

Curriculum Vitae

I. Personal Information

Name and Contact Information:

Dow-Burger, Kathryn Margaret

Department of Hearing and Speech Sciences

0100 LeFrak Hall

College Park, MD 20742

kdowburg@umd.edu

<https://hesp.umd.edu/facultyprofile/dow-burger/kathy>

Academic Appointments

2023 - Present Clinical Professor, Department of Hearing and Speech Sciences, UMD

2017 - 2023 Clinical Associate Professor, Department of Hearing and Speech Sciences, UMD

2012 - 2017 Clinical Assistant Professor, Department of Hearing and Speech Sciences, UMD

Administrative Appointments

2023 - Present Endowed Friedman Director of Neurodiversity and Autism Transition Services in HESP

2019 - Present Disability Studies Minor – Board Member, College of Education, UMD

2016 - 2022 Co-Director, University of Maryland Autism Research Consortium (UMARC)

Other Employment

2010 - 2012 Speech-Language Pathologist
Katherine Thomas School (<https://www.ttlc.org/>)
Rockville, Maryland

1993 - 2014 Speech-Language Pathologist
Private Practice
Silver Spring, Maryland

2003, 2006
& 2009 Lecturer and Speech-Language Pathologist
University of Maryland, Department of Hearing and Speech
Sciences College Park, Maryland

1998 - 2001 Lecturer and Speech-Language Pathologist
University of Maryland, Department of Hearing and Speech Sciences
College Park, Maryland

1995 - 1998 Speech-Language Pathologist
Kennedy Krieger Multi-Disabilities School
(<https://www.kennedykrieger.org/schools-and-education/educational-programs/fairmount-campus-kindergarten-through-8th-grade>)
Baltimore, Maryland

- 1994 - 1995 Speech-Language Pathologist
Kennedy Krieger Children's Hospital and Center of Learning and Its Disorders
(<https://www.kennedykrieger.org/patient-care/centers-and-programs/center-for-development-and-learning>)
Baltimore, Maryland
- 1992 - 1994 Speech-Language Pathologist
Chapel Forge Early Childhood Center, Prince George's County Public Schools
Bowie, Maryland

Education

- 1986 B.A. in Hearing and Speech Sciences, University of Maryland,
College Park, Maryland
- 1992 M.A. in Speech-Language Pathology, University of Maryland,
College Park, Maryland

Continuing Education (2020 – 2025) - In current compliance with ASHA certification and MDSBESPA license requirements

<https://docs.google.com/document/d/14Dc4DJdqwEedGkNB9qcnN5O9CbsiGTCZ6zUGMLp9sGA/edit?usp=sharing>

Professional Certification, Licenses, and Memberships

- 2025 Tech Unlimited, Brooklyn, New York – TU Learning Zone Advisory Board Member
- 2023 - University of Maryland President's Commission for Disability Issues (PCDI) - Member
- 2023 - University of Maryland Disability Cultural Center Stakeholders Group – Member
- 2023 - University of Maryland Behavioral & Social Sciences Inequity Hub - Member
- 2023 - University of Maryland Behavioral & Social Sciences Resiliency Hub - Member
- 2022 - 2023 Association on Higher Education and Disability (AHEAD) - Member
- 2021 - The College Autism Network Virtual Association of Scholars (CANVAS) – Member
- 2021 - College Autism Network (CAN) – Higher Education Program Member
- 2020 - 2022 National Association of Student Personnel Administrators (NASPA) – Member
- 2018 - Autism Diagnostic Observation Schedule Second Edition (ADOS-2) Clinical Training
Vanderbilt Kennedy Center, Treatment & Research Institute for Autism Spectrum Disorders
- 2018 - 2021 Neurodiversity at Work National Capital Region – Affiliate
- 2018 - University of Maryland Language Science Center – Member
- 2017 - The Program for the Education and Enrichment of Relational Skills (PEERS®),
Certified Provider of the Young Adult, Adolescent, and School-Based Professionals Curricula
- 1992 - State of Maryland Department of Health and Mental Hygiene License
for Speech-Language Pathologists, MD State License #02573
- 1992 - American Speech-Language Association Certificate of Clinical Competence
(ASHA-CCC SLP), ASHA Certification # 01097358-02

II. Research, Scholarly, Creative and/or Professional Activities Refereed Journals

Garbarino, J., Dow-Burger, K., & Bernstein Ratner, N. (2020). Implementation of program for the education and enrichment of relational skills (PEERS) social skills intervention in a university-based communication sciences and disorders clinic. *ASHA Perspectives*, Vol. 5, 637-645.

Newman, R., Bernstein Ratner, N., Jusczyk, A-M., Jusczyk, P., & **Dow, K.** (2006). Infants' early ability to segment the conversational speech signal predicts later language development. *Developmental Psychology*, 42, 643-655.

Roth, F.P., Troia, G.A., Worthington, C.K., & **Dow, K.** (2002). Promoting Awareness of Sounds in Speech (PASS): An initial report of an early intervention program for children with speech and language impairments. *Applied Psycholinguistics*, 23, 535-56.

Bernstein Ratner, N., & **Dow, K.** (1994). Therapy Review: Riley, G. (1994). Stuttering Severity Instrument-3 (SSI-3). Austin, TX: Pro-Ed, Inc.

