

Curriculum Vitae  
**Julie Lyn Thompson**  
 Dr. Deanna and Thomas Yates Faculty Fellow  
 Assistant Professor of Special Education  
 Department of Educational Psychology  
 College of Education and Human Development – Texas A&M University

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### ACADEMIC HISTORY

#### Education

Ph.D.	2014	University of North Carolina at Charlotte	Special Education
M.Ed.	2011	University of North Carolina at Charlotte	Special Education
B.A.	2005	University of North Carolina at Charlotte	Special Education

#### Academic Positions

2021 – present	Special Education Division Chair, Department of Educational Psychology, Texas A&M University, College Station
2016 – present	Assistant Professor of Special Education, Dr. Deanna and Thomas Yates Faculty Fellow (2020 – 2023), Department of Educational Psychology, Texas A&M University, College Station
2014 – 2016	Postdoctoral Research Associate; Department of Counseling, Educational Psychology and Special Education; Michigan State University, East Lansing
2014 – 2016	Adjunct Professor; Department of Counseling, Educational Psychology and Special Education; Michigan State University, East Lansing
2013 – 2014	Adjunct Professor, Department of Special Education and Child Development, University of North Carolina at Charlotte, Charlotte
2012 – 2014	Graduate Research Assistant, Center for Secondary Education of Students with Autism, University of North Carolina at Charlotte,
2011 – 2012	Graduate Research Assistant, National Center and State Collaborative, University of North Carolina at Charlotte, Charlotte

#### Related Professional Employment

2007-2011	Special Education Teacher (Autism; K-5), Legette Blythe Elementary, Charlotte Mecklenburg Schools, Huntersville, NC
2007	Autism and Low Incidence Specialist, Iredell-Statesville Schools, Statesville, NC
2005-2007	Special Education Teacher (Autism; K-2), Third Creek Elementary/East Iredell Elementary, Iredell-Statesville Schools, Statesville, NC

#### Professional Credentials

2013	Board-Certified Behavior Analyst- Doctoral (1-13-14061)
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2009	National Board Teaching Certification: Exceptional Needs Specialist-Severe and Multiple Disabilities (5-21+)
2005	North Carolina State Teaching License: Special Education-Adapted Curriculum (K-12)

### RECOGNITIONS AND ACHIEVEMENTS

Dr. Deanna and Thomas Yates Faculty Fellowship, College of Education and Human Development, Texas A&M University, **2020-2023**

Early Career Research Excellence Award, College of Education and Human Development, Texas A&M University, **2019**

Outstanding Research Award, Department of Educational Psychology, College of Education and Human Development, Texas A&M University, **2019**

### RESEARCH

**Founder and Director, *Behavioral Learning Interventions for Children* (BLINC) Lab**  
(<http://blinc.tamu.edu/>)

#### Areas of Interest

- Reading assessments and interventions for in students with autism spectrum disorder and/or moderate to severe intellectual disabilities
- Spanish/English bilingual culturally adapted curriculum for preschool and elementary students with autism spectrum disorder and/or moderate to severe intellectual disabilities
- Positive behavior supports to promote access and participation during academic instruction for students with autism spectrum disorder and/or moderate to severe intellectual disabilities
- Teacher and paraprofessional training in behavior analytic strategies for classroom instruction

#### Competitive External Grant/Contract Awards

[PI on four external awards totaling \$2,224,370 and Co-PI/Co-I on two external awards totaling \$8,826,637]

#### Active

Project TAPP: Tackling Autism via Paraprofessional Preparation. Autism Grant Program: 2020-2021 Board Certified Behavior Analyst Training for Teachers/Paraprofessionals funded by the *Texas Higher Education Coordinating Board*. Funded \$471,662 for 2 years (2020-2022).

Investigators: **Thompson, J. L. (PI)**, Whiteside, E. (Co-PI)

Massively Open Online Virtual Practice-Based Professional Development for Teachers. FY 2018 Supporting Effective Educator Development Grant Program funded by the *U.S. Department of Education, Office of Innovation and Improvement*. Funded \$7,580,547 for 3 years (2018-2021).

Investigators: Wijekumar, K. (PI), McKeown, D., (Co-PI), **Thompson, J. L. (Co-PI)**, Joshi, R. M.

