

Curriculum Vitae

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

Signature *Kathy Dow-Burger*

Date March 25, 2022

I. Personal Information

Name and Contact Information:

Dow-Burger, Kathryn Margaret

Department of Hearing and Speech Sciences

0100 LeFrak Hall

College Park, MD 20742

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

Academic Appointments

2017 - 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 - 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
- 2022 - Fall Ph.D. Admitted Candidate in Counseling, Higher Education, and Special Education, University of Maryland, College Park, Maryland

Continuing Education

Sponsor/Organization	Category	Title	Location	Date(s)	Type
University of Maryland: Division of Information Technology	Technology	Defending Your Shell – Cybersecurity Training	Virtual	2022	Self-study with Quiz
Collaborative Institutional Training Initiative (CITI)	Ethics	Conflict of Interest Mini Course – Stage 1	Virtual	2022	Self-study with Quiz
Collaborative Institutional Training Initiative (CITI)	Ethics	Social & Behavioral Research – Basic Refresher	Virtual	2021	Self-study with Quiz
American Speech-Language Hearing Association (ASHA) Convention	Autism	Personal Narratives by Autistic Adults of Underrepresented Genders 2164V 60.0 DIR-Selective Mutism	Wash., DC	2021	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Reframing Autism: The Costs and Complexities of Camouflaging, Passing as Neurotypical, and Coming Out	Wash., DC	2021	Conference

American Speech-Language Hearing Association (ASHA) Convention	Autism	Motivate Your Students with Autism to Communicate	Wash., DC	2021	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	When Discourse Gets All Muddled: Influence of Spatial Processing and Executive Functions on Expressive Language	Wash., DC	2021	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Receptive and Expressive Language Characteristics of Girls with High-Functioning Autism Spectrum Disorder	Wash., DC	2021	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Executive Functioning Boot Camp	Wash., DC	2021	Conference
American Speech-Language Hearing Association (ASHA) Convention	Diversity, Equity, and Inclusion	Implicit Bias: How Did We Get Here? Where Do We Go Now?	Wash., DC	2021	Short-Course
American Speech-Language Hearing Association (ASHA) Convention	Diversity, Equity, and Inclusion	Linguistic Justice: Challenging Linguistic Racism Against American Minority Groups	Wash., DC	2021	Conference
American Speech-Language Hearing Association (ASHA) Convention	Diversity, Equity, and Inclusion	Diversity, Equity, Inclusion, Humility and Responsiveness in CSD: Miles Traveled and Miles to Go	Wash., DC	2021	Conference
Speech Therapy PD.com	Diversity, Equity, and Inclusion	The Dire Need for Diversity and Inclusion Training: The How-To-Guide	Virtual	2021	Seminar
American Speech-Language Hearing Association (ASHA) Convention	Literacy	Assessment & Treatment of Children with Dyslexia, Poor Reading Comprehension, and DLD: The Not-So-Simple View	Wash., DC	2021	Conference
American Speech-Language Hearing	Clinical Instruction	Supervisory Issues Today: Mastering Cross-	Wash., DC	2021	Conference

Association (ASHA) Convention		Generational Differences to Support the Marginal Student			
American Speech-Language Hearing Association (ASHA) Convention	Clinical Instruction	Evidence-Based Tools and Strategies for Supervision & Precepting	Wash., DC	2021	Conference
National Association of Student Personnel Administrators (NASPA)	Accessibility	How to support autistic college students' learning during COVID-19	Virtual	2020	Seminar
Simucase	Accessibility	Simucase Training	Virtual	2020	Seminar
American Speech-Language Hearing Association (ASHA) Convention	Autism	The State of Communication Intervention in ASD: A Review of Research From 1990-2017	Orlando, FL	2019	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Preparing Students With ASD for Life In & After High School: Lessons From the Field	Orlando, FL	2019	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Evidence of Neuroplasticity in Adolescents With Autism After a Social Skills Intervention	Orlando, FL	2019	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Imagining a Better Understanding of Anxiety in Youth with Autism Spectrum Disorder	Orlando, FL	2019	Conference
American Speech-Language Hearing Association (ASHA) Convention	Clinical Instruction	Anxiety About Student Anxiety: What Faculty Need to Know	Orlando, FL	2019	Conference
American Speech-Language Hearing Association (ASHA) Convention	Clinical Instruction	Supervision in 2020 & Beyond: Imagine the Difference the Training Will Make	Orlando, FL	2019	Conference
Vanderbilt University	Autism	ADOS-2 Clinical Training	Nashville, TN	2018	Workshop

