,500,000; $144,000 sub-grant contract awarded to Stronach, S.,

Role: Facilitator & Research Coordinator

**University of Wisconsin – River Falls Internal University Sources**

Faculty and Instructional Academic Professional Development Grant, Awarded November 2021, Amount $583

Academic Staff Professional Development Grant, Awarded September 2019, Amount: $1000

**University of Minnesota – Twin Cities Internal University Sources**

Office for Public Engagement Engaged Department Grant, Awarded December 2015, Amount: $7500, Role: Team Leader

Grant-in-Aid: “Technology-enhanced early intervention for children with autism: a pilot study”

Awarded December 2015, Amount: $28,023, Role: PI

President’s Multicultural Research Award: “Examining early social communication abilities across cultures," Awarded March 2015, Amount: $3000, Role: PI

MN Drive Exploratory Grant: “Utilizing Computer Vision Technology for Cross-Cultural Developmental Screening in Early Childhood,” Awarded December 2014, Amount: $100,000, Role: Co-PI

**TEACHING AND CURRICULUM DEVELOPMENT**

***Courses Taught***

**Nevada State College**

*Undergraduate*

SPA 467 Communication and Language Disorders (3 credits)

*Graduate*

SPA 660 Advanced Speech Sound Disorders (3 credits)

**University of Wisconsin – River Falls**

*Undergraduate*

CSD 262 Anatomy and Physiology of the Speech Systems (4 credits)

 CSD 350 Articulation and Phonology (3 credits)

 CSD 389 Special Topics in Communication Disorders – Autism (variable credits)

 CSD 460 Voice Disorders (2 credits)

 CSD 479 Clinical Procedures (2 credits)

 *Graduate*

CSD 559 Special Topics in Communication Disorders – Autism (variable credits)

 CSD 579 Clinical Supervision (3-4 credits)

CSD 715 Research Methods (2 credits)

 CSD 719 Neuroscience for CSD (2 credits)

 CSD 750 Dysphagia (3 credits)

 CSD 787 Counseling (1 credit)

 CSD 760 Voice (1 credit)

 CSD 757 Motor Speech Disorders (1 credit)

 CSD 764 Augmentative and Alternative Communication (3 credits)

**University of Minnesota—Twin Cities**

*Undergraduate*

SLHS 1905 Freshman Seminar (3 credits)

SLHS 3994 Directed Research (Honors)

SLHS 4402 Assessment and Treatment in Speech-Language Pathology (3 credits)

*Graduate*

SLHS 5603 Language and Cognitive Disorders in Children (3 credits)

SLHS 5608 Clinical Issues in Bilingualism and Diversity (3 credits)

SLHS 5609 Child Language Disorders in Diverse Populations (3 credits)

SLHS 5900 Topics in Speech-Language Pathology: Social Communication (3 credits)

**Florida State University**

*Undergraduate*

SPA 4255, Developmental Communication Disorders (3 credits)

**ADVISING AND MENTORING**

**Graduate Student Activities**

 ***Master’s Theses Directed, University of Wisconsin-River Falls***

Bianca Cava, completed Spring 2021

 Sara Reckard, completed Spring 2021

 Hope Schaar, completed Spring 2021

 Allyson Gillen, completed Spring 2022

 Paige Nelson, completed Spring 2022

 ***Master’s Theses – Committee Member, University of Wisconsin-River Falls***

 Ryanne Peter, completed Spring 2020

**SERVICE AND PUBLIC OUTREACH**

**University of Wisconsin – River Falls: Service to the University/College/Department**

 ***University***

Member of University-wide Diversity and Inclusivity committee, 2019-2021

Diversity and Inclusivity Land Acknowledgement subcommittee, 2020-2021

Commencement Marcher, December 2019

First Gen Day Participant, November 2019

Falcon Preview Day volunteer, October 2019

Participated in UWRF Common Read, Fall 2019

 ***College of Education and Professional Studies***

Member of the CEPS College Curriculum Committee, 2019-present

 ***Communication Sciences and Disorders Department***

Faculty Search Committee Chair, 2021

 ASHA CAA Reaccreditation Subcommittee, 2020-2022

Member of CSD Scholarships Review Committee, 2020, 2021

Admissions Review Subcommittee, 2020, 2021, 2022

Helped coordinate presentation with Gender & Sexuality Outreach Coordinator in the Center of Diversity, Inclusion, and Belonging (DIB), Fall 2019

