

CURRICULUM VITAE
Sheri Tracy Bayley (formerly Stronach)

EDUCATION

Degree	Institution	Date Degree Granted
B.A.	University of Wisconsin–Madison Communicative Disorders; Linguistics	2003
M.S.	University of Wisconsin–Madison Speech-Language Pathology	2005
Ph.D.	Florida State University Communication Science and Disorders, <i>Advisor:</i> Amy M. Wetherby, <i>Dissertation:</i> Social communication profiles of toddlers with and without autism spectrum disorder from three racial/ethnic groups	2013

PROFESSIONAL POSITIONS

Nevada State University Assistant Professor, Undergraduate Coordinator	2022-present
University of Wisconsin–River Falls Assistant Professor	2019-2022
University of Minnesota–Twin Cities Assistant Professor, Coordinator of the Bilingual and Multicultural Emphasis Program	2013-2019
Florida State University Graduate Research Assistant	2009-2013
University of Wisconsin–Madison Research Specialist	2007-2009
Wm. S. Middleton Memorial Veterans Hospital , Madison, WI Speech-Language Pathologist	2005-2007

LICENSES AND CERTIFICATES

American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC-SLP)
 Nevada License in Speech-Language Pathology
 Nevada State CTLE Teaching Academy: Foundations and Advanced Teaching Certificates
 University of Wisconsin System Certificate of Online Learning

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Speech-Language-Hearing Association; *Special Interest Groups:* Higher Education, Fluency
 Council of Academic Programs in Communication Sciences (CAPCSD); Academic Affairs Committee
 L’GASP: Multicultural Constituency Group and LGBTQIA+ Caucus of ASHA

AWARDS AND HONORS

Nevada State University School of Education’s Teaching Excellence Award, 2024
 American Speech-Language-Hearing Association Award for Continuing Education, 2020; 2024
 UWRF College of Education and Professional Services Excellence in Research Award, 2020

RESEARCH AND SCHOLARSHIP

Publications

Refereed Journal Articles

Bayley, S. (2024). Pilot comparison of reading quiz formats in a graduate speech sound disorders course. *Teaching and Learning in Communication Sciences & Disorders*, 8(3), 8. <https://doi.org/10.61403/2689-6443.1325>

Bayley, S., Wiegand, S. D., & Strain Lutz, J. (2024). From trust to consensus: Having conversations about autism with families. *Young Exceptional Children*, 27(3), 117-132. <https://doi.org/10.1177/10962506241260752>

Yu, L. **Stronach, S.,** & Harrison, A. J. (2020). Public knowledge and stigma of autism spectrum disorder: Comparing China with the United States. *Autism*, 24(6), 1531–1545. <https://doi.org/10.1177/1362361319900839>

Stronach, S. T., & Schmedding-Bartley, J. L. (2019). Clinical decision making in speech-language intervention for toddlers with autism and other social communication delays. *Perspectives of the ASHA Special Interest Groups*, 4(2), 228-239. https://doi.org/10.1044/2019_PERS-SIG1-2018-0010

Stronach, S., Wiegand, S., & Mentz, E. (2019). Brief report: Autism knowledge and stigma in university and community samples. *Journal of Autism and Developmental Disorders*, 49(3), 1298-1302. <https://doi.org/10.1007/s10803-018-3825-1>

Esler, A., **Stronach, S.,** & Jacob, S., (2018). Insistence on sameness and broader autism phenotype in simplex families with autism spectrum disorder. *Autism Research*, 11(9), 1253-1263. <https://doi.org/10.1002/aur.1975>

Delehanty, A., **Stronach, S.,** Guthrie, W., Slate, E., & Wetherby, A. (2018). Verbal and nonverbal outcomes of toddlers with and without autism spectrum disorder, language delay, and global developmental delay. *Autism & Developmental Language Impairments*, 3, 1-19. <https://doi.org/10.1177/2396941518764764>

Stronach, S. & Wetherby, A. M. (2017). Observed and parent-report measures of social communication in toddlers with and without autism spectrum disorder across race/ethnicity. *American Journal of Speech-Language Pathology*, 26(2), 355-368. https://doi.org/10.1044/2016_AJSLP-15-0089

Chambers, N., Wetherby, A.M, **Stronach, S.,** Nonyameko, N., Kauchali, S., & Grinker, R. R. (2017). Early detection of autism spectrum disorder in young isiZulu-speaking children in South Africa. *Autism*, 21(5), 518-526. <https://doi.org/10.1177/1362361316651196>