Bernstein Ratner, N., & **Dow, K.** (1992). Therapy review: Pindzola, Rebekah. (1987). The Stuttering Intervention Program (SIP). *Journal of Fluency Disorders*, 17, 283-290.

Bernstein Ratner, N., & **Dow, K.** (1991). Therapy Review: Meyers, S., & Woodford, L. (1991). Fluency Development System for Young Children (TFDS). Buffalo, NY: United Educational Services.

Activities (2015 – 2022) - earlier information upon request

Other Research / Scholarship / Creative Activities

Lewis, S., & **Dow-Burger, K.** (2025). Serves as co-primary investigator in a proposal for a University of Maryland AIM Research Seed Award Program, Track A – Medium called, *Participatory design of AI tools for neurodiversity-affirming speech therapy*. This project addresses a critical gap in clinical support for autistic adults where appropriate tools are lacking for assessing and improving conversational communication.

Wessel, J., Redcay, E., **Dow-Burger, K.**, Kang, V., & Lewis, S. (2023- Present). Serve as co-primary investigator in funded project called, *Promoting Autism Inclusion and Representation (PAIR) program*, which will provide training for faculty on creating autistic-inclusive research environments and develop autistic STEM researchers through a comprehensive research mentoring program for autistic students that includes a supervised research assistantship, group, and peer mentoring for autistic undergraduate students in STEM, and faculty training.

Huang, Y., **Dow-Burger, K.**, Espy-Wilson, C. Gao, G., Lewis, S., Raschid, L., Redcay, E., Begel, A., & Kraemer, I. (2022) Serve as co-primary investigator in an IRB project titled, *Fostering Inclusivity through Technology (FIT): Achieving Common Ground in Autistic-Neurotypical Interactions with Innovations in Video Calling*. Early Idea Stage for Video Calling Universal Design for Learning Project. Funded by University of Maryland Grand Challenges Team Project.

Redcay, E., Chronis-Tuscano, A., Yarger, H., Bernstein Ratner, N., & Dow-Burger, K. (2021-Present). Serve as senior personnel in an IRB project titled, *UMD Commitment to Community-Engaged Autism Research and Equitable Services (CARES)*. Researcher engagement of Prince George's County autistic adolescents and parents/caregivers who are people of color in a series of focus groups, individual interviews, or questionnaires to determine experiences with the evaluation, treatment, resources, and other needs pertaining to autistic people.

Dow-Burger, K., Reyes, C., & Bernstein Ratner, N. (2018 – Present). Serve as co-primary investigator in an IRB titled, *The Evaluation of University of Maryland Social Interaction Group Network for All (SIGNA) Program for Young Adults: Treatment Outcomes*.

Dow-Burger, K., & Seward, K. (April 2018). Co-designed and provided clinical instruction with HESP Assistant Professor of Audiology classroom curriculum for the Maryland Cochlear Implant Center of Excellence (MCICE) summer intensive program for children with cochlear implants and other hearing impairment.

Redcay, E., **Dow-Burger, K.,** Wessel, J., & Begel, A. (2018 – Present). Serve as co-primary investigator in an IRB to develop a virtual reality (VR) empathy tool to bridge the divide between different cultures helping neuro-typical (NT) people better understand the social, perceptual, and language experiences of individuals with sensory differences such as autistic people (Autism-Level 1). Recruited and coded transcripts of focus group subjects yielding an N=62 from virtual focus group sessions and questionnaires completed using the same question prompts.

Yakubova, G., & **Dow-Burger, K.** (June 2017). Served as co-PI on IRB to develop a virtual reality (VR) program to examine the effectiveness of the PEERS® Young Adult social skills training in a VR format and measure the improvement in social interactions (i.e., entering, maintaining, and exiting conversations) with conversation partners, and dating milieus in virtual and real life settings using standardized social skills assessments and observations of instructors and researchers.

Yakubova, G., & **Dow-Burger, K.** (June 2017). Participated as collaborator on IRB to determine the effectiveness of a Virtual World (VW SST) program using the PEERS® social skills training in the traditional format and three modules from PEERS® focused on bullying in a VW format.

Dow-Burger, K. (2016 – 2018). Developed research protocols and implemented a preventative and therapeutic parent/child emergent literacy program in Hyattsville, Maryland and on the campus of UMD. HESP SLP graduate and undergraduate students apply pre-literacy activities with toddler/preschool-aged children using children's books and language concepts. In addition, a 12-session parent intervention program is conducted on interactive book reading methods. Monitored students' training, transcription, coding and analysis of Computerized Language ANalysis-CLAN.

Refereed Presentations & Posters

Dow-Burger, K., & Nuzzo Michiels, C. (October, 2025). *The Neurodiversity & Autism Transition Services (NATS) SIGNA Program: The Benefits and Barriers of a Comprehensive Neurodiversity Student Support Program at the University of Maryland*. Kennedy Krieger Institute Pathways to Young Adulthood clinic presentation.

Lewis, S., **Dow-Burger, K.,** & Nuzzo Michiels, C. (March, 2025). *Developing a Culture of Belonging for Neurodiverse Students*. University of Maryland Professional Track Faculty (PTK) Symposium.

Dow-Burger, K. (January, 2025). *Treatment Approaches given to an Autistic College Student with Selective Mutism*. A case presentation will be given of an autistic, international, selective mute client with discussion of factors related to culture, collaboration, strengths, challenges, diagnoses and functionality. Speech-Language Pathology and Autism Education in the Teacher's College at Arizona State University Training Seminar.