Recruit-Prepare-Retain Squared (PhD Scholars and Pre-Service Teachers) - *Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325)* funded by the

*U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. Funded \$1,101,139 for 5 years (2022-2026).*

Investigators: **Thompson, J. L. (PI)**, Fogarty, M. (Co-PI), & Whiteside, E. (Co-PI)

Collaborative Intervention Design: Doctoral Training Program Partnership with Texas A&M University, the University of Tennessee, and the University of Nebraska. *Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325) funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. Funded \$1,246,090 for 5 years (2022-2026).*

Investigators: Erbeli, F. (PI), Goodrich, J. M., (Co-I), **Thompson, J.** (Co-I), & Ganz, J. (Co-I).

### **Completed**

Lsquared-Spanish: Supporting Spanish-speaking families to increase emergent literacy and language of their children with autism through story-based instruction. Autism Grant Program: 2019-2020 Parent-Directed Treatment funded by the *Texas Higher Education Coordinating Board*. Funded \$191,161 for 2 years (2019-2020).

Investigators: **Thompson, J. L. (PI)**, Fogarty, M. (Co-PI)

Lsquared: Exponentially Increasing Language Use Through Intensive Literacy Instruction. Autism Grant Program: 2017-2019 Parent-Directed Treatment funded by the *Texas Higher Education Coordinating Board*. Funded \$450,668 for 2 years (2017 – 2019).

Investigators: **Thompson, J. L. (PI)**, Ganz, J. (Co-PI), & Riccio, C. (Co-PI).

Effects of Small Group Direct Instruction on Math Skills of Students with Autism Spectrum Disorders. Research Fellowship Grant funded by the *National Institute for Direct Instruction*. Funded \$9740 for 1 year (2012 – 2013).

Investigator: **Thompson, J. L. (PI)**.

### **Under Revision**

Assessing individuals with autism and Complex Communication needs via technologically innovative response formats including Eye-tracking and test-administration Support Strategies (ACCESS). Advancing Research in Augmentative and Alternative Communication (R01) funded by the *National Institute of Deafness and other Communication Disorders, National Institutes of Health*. Proposed amount \$2,331,322.

Investigators: **Thompson, J. L. (PI)**., Newell, K. (Co-PI)

### **Unfunded**

Increasing Emergent Literacy and Language Through Story-Based Instruction for Children with Autism Spectrum Disorder Who are Pre-Verbal. Research Training Programs in Special Education: Early Career Development and Mentoring funded by the *U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research*. Proposed amount \$470,451.

Investigator: **Thompson, J. L. (PI)**. Initially submitted in 2017. Resubmitted August 2018.

Lsquared – Exponentially Increasing Opportunities for Literacy and Language through

Comprehensive Story-Based Reading Instruction. Autism Grant Program: 2018-2020  
Innovative ASD Treatment Model by the *Texas Higher Education Coordinating Board*.  
Proposed amount \$1,072,345.

Investigators: **Thompson, J. L., (PI)**, Riccio, C. (Co-PI), Woltering, S. (Co-PI), Liew, J. (Co-PI), & Thompson, C. (Co-PI). Submitted June 2018.

Ventures and vexations in implementation and measurement of general curriculum access. Conference grant funded by the *Spencer Foundation*. Proposed amount: \$50,000

Investigators: Root, J. (PI), Wood, L. (Co-PI), Mims, P. (Co-PI), Jimenez, B. (Co-PI), Courtade, F. (Co-PI), **Thompson, J. (Co-PI)**, & Knight, V. (Co-PI). Submitted February 2020

### Competitive Internal Funding Awards

[Co-author & PI/Co-PI on 7 awards totaling \$167,235]

#### Active

Culturally Adapted Story-based Curriculum for Spanish-Speaking Children with Autism Spectrum Disorders and/or Intellectual Disabilities. Early Career Catapult Seed Grant funded by the *College of Education and Human Development*.

Funded \$30,000. (2021-22).

Investigators: **Thompson, J.L. (PI)**, & Lara-Alecio, R. (Co-PI)

#### Completed

Comparing the Impact of Learning Multiple Languages on Literacy, Executive Function, and Self-Efficacy. Catapult Triad + 2019 funded by the *College of Education and Human Development*. Funded \$10,000. (2019).

Investigators: Mckeown, D. (PI), Wijekumar, K. (Co-PI), & **Thompson, J. (Co-PI)**

Mechanistic Insights in Tryptophan Depletion Underlying Mood and Neurocognitive Dysfunctions in Autism Spectrum Disorder. Catapult Triad + 2019 funded by the *College of Education and Human Development*. Funded \$10,000. (2019).