Dow, D., Guthrie, W., **Stronach, S.,** & Wetherby, A. (2017). Psychometric analysis of the Systematic Observation of Red Flags for autism spectrum disorder in toddlers. *Autism*, 21(3), 301-309. <https://doi.org/10.1177/1362361316636760>

Chambers, N., **Stronach, S.,** & Wetherby, A.M, (2016). Performance of South African children on the Communication and Symbolic Behavior Scales-Developmental Profile (CSBS-DP). *International Journal of Language and Communication Disorders*, 51(3), 265-275. <https://doi.org/10.1111/1460-6984.12203>

Stronach, S., & Wetherby, A. M. (2014). Examining restricted and repetitive behaviors in young children with autism spectrum disorder during two observational contexts. *Autism, 18*(2), 127-136. <https://doi.org/10.1177/1362361312463616>

Grinker, R. R., Chambers, N., Njongwe, N., Lagman, A. E., Guthrie, W., **Stronach, S.,** ... & Wetherby, A. M. (2012). “Communities” in community engagement: Lessons learned from autism research in South Korea and South Africa. *Autism Research, 5*(3), 201-210. <https://doi.org/10.1002/aur.1229>

Ellis Weismer, S., Gernsbacher, M., **Stronach, S.,** Karasinski, C., Eernisse, E., Venker, C., & Sindberg, H. (2011). Lexical and grammatical skills in toddlers on the autism spectrum compared to late talking toddlers. *Journal of Autism and Developmental Disorder, 41*(8), 1065-1075. <https://doi.org/10.1007/s10803-010-1134-4>

Stronach, S. & Turkstra, L. (2007). Theory of mind and use of cognitive state terms by adolescents with traumatic brain injury. *Aphasiology, 22*(10), 1054-1070. <https://doi.org/10.1080/02687030701632187>

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

Wiegand, S., **Bayley, S.,** Strand Lutz, J., & Connaire, S. (2025). *Beautifully Autistic: A Strengths-Based Approach to Autism in Early Childhood* [Book in preparation].

Bayley, S. (2025). Tip of the tongue: Incorporating gamification to enhance clinical techniques and bolster communication skills. In Adare-Tasiwoopa Api, S. *More Gamification in Higher Education: A How-To Instructional Guide for More Games Across More Disciplines*. Nevada State University [Book in preparation].

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

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

Venker, C. & **Stronach, S.** (2017). When is simplified too...simple? Emerging research points to benefits of using simple, grammatically correct sentences with children with delays. *The ASHA Leader, 22*(2), 42-47.

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

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

Clinical Tools

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

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

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, Local Organizations, etc.

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

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

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

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

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

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

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

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

Presentations at Professional Meetings and Conferences

Bayley, S., & Herzl-Betz, R. (2024, October). *MythBusters: How to crip narratives about neurodivergence*. Oral workshop presented at the Southern Nevada Diversity Summit, Henderson, NV.

Wiegand, S., **Bayley, S.,** Strand Lutz, J., & Connaire, S. (2024, September) *Beautifully Autistic: Assessing for strengths*. Oral seminar accepted for presentation at the Division of Early Childhood Annual Conference, New Orleans, LA.

Bayley, S., Fleck, C., & Patel, V. (2024, January). *The Nevada State STING Method*. Presentation at the Nevada State University Faculty Symposium.

Strand Lutz, J., Wiegand, S., **Bayley, S.,** & Connaire, S. (2023, December) *Beautifully Autistic: A strengths-based approach to autism*. Oral seminar at the Division of Early Childhood Conference, Minneapolis, MN.

Bayley, S. & Fleck, C. (2023, November) *Evidence-based assessment in graduate coursework: An exploration of group testing outcomes across two courses*. Oral seminar at the American Speech–Language–Hearing Association Convention, Boston, MA.

Bayley, S. & Fleck, C. (2023, March) *Implementing group testing across courses: Results and recommendations*. Oral seminar at the Teaching 4 Learning Conference, Henderson, NV.

Oates, K., **Bayley, S.,** Agambe, J. (2023, January). *Wellbeing and mindfulness: reporting on Faculty Learning Community*. Presentation at the Nevada State College Faculty Symposium.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Poster Presentations at Professional Meetings and Conferences

Bayley, S., Day, J., & Herrington, M. (2024, December) *Lessons from a neurodivergent teen group: elevating graduate student clinicians to focus on strengths*. Poster presentation at the American Speech–Language–Hearing Association Convention, Seattle, WA.