Mahajan, G., Schlegel, S., Dwyre D'Agati, A., & **Dow-Burger, K.** (February, 2025). *Post-secondary Education (PSE) Planning for Youth with Neurodevelopmental Disorders (NDD)*. Society for Developmental and Behavioral Pediatrics Winter Workshop.

Dow-Burger, K., Redcay, E., & Begel, A. (November 2024) Become an Ally to Autistic Colleagues with INTENT - *Interactive Tool for Empathy in NeuroTypicals*, Kennedy Krieger in the Workplace National Conference.

Dow-Burger, K., & Forsythe, N. (May, 2024) *The Neurodiversity Employment Lab at the University of Maryland*. Neurodiversity at Work Research Conference.

Dow-Burger, K., & Begel, A. (March 2023) *Neurodiversity Employment Research: Review of the Research Landscape Past, Present, and Future*, Kennedy Krieger Neurodiversity in the Workplace National Conference.

Dow-Burger, K., (October 2021) Neurodiversity Education Research Center: *Neurodiverse Career and College Summit* Panelist. Virtual.

Begel, A., & **Dow-Burger, K.** (April 2021) Use of Interactive Tool for Empathy in Neurotypicals (INTENT) in the Employment Setting. 3rd Annual Autism at Work Research Workshop. Virtual.

Dow-Burger, K., Redcay, E., & Begel, A. (February 2021) *Flip the Script- Interactive Tool for Empathy in Neurotypicals (INTENT) Autism App*. Virtual presentation at the Immersive Media Design (IMD) conference. Virtual.

Dow-Burger, K., & Garbarino, J. (November 2018) University-based Support and Transition Programs for College-Bound Teens and College Students with Autism Spectrum Disorders. Workshop presented at the 2018 Annual Conference of the American Speech-Language-Hearing Association. Boston, MA.

Workshops

Dow-Burger, K. (July 2019-2022). Transition into adulthood of autistic children: Information for families. Walter Reed Military Medical Center Transition in Autism Resource Clinic Workshop.

Dow-Burger, K., & Mont, E. V. (April 2015). Literacy screening and referrals for unhoused and other vulnerable children. Georgetown School of Medical School

Grants, Funding, Awards and Honors

University of Maryland Autism Research Consortium (UMARC), University of Maryland Launch Crowd Sourcing for Community Learning about Autism Speaker Series (Recipients, Bernstein Ratner, N., & **Dow-Burger, K.**; April 2016; Total \$8,970).

Nominated for the College of Behavioral and Social Sciences 2016 Excellence in Service Award, University of Maryland, College Park, Maryland (Recipient: **Dow-Burger, K.**; May 2016).

Semi-finalist in the Future of Information Alliance (FIA) Spark competition (PIs: Redcay, E., & **Dow-Burger, K.**; November 2017).

University of Maryland Autism Research Consortium (UMARC) advanced professional development courses in-person and virtual Program for the Education and Enrichment of Relational Skills - PEERS® Young Adult and School-based Professionals, ADOS-2 clinical training and Autism at Work Research Workshop (Chair: **Dow-Burger**; Total Net +\$100,000; 2017 - present).

American Speech-Language-Hearing Association (ASHA) Award for Continuing Education ACE (Recipient, **Dow-Burger, K.**, August 2018).

University of Maryland College of Behavioral and Social Sciences Excellence in Diversity and Inclusion Award (Recipient: **Dow-Burger, K.**; June 2019).

University of Maryland Fearless Ideation Award- University of Maryland College of Behavioral and Social Sciences and College of Education award (Recipients: Cohen, H., **Dow-Burger, K.**, & Levin, D.; June 2019; Total \$15,000).

Martin and Dina Friedman Fund- University of Maryland \$1,000,000 Friedman Family Director of Neurodiversity & Autism Transition Services (NATS)- HESP endowment; \$150K Social Interaction Group Network for All (SIGNA) endowment; \$350K for SIGNA programming; and \$50K for SIGNA student need-based scholarships - (Recipient: **Dow-Burger, K.**; 2019 - 2023; Total \$1,500,000).

University of Maryland Broadening Participation Award Grant - Psychology Department: Engaging Neurodiverse and BIPOC Communities in Neurodiversity Research – (PIs: Redcay, E., Chronis-Tuscano, A., Co-PIs; Yarger, H., Bernstein Ratner, N., & **Dow-Burger, K.** July 2021; Total cost: \$30,000).

University of Maryland College of Behavioral and Social Sciences, Dean's Research Initiative Seed Grant Promoting Autistic Inclusion and Representation (PAIR) in STEM - (PI: Wessel, J., Co-PIs: Redcay, E., Kang, V., Dow-Burger, K., & Lewis, S.: Award Period: 06/01/2023 – 06/01/2024; Total cost: \$19,460).

University of Maryland Grand Challenges Impact Project Grant - Maryland Initiative for Digital Accessibility (MIDA). (PI: Lazar, J., et.al., Collaborator: Dow-Burger, K. Award Period: March 2023 – 03/30/2025; Funding Total; \$500,000 over 2 years).

