

Curriculum Vitae

PERSONAL INFORMATION

NAME: Kathryn Margaret Dow-Burger

EMAIL: kdowburg@umd.edu

ACADEMIC APPOINTMENT: Clinical Associate Professor, July, 2017

OTHER EMPLOYMENT

2010-2012 Speech-Language Pathologist

Katherine Thomas School (http://ttlc.org/katherine_thomas_school)
Rockville, Maryland

1993-2014 Speech-Language Pathologist

Private Practice
Silver Spring, Maryland

2003, 2006 Lecturer and Speech-Language Pathologist

& 2009 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/special_education)
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/patient-care-centers/development-and-learning-center>)
Baltimore, Maryland

1992-1994 Speech-Language Pathologist

Chapel Forge Special Center, Prince George's County Public Schools
Bowie, Maryland

EDUCATIONAL BACKGROUND

1986 University of Maryland, College Park, Maryland
B.A. Hearing and Speech Sciences

1992 University of Maryland, College Park, Maryland
M.A. Speech-Language Pathology

PROFESSIONAL CERTIFICATIONS, LICENSES, AND MEMBERSHIPS

State of Maryland Department of Health and Mental Hygiene License for Speech-Language Pathologists, MD State License #02573

American Speech-Language Association Certificate of Clinical Competence (ASHA-CCC SLP), ASHA Certification # 01097358-02

University of Maryland Autism Research Consortium – Co-Director

University of Maryland Disabilities Studies Minor Advisory Board - Member

College Autism Network (CAN) – Member of Program Directors Group

Autism at Work National Capital Region - Affiliate

National Association of Student Personnel Administrators (NASPA) - Member

Autism Diagnostic Observation Schedule Second Edition (ADOS-2) Clinical Training
Vanderbilt Kennedy Center, Treatment & Research Institute for Autism Spectrum Disorders

The Program for the Education and Enrichment of Relational Skills (PEERS®),
Certified Provider of the Young Adult, Adolescent, and School-Based Professionals Curriculum

University of Maryland Language Science Center (LSC) Affiliate

University of Maryland Language and Literacy Research Center (LLRC) Affiliate

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. A. (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.

Refereed Presentations & Posters

Begel, A., & Dow-Burger, K. (2021) Use of Interactive Tool for Empathy in NeuroTypicals (INTENT) in the Employment Setting. Virtual presentation to use VR technology to create an app designed to develop an understanding of autism for individuals within the neurotypical (NT) population. The app will be used in a variety of settings: in corporate settings by employers, on college campuses by student affairs personnel (e.g., advisors, resident life) and professors/TAs, and in the broader community by law enforcement personnel, peers, and parents, 22 April.

Dow-Burger, K., Redcay, E., & Begel, A. (2021) *Flip the Script*- Interactive Tool for Empathy in Neurotypicals (INTENT) Autism App. Virtual presentation at the Immersive Media Design (IMD) conference. The IMD major is "the first undergraduate program in the country that blends art with computer science to encompass a wide range of immersive media applications" representing collaborations at the University of Maryland between the College of Computer, Mathematical, and Natural Sciences and the College of Arts and Humanities, 26 February.

Dow-Burger, K., & Garbarino, J. (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, 15-17 November.

Dow-Burger, K., Barnett, S., Roth, F.P., Ritter, P., & Bernstein Ratner, N. (2013) The Effectiveness of Accommodations Training Across Interdisciplinary Teams. Poster presented at the 2013 Annual Conference of the American Speech-Language- Hearing Association. Chicago, IL, 15-17 November.

Dow-Burger, K., Barnett, S., Roth, F.P., Ritter, P., & Bernstein Ratner, N. (2013) The Impact of Sensory, Technology and Language Training for the Provision of Instructional and Assessment Accommodations in the School Practice Setting. Poster presented at the 2013 Annual Conference of the Maryland Occupational Therapy Association. Baltimore, MD, 27 September.

Dow-Burger, K., Barnett, S., Roth, F.P., Ritter, P., & Bernstein Ratner, N. (2013) The Understanding and Use of Accommodations for Instruction and Assessment. Poster presented at the Annual Schools Conference of the American Speech-Language-Hearing Association. Long Beach, CA, 12-14 July.