Investigators: Deutz, N. (PI) & **Thompson, J. (Co-PI)**

Promoting Reading and Comprehension with Multi-Modal Science Texts. 2018 Catapult Award funded by the *College of Education and Human Development*. Funded \$30,000. (2018 – 2019).

Investigators: Wijekumar, K. (PI), **Thompson, J. L. (Co-PI)**, Beerwinkle, A. (Co-PI), Sherman, L. (Co-PI), & Joshi, M. (Co-PI)

Improving quality of Life Through a Culturally Responsive Lens: Developing Social Emotional and Behavioral Supports for Culturally and Linguistically Diverse Students At-Risk for Emotional and Behavioral Disorders. 2017 Catapult Award funded by the *College of Education and Human Development*. Funded \$30,000. (2017 – 2018).

Investigators: Burke, M. (PI), Hagan-Burke, S. (Co-PI), Bowman-Perrott, L. (Co-PI), **Thompson, J. L. (Co-PI)**, Castro-Olivo, S. (Co-PI), Hintz, S. (Co-PI), & Paal, M. (Co-PI).

Technology-Delivered Emergent Literacy Assessment for Autism Spectrum Disorder. Program to Enhance Scholarly and Creative Activities (PESCA) Grant Program funded by the *Texas A&M University Office of Research*. Funded \$25,000. (2017 – 2018).

Investigators: **Thompson, J. L. (PI)**, Wijekumar, K. (Co-PI), & Castro-Olivo, S. (Co-PI).

Improving Literacy Treatment through Biometric Technology. 2017 Catapult Award funded by the *College of Education and Human Development*. Funded \$30,000. (2017 – 2018).

Investigators: Woltering, S. (PI), Taylor, B. (Co-PI), Liew, J. (Co-PI), Cantrell, E. (Co-PI), **Thompson J. L. (Co-PI)**, & Joshi, M. (Co-PI).

Examination of National and Local Needs Related to Literacy Instruction for Students with Autism Spectrum Disorder. 2017 CHED Undergraduate Student Research Initiative (USRI) funded by the *College of Education and Human Development Research office*. \$2235

### Refereed Publications (N=19, Current/former students are underlined.)<sup>1</sup>

ORCID: 0000-0002-2361-1707 Web of Science Author ID: J-4472-2019

**Thompson, J. L.**, Plavnick, J. B., Bak, M. Y., Doherty, P., and Skibbe, L. E. (2021). Beyond Tier Three: Individualized Levels of Support During Headsprout® Early Reading Instruction for Children with Autism Spectrum Disorder *Journal of Autism and Developmental Disabilities*. Advanced Online Publication. <https://doi.org/10.1007/s10803-021-05072-y> (5-yr IF<sub>WOS</sub>=5.671)<sup>2</sup>

Laxmidas, K., Avra, C., Wilcoxon, C., Wallace, M., Spivey, R., Polsley, S., Kohli, P., **Thompson, J. L.**, Ray, S., Hammond, T. (2021). CommBo: Modernizing augmentative and alternative communication. *International Journal of Human-Computer Studies*, 145, 1-15. (5-yr IF<sub>WOS</sub>=3.848)

Pierson, L.M., **Thompson, J. L.**, Ganz, J. B., Wattanawongwan, S., Haas, A.N., & Yllades, V. (2021). Helping children with developmental disabilities read to speak: Parent-implemented dialogic reading to target language skills. *American Journal of Speech-Language Pathology*, 1-18. [https://doi.org/10.1044/2020\\_AJSLP-20-00037](https://doi.org/10.1044/2020_AJSLP-20-00037) (5-yr IF<sub>WOS</sub>=1.861; C<sub>WOS</sub>=1; C<sub>GS</sub>=1)

De Wandel, S., Engelen, MP, Wierzychowska-McNew, **Thompson, J. L.**, Kirschner, S., K., Cruthirds, C. L., Ten Have, G. AM., Thaden, J. J., & Deutz, N. EP. (2021) Altered Glutamate and Glutamine Kinetics in Autism Spectrum Disorder. *Current Developments in Nutrition*, 5(Suppl 2), 845. (IF<sub>JWeb</sub>=2.91)