University of Maryland Grand Challenges Team Project Grant - Fostering Inclusivity through Technology (FIT); Achieving Common Ground in Autistic-Neurotypical Interactions with Innovations in Video Calling- (PI: Huang, Y., **Dow-Burger, K.**, Begel, A., Espy-Wilson, C., Redcay, E., Lewis, S., Gao, G., Raschid, L., Kraemer, I., & Leifer, Q. Award Period: June 2023 – June 2026; Total \$500K per year for 3 years of funding).

University of Maryland Behavioral and Social Sciences Giving Day Neurodiversity Student Fund – (Recipients: **Dow-Burger, K.**: (2023 – Current) Funding Total \$12,800).

Northrop Grumman Grant - To support the programming needs of the Social Interaction Group Network for All (SIGNA) program for autistic and neurodivergent students - (Recipient: **Dow-Burger, K.**; 2021-24; Total \$49,650).

Department of Education Rehabilitation Services Administration Grant: Project Topic Area: Broadening Access to Advanced Technology Careers and Creating A 21st Century Workforce of Youth and/or Adults with Disabilities Leading to CIE - awarded to Melwood AbillIT Across America: Advancing Neurodiversity in the Workplace - (Consultant: Neurodiversity Employers and Stakeholders: **Dow-Burger, K**; Award Period: January 2024 – January 2028; Funding Total \$8,025,391 over 5 years).

Maryland AIM Research Seed Award, Track A – Medium. *Participatory design of AI tools for neurodiversity-affirming speech therapy*. Lewis, S., & **Dow-Burger., K.**; Award period: June 2025 – August 2026; funding total \$100K over 1 year).

[Launch UMD Crowdfunding campaign](#) awardee – To raise funds for the Neurodiversity & Autism Transition Services (NATS) SIGNA Lab for Autism and Neurodiversity Employment: a new initiative to prepare autistic and neurodivergent students for internships, job placements, and long-term career success. **Dow-Burger, K.**, Simonds, M., Hari-Prasad, A., & Batten, M.; Award period: November – December 2025; funding goal of \$20K.

Entrepreneurial, Technology Transfer, and Public Engagement Activities

Dow-Burger, K. (October 2024). University of Maryland College of Behavior and Social Sciences Board of Visitors to inform Board of the positive impact of the Martin and Dina Friedman \$1.25M Endowment on the Neurodiversity and Autism Transition Services’ programs.

Begel, A., Annabi, H., & **Dow-Burger, K.** (May 2021 - Present). Co-organize Annual Neurodiversity [formally Autism] at Work Research Conference [formally Workshop] (Co-organizers, Carnegie Mellon University and University of Washington ACCESS-IT.

Dow-Burger, K. (December 2019). University of Maryland College of Behavior and Social Sciences Board of Visitors to inform the Board about the Hearing and Speech Sciences innovative clinical program, Social Interaction Group Network for All (SIGNA).

Cohen, H., **Dow-Burger, K.**, & Levin, D. (October 2019). Co-organized Fearless Ideation workshop with College of Education (COE).

III. Teaching, Innovations, Extensions, Mentoring, Advising,

COURSE	TITLE	No. of Semesters	Average Enrollment
HESP 386	Experiential Learning	14	10
HESP 388	Undergraduate Research Externship	1	3
HESP 389	Undergraduate LEAP Classroom Internship	1	6
HESP 400	Speech & Language Development in Children	3	12

HESP 417	Principles & Methods in Speech-Language Pathology	6	42
HESP 499	Independent Study	11	6
HESP 613	Autism Spectrum Disorders -Guest Lecture	2	25
HESP 615	Counseling Course – Guest Lecturer	2	27
HESP 638	Research Practicum	14	4
HESP 648A	Clinical Practice in Speech: Diagnostic Procedures	36	10
HESP 648B	Clinical Practice in Speech: Therapeutic Procedures	38	25
TRAINING TOPICS RELATED TO HESP 389			
Curriculum Design & Instruction			
Positive Discipline Techniques			
Interpreting & Implementing Behavioral Objectives in the Classroom			
Managing Parent Password Protected Website			
Teaching Emergent Literacy Skills in the Classroom			
TRAINING TOPICS RELATED TO HESP 648B			
Therapy Material Selection			
Using Modeling, Cues, Prompts and Data Collection			
Enhancing Language and Content for the Cognitive and Language Impaired Person			
Communication Sampling for Language, Speech Production, Pragmatic and Fluency Analyses			
Curriculum-based Therapy, Response to Intervention and Evidence-Based Practice			
Autism and social language disorder- and skill-specific therapy training for school-aged and pre-adolescent clients			
Neurodiversity: Considerations for Clinical Preparation for MA-SLP Candidates beginning their practicum			

Autism related to the Social Interaction Group Network for students with Autism (SIGNA) program: large group curriculum training, design, and implementation related to the PEERS® Young Adult curriculum; peer mentor training related to carry-over/generalization activities/strategies for PEERS® curriculum skills; and executive function therapeutic methods training for MA-SLP graduate student implantation
Autism related to UMD Teen PEERS® program: large group curriculum training, design, and implementation related to the PEERS® Adolescent curriculum for teens and parent group sessions.
Fluency disorder- and skill-specific therapy training for school-aged/pre-adolescent clients
Evidence-based practices for teaching emergent literacy and language enhancement skills to toddlers/preschoolers and parents within an IRB-approved research protocol Collect and transcribe language samples Use Computerized Language Analysis (CLAN), to code and analyze samples
Language-Learning Early Advantage Preschool (LEAP) Program: Curriculum Design & Development, Classroom Curriculum Implementation, Group and Individual Speech-Language Pathology Treatment, Emergent Literacy Skills and Behavior Management

Teaching Innovations

Instructional Workshops and Seminars Established

Dow-Burger, K., Michiels, C., & Edwards-Thro, S. (2024 – Present). NATS Social Interaction Group Network for All (SIGNA) individual and group intervention re-design to address identify management, self-advocacy, autism inertia, and conflict resolution that results from the Double Empathy problem.