Curtis, K. & **Stronach S.** (2022, November) *Faculty perceptions of accommodations through the disability resource center at UWRF*. Poster presentation at the Undergraduate Research Student Showcase, River Falls, WI.

Rottier, I. & **Stronach S.** (2022, November) *Exploring working memory measures used by speech-language pathologists*. Poster presentation at the Undergraduate Research Student Showcase, River Falls, WI.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grants and Contracts

External Sources

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

State Personnel Development Grant awarded to Minnesota Department of Education: “Increasing the likelihood of future school success for infants, toddlers and preschool children with disabilities through the implementation of evidence-based intervention practices,” Awarded 2015 - 2021, Amount: State awarded \$5,500,000; \$144,000 sub-grant contract awarded to Stronach, S., Role: Facilitator & Research Coordinator

Internal University Sources

University of Wisconsin – River Falls Faculty Professional Development Grant, Awarded November 2021, Amount \$583; September 2019, Amount: \$1000

University of Minnesota (UMN) – Twin Cities Office for Public Engagement Engaged Department Grant, Awarded December 2015, Amount: \$7500, Role: Team Leader

UMN – Twin Cities Grant-in-Aid: “Technology-enhanced early intervention for children with autism: a pilot study” Awarded December 2015, Amount: \$28,023, Role: PI

UMN – Twin Cities President’s Multicultural Research Award: “Examining early social communication abilities across cultures,” Awarded March 2015, Amount: \$3000, Role: PI

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

TEACHING AND CURRICULUM DEVELOPMENT

Courses Taught

Nevada State University

Undergraduate

SPA 467 Communication and Language Disorders (3 credits)

SPA 340 Speech and Language Development (3 credits)

SPA 330 Anatomy and Physiology of Speech and Language (3 credits)

SPA 400 Assessment of Communication Disorders (3 credits)

SPA 491C Extended Lab Experiences: Assessment (3 credits)

SPA 401 Fluency & Voice Disorders (3 credits)

Graduate

SPA 660 Advanced Speech Sound Disorders (3 credits)

SPA 667 Language Assessment and Intervention (3 credits)

SPA 752 Fluency Disorders (3 credits)

University of Wisconsin – River Falls

Undergraduate

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

CSD 350 Articulation and Phonology (3 credits)

CSD 389 Special Topics in Communication Disorders – Autism (variable credits)
CSD 460 Voice Disorders (2 credits)
CSD 479 Clinical Procedures (2 credits)

Graduate

CSD 559 Special Topics in Communication Disorders – Autism (variable credits)
CSD 579 Clinical Supervision (3-4 credits)
CSD 715 Research Methods (2 credits)
CSD 719 Neuroscience for CSD (2 credits)
CSD 750 Dysphagia (3 credits)
CSD 787 Counseling (1 credit)
CSD 760 Voice (1 credit)
CSD 757 Motor Speech Disorders (1 credit)
CSD 764 Augmentative and Alternative Communication (3 credits)

University of Minnesota—Twin Cities

Undergraduate

SLHS 1905 Freshman Seminar (3 credits)
SLHS 3994 Directed Research (Honors)
SLHS 4402 Assessment and Treatment in Speech-Language Pathology (3 credits)

Graduate

SLHS 5603 Language and Cognitive Disorders in Children (3 credits)
SLHS 5608 Clinical Issues in Bilingualism and Diversity (3 credits)
SLHS 5609 Child Language Disorders in Diverse Populations (3 credits)
SLHS 5900 Topics in Speech-Language Pathology: Social Communication (3 credits)

Florida State University

Undergraduate

SPA 4255, Developmental Communication Disorders (3 credits)

Supervision, Advising, and Mentoring

Clinical Supervision

Nevada State University

Early Social Communication Group, Summer 2023
Adolescent Social Communication Group, Fall 2023
Adolescent Social Communication Group, Spring 2024
Fluency, Gender-Affirming Communication, Summer 2024

University of Wisconsin – River Falls

Graduate student supervision Fall 2021-Spring 2022

Clinical areas supervised: Gender affirming voice/communication, pediatric speech sound disorders, adolescent language, early speech/language delays, young adult social communication, adult autism, adolescent voice disorder

Advising

Nevada State University

Graduate Advising Fall 2023 Cohort
Undergraduate Advising Spring/Summer 2023

Graduate Student Research Activities

Master's Theses Directed, University of Wisconsin-River Falls

Bianca Cava, completed Spring 2021
Sara Reckard, completed Spring 2021
Hope Schaar, completed Spring 2021
Allyson Gillen, completed Spring 2022
Paige Nelson, completed Spring 2022