Workshops

Co-trained Georgetown School of Medical M1 and M2 medical students on how to identify and teach reading to children who are non- or poor-reading living in the District of Columbia General Family Shelter (April, 2015).

Presented Two Workshops at the Maryland Association of Nonpublic Special Education Facilities (MANSEF) Conference:

AM Session: *Understanding and Using the Maryland State Department of Education Accommodations for Instruction and Testing: It's All About Teamwork*. PM Session: *Maryland State Department of Education Accommodations Professional Development Training: Reflections on the Implementation of a School-Wide, Cost-Effective, Evidence-Based Model* (November, 2013).

Presented a parent workshop at the Katherine Thomas School for parents of students grades preschool to high school called, "*Vocabulary Through the Years: The Ins, Outs and In Betweens*" (May, 2011).

Conducted staff development training sessions in Prince George's Public School System, Kennedy Krieger Institutes and UMD in the areas of fluency disorders, sign language, preschool/school-age language intervention (within a variety of service delivery models), typical speech/language development, speech and language testing, receptive/expressive/written language facilitation strategies, therapy procedures, positive discipline for preschool children and Floor Play & Whole Language classroom philosophies (1994-2001).

Entrepreneurial, Technology Transfer, and Public Engagement Activities

Co-organized 3rd Annual Autism at Work Research Workshop with Microsoft Ability Group and University of Washington ACCESS-IT that connected autistic advocates, leading scholars, employers, clinicians, service providers, entrepreneurs, and caregivers concerned with autism employment to facilitate conversations and connections that advanced autism employment research (April, 2021).

Presented to University of Maryland College of Behavior and Social Sciences Board of Visitors to inform Board of the state of autistic college students nationwide and on campus and the supports offered through the Department of Hearing and Speech Sciences Social Interaction Group Network for All (SIGNA) program (December, 2019).

Co-organized Fearless Ideation workshop with College of Education (COE) to build collaborations with other campus entities who use avatars and virtual reality (VR) environments to train teachers, counselors, and administrators in high- 2 stakes occupations. Groups convened from COE, BSOS, SPH, CMNS, and campus innovation accelerators in support of collaborative research applications to national funding sources (October, 2019).

Designed and implemented a school-wide initiative in partnership with a Katherine Thomas School occupational therapist called, *Strategies, Accommodations, Advocacy and Learning Techniques (SAALT)* as a year-long project that provided forty (40) separate train the trainer sessions for 60 staff at the Katherine Thomas School related to technology, teaching tools & strategies and advocacy. Awarded Employee of the Month and Employee of the Year for contributions made to The Treatment and Learning Centers/Katherine Thomas School, Rockville, Maryland (February, 2011-June, 2012).

Other Research / Scholarship / Creative Activities

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. Collaborate with University of Maryland School of Medicine Developmental Pediatrician, Charina Reyes, MD and Co-Director of the University of Maryland Autism Research Consortium (UMARC), Nan Bernstein Ratner, to evaluate the treatment efficacy of the Social Interaction Group Network for All (SIGNA) program. SIGNA is a 4-tiered treatment program offered by the UMD Hearing and Speech Clinic that consists of twice weekly 50-minute individualized treatment sessions, once weekly 90-minute group session, and once weekly 1-hour peer mentoring time. These components are designed to improve social-pragmatic language, Theory of Mind, executive function, and self-advocacy skills based on each SIGNA participant's needs, using both evidence-based practice and practice-based evidence. The project will administer and evaluate pre-, mid-, and post-measures (i.e., social interaction, executive function, and quality of life) to determine the success of the program and areas in need of modification (2018- Present).

Co-designed 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. Trained HESP MA-SLP and AuD graduate students to apply auditory-verbal, language enrichment, and pre-literacy activities to MCICE preschool children using children's books to facilitate targeted skills. Served as clinical instructor to MCICE graduate and undergraduate students in the implementation of positive discipline behavior management techniques and, diagnostic and therapeutic methods (April, 2018).

Serve as co-primary investigator in an IRB with Associate Professor of Psychology, Elizabeth Redcay; Microsoft Ability Group Principal Researcher, Andrew Begel; Director of the University of Maryland's Mixed/Augmented/Virtual Reality Innovation Center, Sameer Popat; University of Maryland National Foreign Language Center Director of Art and Media Production, Bryan Anderson; and, Assistant Professor in Psychology, Jennifer Wessell 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 Autism (Level 1). Data from

focus groups of adults with ASD will be used to construct an VR app called, the **Interactive Tool for Empathy in Neurotypicals (INTENT)**, which will assist in better understanding and interactions within the NT and ASD populations (2017-Present).