Dow-Burger, K. (January 2016- Present). Founder and program instructor for the Social Interaction Group Network for University of Maryland Students with Autism ([SIGNA](#)).

Dow-Burger, K. (August 2016-Present). Program instructor of UMD PEERS® for Teens (The Program for the Education and Enrichment of Relational Skills).

Dow-Burger, K. (2017 – Present). Founder and program instructor for the Executive Function for Effective Cognitive Transformation ([EFFECT](#)).

Mentorship and Advising: Undergraduate

Dow-Burger, K., & Lewis, S. (2024). Mentor to Thurgood Marshall Fellow, School of Public Policy 2nd year graduate student, Jastin Garcia-Mendoza, *Neurodiversity Faculty and Staff Hiring and Retention Policies in Higher Education*.

Bernstein Ratner, N., & **Dow-Burger, K.** (2022-23). Undergraduate Honors thesis advisor to Madeline Burns, *It's Not that Simple: Parental Language Complexity in Early Childhood Stuttering*. High Honors.

Huang, Y. T., & **Dow-Burger, K.** (2022-23). Undergraduate Honors thesis advisor to Valerie Hsieh, *Assessing Autistic Young Adults' Ability to Infer the Intentions of a Communicative Partner*. High Honors.

Dow-Burger, K. (February-August 2020). Advisor to 3 Entrepreneurship and Innovation (EIP) Honors Program students on Capstone project to create a resource page on the University of Maryland ELMS site called, *College L.I.F.E.*

Bernstein Ratner, N., & **Dow-Burger, K.** (2018-19). Project Rise Faculty Mentor to 1 student.

Redcay, E., & **Dow-Burger, K.** (September 2016-December 2017). Co-sponsored the Future of Information Alliance (FIA) Spark competition with four undergraduate students in computer engineering, computer science & math, mechanical engineering, and psychology.

Dow-Burger, K., & Bernstein, R., (Summer and Fall, 2016). Ronald McNair Faculty Mentor for a 2 HESP undergraduate students.

Dow-Burger., et. al., (2015- Present). Served as second reader for an average of 3 HESP MA graduate student candidacy papers per semester. Supported topic planning, organization, resources, and editing of papers.

Mentorship: Other

Dow-Burger, K. (2018 – 2019). Mentored Psychology department professors and psychologists (one senior and one junior) to design and implement a UMD program through the Psychology Department for students with Attention Deficit Disorder (hyperactive and inattentive types) called SUCCEEDS.

Dow-Burger, K. (2018 - Present). Mentored for one academic year each 4 post-bac and/or Master's Candidates in Speech-Language Pathology and Psychology on the supervision and implementation of the SIGNA, PEERS®, and EFFECT HESP clinical programs.

Dow-Burger, K. (2020 – Present). Mentored for one academic year each 3 BIPOC clinical fellows in speech-language pathology on treatment, evaluation, advocacy, DEI, outreach, policy, and program administration of the SIGNA HESP clinical program.

Dow-Burger, K. (2020 – Present). Mentored 2 mid-late career BIPOC SLPs and 1 early career SLP on the supervision, implementation, advocacy, program design & administration of the SIGNA, EFFECT, and PEERS® HESP clinical programs.

Dow-Burger, K. (2020 – Present). Mentored and shared ideas and resources with 3 program administrators and clinical professors of the TERPSExceed program.

Dow-Burger, K. (2017 – Present). Mentored and served as faculty sponsor for 8 autistic undergraduate and graduate students as SIGNA peer mentors, members of the President's Commission on Disability Issues - Student Advisory Council, UMARC affiliate, Autistic Student Group campus club, the Developmental Social Cognitive Neuroscience lab, and the Identity Management lab.

IV. Service and Outreach, Committees, Professional, Campus Service, Department, and Media Contributions

University of Maryland celebration of Henson Day featuring themes of creativity, imagination, and inspiration across the campus. The HESP NATS program hosted a tent with interactive activities to demonstrate ways the University of Maryland campus can support neurodivergent people through educational and interactive activities. These activities provided information on how people who use different forms of communication styles and thinking can work towards common ground in understanding each other.

University of Maryland 9th annual Self-Care Fair during Mental Health Awareness Week planned by the campus Mental Health Coalition. The HESP NATS program planned interactive, collaborative events to educate the campus community about mental health and self-care strategies for emotional wellbeing, particularly for neurodivergent students that focused on wellness and self-care, and reducing stigma and barriers associated with mental illness and mental health treatment. (October 2024 - 2025)

University of Maryland Disability Inclusion Resource Fair. The HESP NATS program hosted a table at the 2nd Annual Disability Inclusion Resource Fair to share expertise and the resources NATS has to offer the campus community of people with disabilities and those that serve them. The Disability Inclusion Resource Fair is an interactive event that strives to educate the campus community about visible disabilities, invisible disabilities, and strategies to promote inclusion. Campus units and student organizations come together to focus on inclusive best practices, as well as to reduce stigma and barriers associated with being a person with a disability at UMD (October 2024).

