

Curriculum Vitae

Notarization. I have read the following and certify this *curriculum vitae* is a current and accurate statement of my professional record.

Signature *Kathy Dow-Burger*

Date September 2023

**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](mailto: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**

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
- Fall 2022 Ph.D. Admitted Candidate in Counseling, Higher Education, and Special Education,  
University of Maryland, College Park, Maryland

**Continuing Education (2017 – 2022)** - 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**

- 2023 - University of Maryland President's Committee for Disability Issues (PCDI) - Member
- 2023 - University of Maryland Disability Cultural Center Stakeholders Group - Member
- 2023 - University of Maryland Behavioral & Social Sciences Resiliency Hub - Member
- 2022 - Association on Higher Education And Disability (AHEAD) - Member
- 2021 - The College Autism Network Virtual Association of Scholars (CANVAS) – Member
- 2021 - College Autism Network (CAN) – Member of Program Directors Group
- 2020 - 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 - Autism 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**

**Huang, Y., Dow-Burger., 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.**, (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. 3<sup>rd</sup> 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-present). 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.**; 4/2016; 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.**; 5/2016).

Semi-finalist in the Future of Information Alliance (FIA) Spark competition (PIs: Redcay, E., & **Dow-Burger, K.**; 11/2017).

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.**, 8/2018).

University of Maryland College of Behavioral and Social Sciences Excellence in Diversity and Inclusion Award (Recipient: **Dow-Burger, K.**; 6/2019).

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.; 6/2019; 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).

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.**; 2021-22; Total \$29,650).

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.** 07/2021; 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: 03/01-2023 – 03/30/2025; Total cost; \$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: 06/2023 – 06/2026; 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. Funding Total \$3710).

**Entrepreneurial, Technology Transfer, and Public Engagement Activities**

Begel, A., Annabi, H., & **Dow-Burger, K.** (May, 2021 - Present). Co-organize Annual Autism at Work Research 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 Board Re: Social Interaction Group Network for All (SIGNA) program.

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,**

<b>COURSE</b>	<b>TITLE</b>	<b>No. of Semesters</b>	<b>Average Enrollment</b>
HESP 386	Experiential Learning	13	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 638	Research Practicum	12	3
HESP 648A	Clinical Practice in Speech: Diagnostic Procedures	32	10
HESP 648B	Clinical Practice in Speech: Therapeutic Procedures	32	25

<b>TRAINING TOPICS RELATED TO HESP 389</b>
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
<b>TRAINING TOPICS RELATED TO HESP 648B</b>
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
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.** (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<sup>®</sup> 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

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 Pass.

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<sup>®</sup>, and EFFECT HESP clinical programs.



**Dow-Burger, K.** (2020 – Present). Mentored for one academic year each 2 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 7 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**

Co-organizer of Department of Hearing and Speech Sciences (HESP) Undergraduate Mentorship Program and liaison for Black, Indigenous, People of Color (BIPOC) students to support the mentorship, recruitment, and care for underrepresented HESP undergraduate students (July, 2021-Present).

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 committee for the HESP Department (2013 – Present).

Chair of 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**

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**

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- 2<sup>nd</sup> Edition (ADOS-2) (2019 – 2022).

Organized University of Maryland School of Music virtual sensory-friendly concert for the 3<sup>rd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> year medical students (March, 2015).

### **Community Engagements, Local, State, National, and International**

Mentor to black, indigenous, and people of color (BIPOC) Speech-Language Pathologists in early, mid-, and late career in the areas of autism diagnosis and treatment (2019 – Present).

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 3<sup>rd</sup> and 4<sup>th</sup> Annual Autism at Work Research Workshop with the Microsoft Ability Research Group and the University of Washington ACCESS-IT program (2021-2022).

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 10-12<sup>th</sup> grade *Family and Consumer Science* students at Northwestern High School (March, 2016).

## **Media Contributions**

### **Internet**

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](http://www.mommydocs.com)) based in Bethesda, Maryland (2009-2012).

### **TV**

The Program for the Education and Enrichment of Relational Skills (PEERS<sup>®</sup>) 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**

Kojo Nnamdi Show (NPR) Navigating the College Transition on the Autism Spectrum <http://thekojonnamdishow.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](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 – Present).

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-Present).

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).