Haas, A., Vannest, K., **Thompson, J. L.**, Fuller, M. C., & Wattawongwan, S. (2020). Peer-mediated instruction and academic outcomes for students with autism spectrum disorders: A comparison of quality indicators. *Mentoring & Tutoring: Partnership in Learning*, 1-18. <https://doi.org/10.1080/13611267.2020.1859330> (IF<sub>JWeb</sub>=1.5; C<sub>WOS</sub>=4; C<sub>GS</sub>=6)

Goodnight, C. I., Wood, C. L., **Thompson, J. L.**, & Cooke, N. L. (2020). Effects of in-service and coaching to increase teachers' use of research-based strategies in beginning reading. *Preventing School Failure*, 64, 67-76. (IF<sub>SC</sub>=1.4; C<sub>GS</sub>=2)\*

**Thompson, J. L.**, Plavnick, J. B., Skibbe, L. E. (2019). Eye-tracking analysis of attention to an electronic storybook for minimally verbal children with autism spectrum disorder. *Journal of Special Education*, 53, 41-50. doi: 10.1177/0022466918796504 (5-yr IF<sub>WOS</sub>=4.096; C<sub>WOS</sub>=7; C<sub>GS</sub>=7)

<sup>1</sup> Publications co-authored with doctoral advisor are indicated with an \* at the end of the reference. Note: Wood, C. L. was doctoral advisor.

<sup>2</sup> Scholarly impact metrics reported when available: 5-yr impact factors from Web of Science (IF<sub>WOS</sub>) or if not available on WoS reported on Journal Website (IF<sub>JWeb</sub>), total number of publication citations as of September 2021 Web of Science (C<sub>WOS</sub>) and Google Scholar (C<sub>GS</sub>).

- Thompson, J. L.**, Wood, C. L., Preston, A., & **Stevenson, B.** (2019). Teaching unison responding during small-group direct instruction to students with autism spectrum disorder who exhibit interfering behaviors. *Education and Treatment of Children*, 42, 1-23. (5-yr IF<sub>wos</sub>=2.07; C<sub>wos</sub>=3; C<sub>GS</sub>=8) \*
- Perihan, C.**, Burke, M.D., Bowman-Perrott, L., Bicer, A. Gallup, J. **Thompson, J.** & **Salles, M.R.** (2019). Effects of cognitive behavioral therapy for reducing anxiety in children with high functioning ASD: A systematic review and meta-analysis. *Journal of Autism and Developmental Disorders*, 1-5. Advance online publication. doi: 10.1007/s10803-019-03949-7 (5-yr IF<sub>wos</sub>=5.761, C<sub>wos</sub>=13; C<sub>GS</sub>=30)
- Reutebuch, C. K., Roberts, G. J., **Thompson, J. L.**, El Zein, F., Mize, M., Weinberg, A. N., Austin, C. R., Forbis, A., & Rodriguez, K. (2019). Reading comprehension treatment development for high school students with autism spectrum disorder: Stakeholder considerations for feasibility. *Research in Autism Spectrum Disorders*, 57, 105-110. doi: 10.1016/j.rasd.2018.10.009 (5-yr IF<sub>wos</sub>=3.275; C<sub>wos</sub>=1; C<sub>GS</sub>=3)
- Gushanas, C.** & **Thompson, J. L.** (2019). Effect of self-monitoring on personal hygiene among individuals with developmental disabilities attending postsecondary education. *Career Development and Transition for Exceptional Individuals*, 42 (4), 203-213 doi: 10.1177/2165143418781297 (5-yr IF<sub>wos</sub>=2.958)
- Skibbe, L. E., **Thompson, J. L.**, & Plavnick, J. B. (2018). Preschoolers' visual attention during electronic storybook reading as related to different types of textual supports. *Early Childhood Education Journal*, 46 (4), 419-426. doi:10.1007/s10643-017-0876-4 (IF<sub>wos</sub>=1.947; C<sub>wos</sub>=7; C<sub>GS</sub>=11)
- Travers, J. C., Tincani, M., **Thompson, J. L.** & Simpson, R. L. (2016). Picture exchange communication system and facilitated communication: Contrasting an evidence-based practice with a discredited method. In B.G. Cook, M. Tankersley, & T.J. Landrum (Eds.), *Advances in Learning and Behavioral Disabilities*, 29, 85-110. doi: 10.1108/SO735-004X2016000029005 (C<sub>wos</sub>=6; C<sub>GS</sub>=15)
- Plavnick, J. B., **Thompson, J. L.**, Englert, C. S., Mariage, T., & **Johnson, K.** (2016). Mediating access to Headsprout® early reading for children with autism spectrum disorders. *Journal of Behavioral Education*, 25, 357-378. doi:10.1007/s10864-015-9244-x (IF<sub>wos</sub>=2.752; C<sub>wos</sub>=8; C<sub>GS</sub>=18)
- Fleury, V. P., **Thompson, J. L.**, & Wong, C. (2015). Learning how to be a student: An overview of instructional practices targeting school readiness skills for preschoolers with autism spectrum disorder. *Behavior Modification*, 39, 69-97. doi:10.1177/0145445514551384 (IF<sub>wos</sub>=2.444; C<sub>wos</sub>=7; C<sub>GS</sub>=13)
- Fleury, V. P., Hedges, S., Hume, K., Browder, D. M., **Thompson, J. L.**, Fallin, K., El Zein, F., Reutebuch, C. K., & Vaughn, S. (2014). Addressing the academic needs of adolescents with autism spectrum disorder in secondary education. *Remedial and Special Education*, 35, 68-79. (IF<sub>wos</sub>=5.196; C<sub>wos</sub>=71; C<sub>GS</sub>=161)
- Odom, S, **Thompson, J. L.**, Boyd, B., Dykstra, J., Duda, M., Hedges, S., Szidon, K., Smith, L., Bord, A. (2015). Technology-aided interventions and instruction for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45, 3805-3819. doi: 10.1007/s10803-014-2320-6 7 (IF<sub>wos</sub>=5.671; C<sub>wos</sub>=74; C<sub>GS</sub>=204)
- Plavnick, J. B., Marchand-Martella, N. E., Martella, R. C., **Thompson, J. L.**, & Wood, A. L. (2014). A