Member of the Appointment, Evaluation, and Promotion committee for Professional Track Faculty (PTK) member, Nicole Nguyen, to Clinical Professor (2024).

Member of the Appointment, Evaluation, and Promotion committee for Professional Track Faculty (PTK) member, Shevaun Lewis, to Associate Research Professor (2024).

Chair of the Appointment, Evaluation, and Promotion committee for Professional Track Faculty (PTK) member, Eliza Thompson, to Associate Clinical Professor (2023-24).

Participated in 2-day Clinical Competency training at James Madison University to support the Department of Hearing and Speech Sciences (HESP) Clinic's clinical training model design shift (September 2023).

Member of the Department of Hearing and Speech Sciences (HESP) Sunshine Committee to promote events that recognize, acknowledge, affirm, and support student, staff, and faculty participation to increase wellbeing and a sense of belonging by planning and implementing events, activities, and sharing information (2024).

Member of the Department of Hearing and Speech Sciences (HESP) Mental Health & Wellness committee to develop events that support faculty, staff, and student wellness, to attend campus training to promote mental health and wellness and implement training and information sessions to support mental health and wellness to the department. (2023 - 2024).

Co-organizer of Department of Hearing and Speech Sciences (HESP) Undergraduate Mentorship Program and liaison for marginalized students to support the mentorship, recruitment, and care for underrepresented HESP undergraduate students (July, 2021-May 2022).

Interim Director of the Language-Learning Early Advantage Preschool (LEAP) program (August-December 2016).

Faculty advisor to the National Student Speech-Language Hearing Association (NSSLHA). (September, 2013-2018).

Chair of the Outreach/Events/Maryland Day committee for the HESP Department (2012 – Present).

Presenter at two HESP PhD Pro-Seminars on: The role of phonological awareness skills in the acquisition of skilled reading and, emergent literacy research in parent/child interactions in the community (2016).

Search committee member for the Assistant Clinical Professor in Audiology position and Assistant Clinical Professor/LEAP Director in Speech-language Pathology position for the HESP Department (June 2014 and June 2016).

Committee member of UMD HESP Certificate of Cultural and Linguistic Diversity-Emphasis Program (CLD-EP) committee (February-June 2016).

Campus Service & Consultation – University

Co-sponsored (Neurodiversity and Autism Transition Service) Disability Resource Fair table with University of Maryland Autism Research Consortium (UMARC) and PSYC SUCCEEDS programs (Fall, 2024).

Sponsored (Neurodiversity and Autism Transition Service) Self-care Resource Fair table (Fall, 2024).

Consultant for the University of Maryland Department of Resident Life to support resident assistants through summer orientation training on ways to support autistic and neurodivergent students living in the resident halls (2018 – Present).

Consultant for the Clarice Smith Performing Arts Center and the University of Maryland School of Music to support the develop of in-person and virtual sensory-friendly concerts for autistic individuals and their families (2018 – Present).

Presenter of 2018-19 Indaba Talks for the University of Maryland Division of Student Affairs staff on topic titled, *Peer Rejected, Peer Isolated, or Peer Affirmed: How to Support Autistic and Neurodivergent College Students* (March 2019).

Coordinator of student volunteers for the Mixed/Augmented/Virtual Reality Innovation Center (MAVRIC) *Present Realities, Present Futures* inaugural conference (October 2018).

Coordinator of *Community-wide Learning about Autism Speaker Series (CLASS)* (2015- Present).

Guest lecturer for EDSP 443, Language and Literacy Acquisition in Children with Disabilities (Fall 2017).

Inter-institutional and Regional

Collaborated with Behavioral and Social Sciences' (BSOS) Dean for Diversity, Diversity Officer, and Equity Administrator, Coordinator of Diversity, Equity, and Inclusion, and Director of SUCCEEDS ADHD clinical program to develop training events in neurodiversity in students to support BSOS faculty and staff. (February 2024).

Serve as campus engagement committee working group member of University of Maryland Institute for Digital Accessibility (MIDA) to organize projects and events on campus, develop on-campus and off-campus partnerships, and apply for grants. (June 2023 – Present).

Presented to University of Maryland Division of Resident Life for Resident Directors, *Supporting Neurodivergent Students*. (August 2023).

Co-presented with Erin Jones from the SUCCEEDS clinic for students with ADHD and Autism for the University of Maryland Division of Student Affairs Family Engagement webinar, *Supporting Neurodivergent Terps*. (August 2023).

Co-presented with Erin Jones from the SUCCEEDS clinic for students with ADHD and Autism for the Teaching and Learning Transformation Center (TLTC) workshop modules, *Neurodiversity in the Classroom and Strategies of Neurodivergent Students* related to teaching about different types of neurodiversity including ADHD, autism, and more. (October 2022 and March 2023).

Presented to staff at the University of Maryland Counseling Center Research and Development lunch talks on SIGNA preliminary clinical outcomes data (October 20, 2021).