Served as co-primary investigator on IRB with Associate Professor of Psychology and Assistant Professor of Counseling, Higher Education, and Special Education 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. The findings from this proposed pilot study could provide initial evidence on teaching social skills in a VR environment to young adults with ASD in post-secondary educational settings (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 (June, 2017).

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 or CLAN (January 2016-2018).

Conducted standardized testing and gathered baseline data for outcomes measurement research to track elementary-age students’ progress in the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS) to be implemented by the Kennedy Krieger School speech-language pathologists in Baltimore, Maryland (September, 1997-May, 1998).

TEACHING, EXTENSIONS, MENTORING, AND ADVISING

COURSE	TITLE	No. of Semesters	Average Enrollment
HESP 386	Experiential Learning	10	10
HESP 388	Undergraduate Research Externship	1	3
HESP 389	Undergraduate LEAP Classroom Internship	1	6
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			
HESP 400	Speech & Language Development in Children	2	12
HESP 417	Principles & Methods in Speech-Language Pathology	6	54
HESP 499	Independent Study	10	10
HESP 638	Research Practicum	9	4
HESP 648A	Clinical Practice in Speech: Diagnostic Procedures	27	8
HESP 648B	Clinical Practice in Speech: Therapeutic Procedures	27	25

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
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

Founder and program instructor for the Executive Function for Effective Cognitive Transformation (EFFECT), a comprehensive cognitive training program for college-bound adolescents that targets skills such as planning/organization, prioritization, time estimation/management, problem-solving and reasoning within a combination of individual and group therapy sessions (2017- Present).

Founder and program instructor for the Social Interaction Group Network for University of Maryland Students with Autism ([SIGNA](#)), a comprehension social skills and self-advocacy therapeutic program for University of Maryland (UMD) students diagnosed with Autism Spectrum Disorder (ASD) or other difficulties related to social interactions. Train HESP graduate and undergraduate students serving as communication coaches, peer coaches, and peer mentors in the use of evidence-based treatment methods for group and individual therapy to improve skills in social interaction, interview techniques, self-advocacy, disclosure, planning/organization and conflict resolution among other skills. In addition, train peer mentors in SIGNA to perform “check-ins” with SIGNA members to help encourage generalization and carry-over of skills taught in the group and individual treatment sessions. Facilitate campus-wide practice activities with peer coaches, peer mentors, and/or other students on campus. Conduct campus-wide training to UMD Health Center professionals, Residence Life staff as well as other campus departments related to working more effectively with UMD college students with ASD (January, 2016- Present).

Program instructor of UMD PEERS® for Teens (The Program for the Education and Enrichment of Relational Skills). Train and supervise graduate and undergraduate students in HESP to implement a 14-session, evidence based, social skills program for teens through activities, role-plays, video clips and homework related to: Conversational skills, strategies for handling peer pressure, appropriate use of humor, electronic communication, and peer entry & exiting skills, handling teasing, bullying, arguments and disagreements with peers, good sportsmanship, and having appropriate get-togethers with friends. Conduct, with undergraduate students, on a rotating basis, a 14-session parent training program related to social skills taught and expanding peer networks <http://umdteenpeers.weebly.com>. (August, 2016-Present).

Advising: Undergraduate

Advisor to 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.*, to support university neurodivergent students. Supported (EIP) team to design resources and tools to help students navigate UMD's courses, campus, and culture (February-August, 2020).

Co-sponsored with Elizabeth Redcay of Psychology the Future of Information Alliance (FIA) Spark competition with four undergraduate students in computer engineering, computer science & math, mechanical engineering, and psychology. The project idea creates a virtual reality program that focuses on placing typically-developing individuals (TD) without autism into the perspective of a person with autism spectrum disorder (ASD) to enhance the NT's ability to build relational connections and empathy with the person with ASD (Semi-finalists: September 2016-December 2017).