University of Cincinnati	Autism	PEERS School-based Professional Training	Cincinnati, OH	2018	Workshop
American Speech-Language Hearing Association (ASHA) Convention	Autism	Transition to College & Employment: Strategies for Supporting Adolescents With Autism Spectrum Disorder	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Hide & Seek: Recognizing Girls on the Autism Spectrum	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Crucial Conversations: An SLP's Role in Diagnosing Autism	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	Creating a College Readiness Program for Individuals with Social Communication Challenges, Reflecting Over 5 Years	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	University-Based Transition & Support Programs for College & College-Bound Students with ASD	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Autism	The Power of Peers: Motivating Young Adults to Actively Engage in Social Communication Intervention	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Diversity, Equity, and Inclusion	Cultural Competence Training during Pre-service Clinical Education: A Student Perspective	Boston, MA	2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Stuttering	Relationships between Aspects of Executive Function in Developmental Stuttering		2018	Conference
American Speech-Language Hearing Association (ASHA) Convention	Stuttering	Using Free TalkBank Software for Children's Fluency & Language Assessment	Boston, MA	2018	Conference

University of Maryland/ Hearing and Speech (HESP) Department	Autism	PEERS Young Adult Training	College Park, MD	2017	Short Course
American Speech- Language Hearing Association (ASHA) Convention	Autism	Language & the Brain in ASD: Imaging Studies of Network Connectivity	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	Literacy Instruction for Learners with Autism Spectrum Disorder	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	ASD and Cognitive Behavioral Therapy: Importance of SLP and Mental Health Provider Collaboration	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	Adult Transitions Panel: A Discussion of Individual and Family Needs, Community Issues, and Advocacy	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	Experiences of Young Adults with ASD Associated with College Success	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	Internal State Language Production by High School & College Students with High Functioning Autism	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	Differential Analysis of Disfluency Types Produced by Teens/Young Adults With & Without ASD	Los Angeles, CA	2017	Conference
American Speech- Language Hearing Association (ASHA) Convention	Autism	Peer-Mediated Intervention to Facilitate Joint Attention in a Preschooler With Autism	Los Angeles, CA	2017	Conference
American Speech- Language Hearing	Autism	Research Symposium: Executive Function and	Los Angeles, CA	2017	Conference

Association (ASHA) Convention		Lexical Development in Children with ASD			
American Speech-Language Hearing Association (ASHA) Convention	Literacy	Identifying Morphemes in Children's Books: The Hows, the Whys & the Impact on Preschoolers	Los Angeles, CA	2017	Conference
American Speech-Language Hearing Association (ASHA) Convention	Research	Evidence Based Practice – How We Do It & How We Could Do it Better!	Los Angeles, CA	2017	Conference

Professional Certification, Licenses, and Memberships

- 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.

Other Research / Scholarship / Creative Activities

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*. 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. 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 administers and evaluates pre-, mid-, and post-measures (i.e., social interaction, executive function, and quality of life) to determine the success of the program, evidence-based practice, and areas in need of modification.

Dow-Burger, K., & Seward, K. (April, 2018). 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.

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).

Dow-Burger, K., Begel, A., Redcay, E., & Wessel, J. (July-August, 2021). Recruitment of focus group subjects convened yielding an N=62 from virtual focus group sessions and questionnaires completed using the same question prompts. In September and October, 2021, focus group transcriptions completed. Coding of samples to commence from November, 2021 – April, 2022. Information from focus group participants will be used to construct a VR app called, the *Interactive Tool for Empathy in Neurotypicals* (INTENT), to assist in better understanding and interactions within the non-autistic and autistic populations.

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. The findings from this proposed pilot study could provide initial evidence on teaching social skills in a VR environment to young adults with autism in post-secondary educational settings.

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.

Dow-Burger, K., (September, 1997-May, 1998). Conducted standardized testing and gathered baseline data for clinical outcomes study 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.

Refereed Presentations & Posters

Dow-Burger, K., (October, 2021) Neurodiversity Education Research Center: *Neurodiverse Career and College Summit* Panelist. Participated in a virtual conference as a college program representative for a neurodiverse college program to discuss the relationship between education and business in meeting the increasing needs of Neurodiverse students with Autism who have a desire to enter a highly-skilled workforce in a rapidly evolving economy. Virtual.

Begel, A., & **Dow-Burger, K.** (April, 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, and presented at the 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. 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. 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.

Dow-Burger, K., Barnett, S., Roth, F.P., Ritter, P., & Bernstein Ratner, N. (November, 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

Dow-Burger, K., Barnett, S., Roth, F.P., Ritter, P., & Bernstein Ratner, N. (September, 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.

Dow-Burger, K., Barnett, S., Roth, F.P., Ritter, P., & Bernstein Ratner, N. (July, 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.

Workshops

Dow-Burger, K. (July 2019-present). Presented at quarterly in-person and virtual Walter Reed Military Medical Center Transition in Autism Resource Clinic Workshops for children transitioning to adolescence and adulthood regarding resources and plans that help families and students successfully transition to adulthood.

Dow-Burger, K., & Mont, E. V. (April, 2015). 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.

Dow-Burger, K., & Barnett, S. (November, 2013). 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*

Dow-Burger, K. (May, 2011). 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.*"

Dow-Burger, K. (1994-2001). 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.

Grants, Funding, Awards and Honors

Teaching Innovation Award for year-long collaboration with middle school social studies teacher to support student learning for MSDE curriculum (Early Civilizations) by using graphic organizers and multi-sensory teaching methods, Katherine Thomas School, Rockville, Maryland 20852 (Recipient: **Dow-Burger, K.**; 6/2011).