review of explicit and systematic scripted instructional programs for students with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 2, 55-66.  
doi:10.1007/s40489-014-0036-3 (IF<sub>WoS</sub>=3.493; C<sub>WoS</sub>=10; C<sub>GS</sub>=18)

**Thompson, J. L.**, Wood, C. L., Test, D. W., & Cease-Cook, J. (2012). Effects of direct instruction on telling time by students with autism. *Journal of Direct Instruction*, 12(1), 1-12. (C<sub>GS</sub>=18)\*

**Manuscripts Under Peer-Review** *Current/former student names are underlined.*

Campbell, A. & **Thompson, J. L.** (submitted). Culturally adapted behavior support for African American male learners.

**Thompson, J. L.**, Root, J., Ko, E. H., Tarlow, K., Foster, M. J., & Harrod, H. (submitted). A meta-analysis and evidence-based review of reading interventions for students with autism spectrum disorder.

Campbell, A., **Thompson, J. L.**, Burke, M., Baek, E. (submitted). Social, Emotional, and Behavior Support for African American Learners in First and Second Grade At-Risk for Emotional and Behavioral Problems.

Dunn, C., **Thompson, J. L.**, Bowman-Perrot, L., & Dulas, H. (submitted) A systematic review of behavioral and academic interventions for Hispanic or Latino students with or at risk of emotional and behavioral disorders.

Lee, S., Woltering, S., Prickett, C., Shi, Q., Huilin, L., & **Thompson, J.** (submitted). The Relationship Between Eye Movement Patterns and Reading Skills in Elementary School Children: An Exploratory Study.

Pierson, L., Ganz, J. B., Thompson, C. G., Wattanwongwan, S., Yllades, V., **Thompson, J. L.** (submitted). Storybooks used as intervention anchors for children with developmental disabilities: A systematic review and meta-analysis.

**Manuscripts in Progress** [*Student names are underlined.*]

**Thompson, J. L.**, Whiteside, E., McGee, C., Loflin, L., Devlin, M., Kaimana, K. Outcomes oriented evidence-based practices for children with autism: A translative review of the Autism Evidence-based review.

**Thompson, J. L.**, Wood, C. L. Too many altered variables resulting in a failed replication.\*

**Thompson, J. L.**, Dong, X., & Dunn, C. Preliminary results of an emergent literacy program to improve the home literacy environment of children with autism spectrum disorder.

**Thompson, J. L.**, Dunn, C. Comparing the home literacy environment of children with autism spectrum disorder to their typical peers one story at a time.