Ronald McNair Faculty Mentor for a HESP undergraduate student participating in the 2016 Ronald McNair Scholars Program Summer Research Institute (SRI). Provided the McNair Scholar with experience in translational research related to community-based emergent literacy child/parent training program, transcribing parent/child interactive book-reading samples into Computerized Language Analysis (CLAN) program and presenting a poster of the analysis & conclusion of the results (summer and fall, 2016).

Grants, Funding, Awards and Honors

Martin and Dina Friedman Fund- \$500K University of Maryland endowment for SIGNA programming and student need-based scholarships (October, 2019).

University of Maryland Fearless Ideation Award- \$15K University of Maryland College of Behavioral and Social Sciences and College of Education award to co-host and build collaborations with other campus entities who use avatars and virtual reality (VR) environments to train teachers, counselors, and administrators in high- 2 stakes occupations (July, 2019).

University of Maryland College of Behavioral and Social Sciences Excellence in Diversity and Inclusion Award (May, 2019).

American Speech-Language-Hearing Association (ASHA) Award for Continuing Education ACE (August 2018).

Semi-finalist in the Future of Information Alliance (FIA) Spark competition with co-advisor and team of University of Maryland computer engineering, computer science and math, mechanical engineering, and psychology students. The project proposed creating a virtual reality program that focuses on placing neuro-typical (NT) individuals into the perspective of a person with autism spectrum disorder (ASD) to enhance the NT's ability to build relational connections and empathy with the person with ASD (November 2017).

Nominated for the College of Behavioral and Social Sciences 2016 Excellence in Service Award, University of Maryland, College Park, Maryland (May 2016).

Employee of the Year, Treatment and Learning Centers/Katherine Thomas School, Rockville, Maryland 20852 (June 2012).

SERVICE AND OUTREACH

Committees, Professional & Campus Service Campus Service – Department

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 which has AM/PM classrooms that run Monday-Wednesday-Friday. As LEAP Director, responsibilities include: Training HESP graduate and undergraduate students in curriculum development, implementation of classroom curriculum and planning, monitoring and supervising graduate student clinician treatment programming; edit client individual therapy plan (ITP) and progress reports; conduct weekly individual student and staff meetings; manage password protected parent website and Facebook page; and, recruit, interview and select incoming undergraduate clinicians and preschool children (August-December, 2016).

Faculty advisor to the National Student Speech-Language Hearing Association (NSSLHA). Worked with NSSLHA board to: Increased the membership of NSSLHA from members (15 to +70 active members), organize & implement fundraising activities, coordinate finals study nights, network with the professional agencies of American Speech-Language Hearing Association (ASHA) and Maryland Speech-Language Hearing Association (MSHA) to volunteer at conferences. Co-wrote and edited two awarded grants, the *Rise Above* grant and Student Government Association (SGA) grant. Initiated and oversaw the scheduling and planning of two, large campus-wide and community outreach film and expert panel events. Coordinated NSSLHA volunteers for community event at Baltimore's Port Discovery Children's Museum (October, 2014). Oversaw campus-wide t-shirt design contest commemorating HESP's LEAP Preschool 20th anniversary and other community service, outreach and educational events. (September, 2013-Present).

Chair of the Outreach/Events committee for the HESP Department. Planned and organized department events such as UMD HESP open house at the ASHA national conventions (and Maryland Day events. Communicated with UMD, BSOS, faculty/staff and student volunteers for tent and table designations, scheduling, activity set-up, and clean-up (2014- 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).

Chairperson of UMD LEAP 20th Anniversary Celebration committee. Organized alumni database from 1994-2014, investigated and booked anniversary venue and catering for event, maintained LEAP preschool student database, designed and distributed invitations for event and managed incoming RSVPs and questions regarding event (2013-2014).

Committee member for the UMD HESP website committee. Coordinated professional photographer visit, updated pictures and website sections, and provided updated slides for department big screen television (2012-2014).

Chairperson of UMD HESP Department's Teaching Excellence committee (August, 1998 – April, 2001).

Campus Service – University

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 Neuro-divergent 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).

Co-director of the University of Maryland Autism Research Consortium (UMARC) <http://autism.umd.edu>. Plan, organize and execute workshops through the *Community-wide Learning about Autism Speaker Series (CLASS)* that is an outreach to UMD faculty, students, parents and professionals who work with people with autism. Conduct campus-wide advocacy and awareness events through panel talks, UMD Launch crowd-funding initiative, and films/documentary screenings. Train HESP undergraduate students to understand and care for children with autism during UMARC events so that parents can attend the talks. Build networks of faculty, students, professionals, corporations, advocacy groups, and parents to contribute to UMARC's success (2015- Present).