Presented at the continuing education training workshop for University of Maryland psychologists at the Counseling Center the latest research on the state of autism in higher education and employment settings and how the Social Interaction Network for All (SIGNA) program works with autistic and neurodivergent students on social interaction, executive function, and self-advocacy skills using evidence-based practice and practice-based evidence (May, 18, 2021).

Planned Autism Diagnostic Observation Schedule- 2nd Edition (ADOS-2) (2019 – 2022).

Organized University of Maryland School of Music virtual sensory-friendly concert for the 3rd Annual Autism at Work Research Workshop (April 2021).

Coordinated and co-hosted Independent Educational Consultant Association (IECA) (March 2020).

Co-sponsored and Co-directed with the Clarice Smith School of Performing Arts the first sensory-friendly quartet performance by INVOKE for children with ASD and their families in the DC/MD/VA metropolitan area (November 2018).

Planned, organized and scheduled 3-day train the-trainer Program for the Education and Enrichment of Relational Skills (PEERS®) School-Based Professionals certification (June 2018).

Presented Lightning Talk at the University of Maryland Mind Body Research and Applications conference (April 2018).

Presented *Treatment for Addressing the Social Interaction and Executive Function Demands of Transitioning Adolescents and Young Adults to Institutes of Higher Education* at the University of Maryland's Health Center's Continuing Education Medical (CME) program (February 2018).

Planned, organized and scheduled a 3-day train the-trainer *Program for the Education and Enrichment of Relational Skills (PEERS®)* Young Adult certification training (June 2017).

Planned and organized a literacy screening at the DC General Family Shelter in Washington, DC in collaboration with Georgetown School of Medicine's Hoya Clinic and its 1st and 2nd year medical students (March 2015).

Community Engagements, Local, State, National, and International

Plenary speaker, *Treatment Approaches given to an International Autistic College Student with Selective Mutism: A case study presentation*. Project ECHO seminars are funded by a training grant which focuses on graduate students in Speech-Language Pathology and Autism Education in the Teacher's College at ASU (January 2025).

Plenary speaker, Neurodiversity 101, *Creating a Culture of Welcome*. Maryland Joint Child Support Council 35th Annual Conference and Training Seminar: *Shared Vision, Collective Impact, and Shaping the Future of Customer Service* (October 2024).

Three-part series speaker, Neurodiversity in the Workplace: *Company, Employee, and Customer Best Practices*, Clarion Events and Consero Corporate Training Modules (July - August 2024).

Prince George's County Public School Autism Resource Fair – Virtual and In-person (2024).

Higher education panelist representing neurodiverse-specific programs at the University level sponsored by the Neurodiversity Education Research Center's Neurodiverse College & Career Summit (October 16, 2021).

Co-organizer of the Annual Autism at Work Research Conferences with Carnegie Mellon University and the University of Washington ACCESS-IT program (2021-Current).

Co-organizer of high school Autism and Inclusion Contest sponsored the Autism at Work Research Workshop (April 2021).

Participant of anti-racist virtual training, Race Literacy 101, through Little Lights (August 2020 – October – 2020).

Scheduled, coordinated, and launched five recorded podcasts in a series called the *Four Pillars of Financial Planning for Special Needs Families* with Merrill Lynch financial advisors (February-April 2019).

Volunteer for the Howard County Autism Society 5k walk/run in Columbia, MD (October 2018).

Chair/member of Hyattsville Education Advisory Committee (EAC) for the City of Hyattsville (2017-2020 Chair; 2015 - 16-Member).

Co-coordinator for Hyattsville's Inaugural Community Resource Fair (November 2016).

Non-Research/Outreach Presentations

Panelist for the University of Maryland Theta Nu chapter of Alpha Kappa Alpha sorority about the transition from high school to college for individuals with autism (May 2018).

Presenter at the Howard County Autism Society *Transition Symposium* (April 2018).

Presenter at Partnership for Extraordinary Minds of Montgomery County (XMinds) (December 2017).

Co-presenter at the Howard County Autism Society (October 2017).

Guest lecturer for 10-12th grade *Family and Consumer Science* students at Northwestern High School (March 2016).

Media Contributions

Internet

Maryland Today E-newsletter - Speech Therapy That Doesn't Tell Autistic People 'Your Brain is All Wrong' - UMD Researchers' AI Method Lets Neurodiverse Clients Participate in Shaping Intervention <https://today.umd.edu/speech-therapy-that-doesnt-tell-autistic-people-your-brain-is-all-wrong> (November 2025).

The University of Maryland Behavioral and Social Sciences website - BSOS Feature | Launch UMD Project Helps Empower Neurodivergent Terps for the Workforce <https://bsos.umd.edu/featured-content/launch-umd-project-helps-empower-neurodivergent-terps-workforce> (November 2025).

The University of Maryland Behavioral and Social Sciences website - BSOS Feature | \$8M Grant Award UMD Neurodiversity Experts Part of \$8M Project with Leading Disability Employer <https://bsos.umd.edu/featured-content/umd-neurodiversity-experts-part-8m-project-leading-disability-employer> (October 2024).

Maryland Today E-newsletter - Neurodiversity Experts to Help Disability-Jobs Nonprofit Launch \$8M Employment Project <https://today.umd.edu/briefs/neurodiversity-experts-to-help-disability-jobs-nonprofit-launch-8m-employment-project> (October 2024).