Consulted for acquisition of new clinic materials including Computerized Speech Lab, Communication and Symbolic Behavior Scales, resources for transgender voice, Fall 2019

**University of Minnesota -Twin Cities: Service to the University/College/Department**

 ***University***

Proposal reviewer for the Engagement Scholarship Consortium, 2018

Reviewer for University of Minnesota Outstanding Community Service Faculty Awards, 2017

Member of University-wide Public Engagement Action Plan Work Group, 2016-2017

Invited presentation at University-wide Autism Day with the Experts event, 2015

Member of the University of Minnesota Autism Initiative (UMAI), 2013-present

UMAI Autism Day planning committee member, 2015-2016

President’s Distinguished Faculty Mentor for first generation undergraduate student, 2015-2016

Member of the UMN Language Disparities Group, 2015

 ***College of Liberal Arts***

Presented at CLA Showcase for prospective students, 2015, 2016, 2017, 2018

CLA Assembly, 2016-2017

 Presented at CLA Sneak Preview, July 2016

Prepared faculty session at CLA College Day for incoming freshmen, 2015

Represented SLHS at CLA Sciences, Math, and Health Showcase 2014

Participated in UMN First Year Experience Video Project, 2014

 ***Speech-Language-Hearing Sciences Department***

Engaged Department Team Leader, 2015-present

Admissions Committee, 2015, 2016, 2017, 2018

Comprehensive Exam Committee, 2014-2015, 2017, 2018

Strategic Plan Committee, 2016

Curriculum Committee, 2016

Assistant Professor Search Committee, 2014-2015

Merit Committee, 2014

Starr Fellowship Committee, 2014

PhD Fellowship Committee, 2014

Undergraduate Certificate Committee, 2014

**Public and Other Service to the Discipline/Profession/Interdisciplinary Area(s)**

***Community, State, National, or International Service Activities***

Wilder Research Early Intensive Developmental and Behavioral Intervention Benefit Learning Collaborative Member, 2018-2022

Minnesota Department of Human Services Early Intensive Developmental and Behavioral Intervention Benefit Advisory Group member, 2017-2022

ASHA Autism Topic Committee Member, 2017-2018

Minnesota Department of Education Grant Reviewer, 2017

English Language Tutor at Open Door Learning Center, 2016-2017

Advisory Board Member, FSU Training on Research in Autism and Interdisciplinary Leadership

Invited presentation at 3M Lunch and Learn, 2014

Montessori parent trainings on speech and language development and delays, 2014

 ***Editorships/Journal Reviewer***

Reviewer, *Autism International Journal of Research and Practice,* 2014, 2019, 2020, 2021, 2022

Reviewer, *Infant Behavior and Development,* 2015, 2019

Reviewer, *Journal of Autism and Developmental Disabilities,* 2018

Reviewer, *International Journal of Communication Disorders,* 2017, 2022

Reviewer, *American Journal of Speech-Language Pathology,* 2013, 2016

Reviewer, *Journal of Speech-Language-Hearing Research,* 2015

Reviewer, *Child Neuropsychology,* 2015

Reviewer, *Language, Speech, and Hearing Services in Schools,* 2014

Reviewer, *Contemporary Issues in Communication Science and Disorders,* 2013

***Grant/Award Reviewer***

Reviewer, ASHA Students Preparing for Academic-Research Careers Award Program, 2020