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

Guest lecturer for EDSP 470, Special Education for Non-majors on Speech-Language Pathology Service Delivery Models in the Special Education Setting (fall, 2012).

Inter-institutional and Regional

Planned and organized the inter-professional clinical training, Autism Diagnostic Observation Schedule- 2nd Edition (ADOS-2), to better prepare physicians, psychologists, occupational therapists, and speech-language pathologists to diagnose and make educational placement decisions for Autism Spectrum Disorders and Pervasive Developmental Disorders (May, 2019 - in-person; January, 2021 - virtual).

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 with the University of Maryland SUCCEEDS and Career Center EmployABILITY program the campus tour of the Independent Educational Consultant Association (IECA). The IECA's campus tour included over 100 consultants who specialize in autism and other neurodivergent conditions to learn about what the University of Maryland does to support neurodivergent students (March, 2020).

Co-sponsored through the University of Maryland Autism Research Consortium (UMARC) Co Director 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 a nationally-recognized speaker to conduct the 3-day train the-trainer Program for the Education and Enrichment of Relational Skills (PEERS®) School-Based Professionals certification training for the evidence-based social skills curriculum. Participants professionals (i.e., Psychologists, Speech-Language Pathologists, Clinical Social Workers, Special Educators, and Higher Educational Administrators) from local, regional and national institutes of higher education, public/private schools, and private agencies (June, 2018).

Presented Lightning Talk at the University of Maryland Mind Body Research and Applications conference related to using Theory of Mind-Perspective-taking and graphic organizers to help young adults with autism without intellectual disabilities develop effective problem-solving and verbal reasoning skills. The conference was co-sponsored by the Brain and Behavior Initiative and the School of Public Health and BBI (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. Target audience was physicians (e.g., psychiatrists), clinical social workers, certified nurse practitioners, and psychologists (February, 2018).

Planned, organized and scheduled a nationally-recognized speaker to conduct the 3-day train the-trainer *Program for the Education and Enrichment of Relational Skills (PEERS®) Young Adult* certification training for the evidence-based social skills curriculum. Participants were professionals (i.e., Psychologists, Speech-Language Pathologists, Clinical Social Workers, and educators from Institutions of Higher Education) from local, regional and national institutes of higher education, local and state agencies, and private practice (June, 2017).

Planned and organized a literacy screening at the DC General Family Shelter in Washington, DC. This was in collaboration with Georgetown School of Medicine's Hoya Clinic and its 1st and 2nd year medical students. Recruited HESP clinical faculty to oversee the implementation, scoring and interpretation of assessments administered by SLP graduate and undergraduate students and given to the children living in the shelter. Georgetown medical students provided medical screenings to the children and followed up with the families of children who exhibited delays in their reading skills. Co-trained the 1st and 2nd year medical students on the development of literacy and how to target these skills in reading activities that were later implemented by the medical students at the Hoya clinic (March, 2015).

Guest lecturer for COSD 564, Introduction to Augmentative Communication at Howard University (summer, 2010).

Community Engagements, Local, State, National, International

Co-organizer of the 3rd Annual Autism at Work Research Workshop with the Microsoft Ability Research Group and the University of Washington ACCESS-IT program. This 3-day workshop brought together autistic advocates, leading scholars, employers, clinicians, service providers, entrepreneurs, and caregivers concerned with autism employment to facilitate conversations and connections that advance autism employment research (April, 2021).

Co-organizer of high school Autism and Inclusion Contest sponsored the Autism at Work Research Workshop. Event planned for April Autism Acceptance, Full Inclusion, and Empowerment Month to encourage participation of high school autistic students to join the Neurodiversity Movement (April, 2021).

Participant of anti-racist virtual training, Race Literacy 101, through Little Lights Ministry to learn and discuss the issues of race and racism to include the history of the ideology of race, scripture study, and dialogue facilitated through small group discussion, multimedia, and personal sharing (August 2020 – October – 2020).