Maryland Today E-newsletter - \$1M Gift Transforms Program to Help Students With Autism, Neurodiverse Needs Navigate College and Beyond - Alumnus Was Motivated to "Turbocharge" Efforts to Make UMD a National Leader <https://today.umd.edu/1m-gift-transforms-program-to-help-students-with-autism-neurodiverse-needs-navigate-college-and-beyond> (October, 2023).

The University of Maryland Behavioral and Social Sciences website - BSOS Feature | \$1M Gift to Transform Program for Students with Neurodiverse Needs: Alumnus Martin Friedman Motivated to Take Program to 'the Next Several Levels' <https://hesp.umd.edu/news/bsos-feature-1m-gift-transform-program-students-neurodiverse-needs> (September 2023).

The University of Maryland Diamondback Offbeat Extra *Inclusion and Empowerment for Autism Month* podcast <https://dbknews.com/2021/04/25/offbeat-extra-podcast-autism-month/> (April 2021).

Consultant for fluency disorders for MommyDocs, a “Practical Pediatric Information” website (www.mommydocs.com) based in Bethesda, Maryland (2009-2012).

TV

The Program for the Education and Enrichment of Relational Skills (PEERS®) HESP teen treatment program was featured on WJLA News 7 *Spotlight on Education* <http://wjla.com/features/spotlight-on-education/university-of-maryland-students-help-those-on-autism-spectrum-improve-communication-skills> (October, 2016).F

Radio

WTOP News Radio UMD Gets Large Gift for Program Helping Students with Autism & Neurodiversity <https://wtop.com/maryland/2023/11/umd-gets-large-gift-for-program-helping-students-with-autism-neurodiversity/> (November, 2023).

Kojo Nnamdi Show (NPR) Navigating the College Transition on the Autism Spectrum <http://thekojoannamdishow.org/shows/2017-03-09/college-transition-for-students-on-the-autism-spectrum> (March, 2017).

Print Media

The University of Maryland’s Diamondback newspaper featured the University of Maryland Autism Research Consortium (UMARC) and the Clarice Smith School of Performing Arts co-sponsorship of the first sensory-friendly music event performed by Invoke, a string quartet comprised of four University of Maryland graduates.
<http://www.dbknews.com/2018/11/14/umd-sensory-friendly-concert-clarice-azure-cognitive-disabilities-invoke-string-quartet/> (November 2018).

Prince George’s County Sentinel newspaper featured, “Summer Reading Program Serves Over 100 Students.” <https://pgs.thesentinel.com/2018/09/06/summer-reading-program-serves-over-100-students/> (August, 2018).

American Speech-Language-Hearing Association- The ASHA Leader magazine article, “An Enriching Blend: Kathy Dow-Burger used her skills as an SLP to care for 20 foster children over seven years.” <https://leader.pubs.asha.org/article.aspx?articleid=2695378> (August 2018, Vol. 23, 28-29).

Hyattsville Life and Times feature, “*True community effort’ brings summer reading program to Rosa Parks students*” <http://hyattsvillelife.com/true-community-effort-brings-summer-reading-program-to-rosa-parks-elementary-students/> (August, 2017).

College of Behavioral & Social Sciences: Be the Solution cover article, “Serving the Spectrum: Interdisciplinary Approaches to Treating Autism Spectrum Disorders” featured the Social Interaction Group Network for UMD Autistic Students (SIGNA), the Program for the Education and Enrichment of Relational Skills (PEERS) Teen Program, and the University of Maryland Autism Research Consortium (UMARC) https://issuu.com/bsosumd/docs/umd_magazine_2017_web (Spring, 2017).

The University of Maryland’s TERP Magazine featured the Social Interaction Group Network for UMD Students with Autism-SIGNA <https://terp.umd.edu/college-connections/#.YW4DphrMKyI> (Winter, 2017).

The University of Maryland's Behavioral & Social Sciences (BSOS) featured the Social Interaction Group Network for UMD students with Autism (SIGNA) on the BSOS webpage <https://bsos.umd.edu/featuredstory/2178> (July, 2016).

The University of Maryland's Diamondback newspaper featured the University of Maryland Autism Research Consortium's (UMARC) UMD Launch crowd-sourcing campaign <https://dbknews.com/0999/12/31/arc-ybwofecxpbf3ek7bx2tqbqxua/> (April, 2016).

The University of Maryland's Diamondback newspaper featured the Social Interaction Group Network for UMD students with Autism's (SIGNA) introduction (March, 2016).

Other Media

Co-Organizer and Author of the Social Interaction Group Network for All (SIGNA) newsletters to update UMD alum donors, UMD/HESP alumni, campus affiliates, HESP department, local/regional/national affiliates, UMD students, SIGNA members, and parents/caregivers regarding events and program news related to SIGNA, autism employment, advocacy, and more (2020 – Present).

Community & Other Service

Participated as a working group member to facilitate an independent Love and Unity Project (LUP) anti-racist assessment (August 2021 – 2022).

Participated as a working group member and leader of roundtable discussions for church leadership and broader church community for full inclusion at all levels of membership and leadership for LGBTQ+ people at Christ City Church, Washington, DC (2020).

Serve as elder at Christ City Church, Washington, DC (2018-2022 and 2025).

Serve as Chair of the Hyattsville Education Advisory Committee (EAC) Hyattsville, Maryland (2015-2020).

Developed and helped to organize volunteer Hyattsville Education Advisory Summer Reading program (Summer, 2017 - 2019).