Employee of the Year, Treatment and Learning Centers/Katherine Thomas School, Rockville, Maryland 20852 (Recipient: **Dow-Burger, K.**; 6/2012).

University of Maryland Autism Research Consortium (UMARC), University of Maryland Launch Crowd Sourcing for Community Learning about Autism Speaker Series (CLASS) campaign – Met 108% of goal. (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 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 (PIs: Redcay, E., & **Dow-Burger, K.**; 11/2017).

University of Maryland Autism Research Consortium (UMARC) sponsored advanced professional development courses in-person and virtual i.e., 2 Program for the Education and Enrichment of Relational Skills - PEERS® Young Adult and School-based Professionals; 1 in-person ADOS-2 clinical and 7 virtual ADOS-2: 3 pending trainings; and 2 Autism at Work Research Workshop: 1 pending (Chair: **Dow-Burger**; Total Net +\$75,000).

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 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. (Recipients: Cohen, H., **Dow-Burger, K.**, & Levin, D.; 6/2019; Total \$15,000).

Martin and Dina Friedman Fund- University of Maryland endowment for SIGNA programming and student need-based scholarships - (Recipient: **Dow-Burger, K.**; 10/2019; Total \$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.**; 10/2021; Total \$7650).

Broadening Participation Award Grant - University of Maryland Psychology Department - Engaging Neurodiverse and BIPOC Communities in Neurodiversity Research at UMD – (PIs: Redcay, E., Chronis-Tuscano, A., Co-PIs; Yarger, H., Bernstein Ratner, N., & **Dow-Burger, K.** 07/2021; Total cost: \$30,000).

Entrepreneurial, Technology Transfer, and Public Engagement Activities

Begel, A., Annabi, H., & **Dow-Burger, K.** (April, 2021). 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.

Dow-Burger, K. (December, 2019). 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, at the University of Maryland, and the supports offered through the Department of Hearing and Speech Sciences 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) 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.

Dow-Burger, K., & Barnett, S. (February, 2011-June, 2012). 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 self-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.

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

COURSE	TITLE	No. of Semesters	Average Enrollment
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	10	3
HESP 648A	Clinical Practice in Speech: Diagnostic Procedures	30	10
HESP 648B	Clinical Practice in Speech: Therapeutic Procedures	30	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
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](#)), a comprehensive 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.

Dow-Burger, K. (August, 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>.

Dow-Burger, K. (2017 – Present). 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.

Mentorship and Advising: Undergraduate

Dow-Burger, K. (February-August, 2020). 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.

Bernstein Ratner, N., & **Dow-Burger, K.** (2018-19). Project Rise Faculty Mentor for undergraduate senior College of Education Special Education major. Mentee received special experiences/training prior to conducting research. Mentee held a research commitment to a project under mentors’ guidance of 10 hours/week for the academic year. Student worked in HESP lab and was involved in the SIGNA clinical outcomes research project specifically with data collection and clinical/educational training.

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. 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.

Dow-Burger, K., & Bernstein, R., (Summer and Fall, 2016). 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.

Dow-Burger., et. al., (2015- Present). Served as second reader for an average of 3 HESP MA graduate student candidacy papers. 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. Met and shared resources related to programming, structure, and administration.

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 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 on the recruitment, training, administration, implementation, and supervision of campus peer mentors and participants of the TERPSExceed program.

Dow-Burger, K. (2017 – Present). Mentored and served as faculty sponsor for 7 autistic undergraduate and graduate students in order to network them into other campus programs such 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 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, 2013-2018).

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. Advertised, managed RSVPs, delegated to team members, recruited volunteers, coordinated with caterer, bar, events planner, special guests, and managed set-up/during/clean-up of event (2013 – Present)

Chair of Maryland Day committee for the HESP Department. Recruited, planned, organized, coordinated, and implemented Maryland Day events. Communicated with UMD, BSOS, faculty/staff and student volunteers for tent and table designations, scheduling, activity set-up, implementation, and clean-up (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 & 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 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).

As 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)* and podcasts that serve as outreach events 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. Conduct in-person and virtual advanced professional development training to meet the continuing education, training, and network-building needs of faculty, students, professionals, corporations, advocacy groups, and parents to contribute to UMD, HESP, and UMARC branding and fundraising (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

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, organized, and implemented 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 (2019 - Present).

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, 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, which focuses on the successful participation of neurodivergent students and young adults in the classroom and workforce. Presented on the University of Maryland's Social Interaction Group Network for All (SIGNA) program and opportunities available to neurodivergent individuals in college and the workforce, Neurodiverse College & Career Summit (October 16, 2021).

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/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).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 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 <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).

Author of article for local magazine: Dow-Burger, K., *No Batteries Required: Family Time Teaches Language Skills*, Washington Parent Magazine (May, 2011).

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 congregational assessment in an effort to live into Christ City Church's vision as a multiethnic, multigenerational, diverse and reconciling church. Results and recommendations were used as a framework for the LUP working group to explore, generate, and propose recommendations to the elder board and church pastors in order to cultivate a culture of welcome and racial equity (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) 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).