Co-director of University of Maryland Autism Research Consortium (UMARC) 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 and local attorneys concluding with a planned live podcast with the speakers to field questions from a live audience, emails, and telephone calls (February-April, 2019).

Volunteer for the Howard County Autism Society 5k walk/run in Columbia, MD. Recruited and coordinated 8 University of Maryland undergraduate students to help guide event parking and provide information to walker, runners, and vendors (October, 2018).

Chair/member of Hyattsville Education Advisor Committee (EAC) for the City of Hyattsville. Work with other committee members to increase the relationship between the City and the schools and other organizations that offer educational services to students in the City of Hyattsville. Help the City identify constructive and enriching opportunities to improve student achievement (2017-Chair; 2016 to Present-Member).

Co-coordinator for Hyattsville's Inaugural Community Resource Fair. Helped plan, coordinate, and execute event at Busboys and Poets in order to offer a venue for Hyattsville school administrators, staff and community liaisons resources available in education, health and Spanish translation (November, 2016).

Non-Research Presentations

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*. Conducted informational session to families and professionals about the SIGNA and UMD Teen PEERS® therapeutic programs offered at the University of Maryland to help adolescents and young adults navigate the college transition, social interactions, executive functioning and career planning stages (April, 2018).

Presenter at Partnership for Extraordinary Minds of Montgomery County (XMinds). Provided information to families and students regarding the University of Maryland campus services to support students with autism who are in transition from high school to college and college to employment (December, 2017).

Co-presenter at the Howard County Autism Society. Informed families and professionals about adolescent and young adult student services offered at the University of Maryland to help them navigate the college transition, social interactions, executive functioning and career planning (October, 2017).

Guest lecturer for 10-12th grade *Family and Consumer Science* students at Northwestern High School in Hyattsville, Maryland early development of speech and language skills, communication disorders in children and ways to enhance communication skills (March, 2016).

Presenter at workshop at *Silver Spring Muslim Community Center*. Informed families of communication features observed in children with autism and offered ways to help stimulate speech and language skills and manage behaviors (October, 2015).

Coordinator of visit to MACHE Homeschool Curriculum Fair in Frederick, Maryland as an outreach event related to communicative disorders and services offered at UMD HESP (May, 2013).

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) 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).

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 Students with Autism (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 http://terp.umd.edu/college_connections/#.WljFyPkrI2x (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 <http://www.dbknews.com/2016/04/22/umd-autism-campaign-raise-money-autism-awareness-month/> (April, 2016).

The University of Maryland’s Diamondback newspaper featured the Social Interaction Group Network for UMD students with Autism’s (SIGNA) introduction <http://www.dbknews.com/2016/03/11/autism-research-umd/> (March, 2016).

Author of article for local magazine: Dow-Burger, K., *No Batteries Required: Family Time Teaches Language Skills*, Washington Parent Magazine <https://www.washingtonparent.com/articles/1105/language.php> (May, 2011).

Community & Other Service

Serve as elder at Christ City Church, Washington, DC (2018-Present).

Serve as Chair of the Hyattsville Education Advisory Committee (EAC) where the committee develops and recommends community-based education programs that have a high-impact on community and school partnerships. The EAC also serves as a resource to staff in the development of City-wide programs serving youth and young adults. Finally, the EAC advises the Mayor of Hyattsville and City Council in the development of policies and positions to advocate on behalf of students in the City of Hyattsville (2015-2019).

Developed and helped to organize volunteer Hyattsville Education Advisory Summer Reading program in 2017-19 for bilingual Spanish/English-speaking children and their parents from impoverished backgrounds from a Title 1 elementary school. Worked with +20 University of Maryland students and faculty and, local City of Hyattsville residents to plan and execute activities and read books that were themed on the book of the week. For the 2018 Summer Reading Program has procured local government funding to add children from a second Title 1 elementary school, as well as hire a school librarian and paid interns to help implement this program with volunteers (Summer, 2017 - 2019).

Volunteered as a camp counselor for Christ City Church Kids City summer camp for children from impoverished neighborhoods in Washington, DC (July, 2017 and 2019).

Mentored 15 middle school and high school girls from impoverished families in program called, Girlz N2 Women at Immanuel's Church in Silver Spring, Maryland (2005-2008).

Served as a foster parent to 20 children ages 2 years old to 16 years old through Montgomery County Department of Health and Human Services (2004-2010).