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

Ryanne Peter, completed Spring 2020

Undergraduate Student Research Activities

McNair's Scholar Project Directed, University of Wisconsin-River Falls

Izzy Rottier, completed Summer 2022

Independent Study Research Project Directed, University of Wisconsin-River Falls

Kate Curtis, completed Summer 2022

SERVICE AND PUBLIC OUTREACH

Institutional Service

Nevada State University

Undergraduate Program Coordinator 2023-present
SOE Recruitment Committee 2024-2025
SOE Curriculum Committee Member 2022-present
SOE Assessment Committee, 2023-present
Faculty Senate Curriculum Committee 2023-present
CTLE Instructional Designer Search 2024
SOE Curriculum Committee Co-Chair Spring 2024
SLP Clinic Director Search Committee, 2025
SLP Program Director Search Committee, 2023-2024
SLP Assistant Professor Search Committee, 2022-2023
SLP Admissions Committee, 2023
Volunteered at Fall 2022, Fall 2023 Open House Event
Participated in Fall 2022, Fall 2023 Outcomes Assessment Day
Volunteered at the Fall 2022, Fall 2023 NSU Grad Expo
Volunteered at NSU Commencement 2023, 2024

University of Wisconsin – River Falls

Member of University-wide Diversity and Inclusivity Committee, 2019-2021
Diversity and Inclusivity Land Acknowledgement Subcommittee, 2020-2021
Member of the CEPS College Curriculum Committee, 2019-2022
Faculty Search Committee Chair, 2021
ASHA CAA Reaccreditation Subcommittee, 2020-2022
Member of CSD Scholarships Review Committee, 2020, 2021
Admissions Review Subcommittee, 2020, 2021, 2022

University of Minnesota -Twin Cities

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

Member of the University of Minnesota Autism Initiative (UMAI), 2013-2018
President's Distinguished Faculty Mentor for First Generation Undergraduate Student, 2015-2016
Presented at CLA Showcase for Prospective Students, 2015, 2016, 2017, 2018
CLA Assembly, 2016-2017
Engaged Department Team Leader, 2015-2018
Admissions Committee, 2015, 2016, 2017, 2018
Comprehensive Exam Committee, 2014-2015, 2017, 2018

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

Community, State, National, or International Service Activities

Council for Academic Programs in Communication Sciences and Disorders (CAPCSD) Academic Affairs Committee Member, 2023-present
ASHA Special Interest Group 10 (Higher Education) Convention Ambassador, 2023
Nevada Speech-Language Hearing Association ABA-Encroachment Subcommittee member, 2023
Nevada Speech-Language Hearing Association Student Advocacy Day Volunteer, 2023
Implementation Specialist for Autism Navigator, LLC, 2020-2022
Silver State Equality Awards Volunteer, 2022, 2024
Wilder Research Early Intensive Developmental and Behavioral Intervention Benefit Learning Collaborative Member, 2018-2022
Minnesota Department of Human Services Early Intensive Developmental and Behavioral Intervention Benefit Advisory Group member, 2017-2022
ASHA Autism Topic Committee Member, 2017-2018
English Language Tutor at Open Door Learning Center, 2016-2017
Advisory Board Member, FSU Training on Research in Autism and Interdisciplinary Leadership
Invited presentation at 3M Lunch and Learn, 2014
Montessori parent trainings on speech and language development and delays, 2014

Editorships/Journal Reviewer

Reviewer, *Language Speech and Hearing Services in the Schools*, 2025
Reviewer, *International Journal of Communication Disorders*, 2017, 2022, 2023, 2024
Reviewer, *Autism International Journal of Research and Practice*, 2014, 2019, 2020, 2021, 2022
Reviewer, *BMC Psychology*, 2022
Reviewer, *Infant Behavior and Development*, 2015, 2019
Reviewer, *Journal of Autism and Developmental Disabilities*, 2018
Reviewer, *American Journal of Speech-Language Pathology*, 2013, 2016
Reviewer, *Journal of Speech-Language-Hearing Research*, 2015
Reviewer, *Child Neuropsychology*, 2015
Reviewer, *Language, Speech, and Hearing Services in Schools*, 2014
Reviewer, *Contemporary Issues in Communication Science and Disorders*, 2013

Grant/Award Reviewer

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