**Thompson, J. L.**, Devlin, M., Doher, P., & Wood, C. L. Effects of response cards during group instruction on participation and interfering behaviors with children with ASD.\*

Campbell, A., **Thompson, J. L.**, Burke, M. Culturally relevant behavior support for African American learners.

**Non-refereed Publications**

**Thompson, J. L.** (2016). Brief 11: Literacy Instruction for Students with Autism. *Texas Education Agency*, 1-8.

Browder, D. M., **Thompson, J. L.**, & Fallin, K. (2014). *Alternate Achievement Literacy Manual*.

Center for Secondary Education of Students with Autism.

Wood, A. L. & **Thompson, J. L.** (2014) Navigating the job search process: A timeline for doctoral candidates in education. *The Researcher*, 26(2), 6-14. (C<sub>GS</sub>=1)

Saunders, A. & **Thompson, J. L.** (2012). CCSS: Mathematics. *TASH Connections*, 38(3), 13-19.

### Invited Book Chapters

Wood, A. L., Root, J., & **Thompson, J. L.** (2019) Academics. In B. Jimenez, J. Shurr, & E. Bouck (Eds.), *Educating Students with Intellectual Disability and Autism Spectrum Disorder*. Arlington, VA: Council for Exceptional Children.

Wood, A. L., **Thompson, J. L.**, Root, J. (2016). Development of basic academic skills in childhood. In D. Zager, D. Cihak, & A. K. Stone-MacDonald (Eds.), *Autism spectrum disorders: Identification, education, and treatment* (4<sup>th</sup> Edition). New York, NY: Routledge Taylor & Francis Group. (C<sub>GS</sub>=2)

**Thompson, J.L.**, & Knight, V. (2015). Chapter 10: Teaching students with Autism Spectrum Disorder. In C. O'Brien & J. Beatties (Eds.), *Teaching Students with Special Needs* (2nd Edition). Dubuque, IA: Kendall Hunt Publishing.

**Thompson, J. L.**, Bethune, K. S., Wood, C. L., & Pugalee, D. K. (2014). Teaching grade-aligned math skills. In D. Browder & F. Spooner (Eds.), *MORE language arts, math, and science for students with severe disabilities*. Baltimore, MD: Paul H. Brooks.\*

### Technical Research Reports Prepared for Federal Agencies

Browder, D. M., Wood, L., **Thompson, J. L.**, & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDAR) website: <http://cedar.education.ufl.edu/tools/innovation-configurations/> (C<sub>GS</sub>=136)

### Educational Materials

Trela, K., Jimenez, B., Saunders, A., & Schreiber, L. (2018) *Access Algebra Math Curriculum*, Attainment Company: Verona, WI. [**Thompson, J. L.** Role: Contributor – wrote descriptive statistics unit.]

**Thompson, J.L.**, Browder, D., & Kliche, W. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Data analysis*. Retrieved from National Center and State Collaborative website: [https://wiki.ncscpartners.org/index.php/Curriculum\\_Resource\\_Guide:\\_Data\\_Analysis](https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Data_Analysis)

**Thompson, J.L.**, Browder, D., & Lehew, A. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Ratio and proportions*. Retrieved from National Center and State Collaborative website: [https://wiki.ncscpartners.org/index.php/Curriculum\\_Resource\\_Guide:\\_Ratio\\_and\\_Proportions](https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Ratio_and_Proportions)

**Thompson, J.L.**, Browder, D., Lehew, A., & Kliche, W. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Equations*. Retrieved from National Center and State Collaborative website: [https://wiki.ncscpartners.org/index.php/Curriculum\\_Resource\\_Guide:\\_Equations](https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Equations)

**Thompson, J.L.**, Browder, D., & Polly, D. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Fractions and decimals*. Retrieved from National Center and State Collaborative website: [https://wiki.ncscpartners.org/index.php/Fractions\\_and\\_Decimal](https://wiki.ncscpartners.org/index.php/Fractions_and_Decimal)

**Thompson, J.L.**, Browder, D., & Polly, D. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Measurement and geometry*. Retrieved from National Center and State Collaborative website: [https://wiki.ncscpartners.org/index.php/Curriculum\\_Resource\\_Guide:\\_Measurement\\_and\\_Geometry](https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Measurement_and_Geometry)

**Scholarly Conference Presentations** N = 52; International conferences marked with [\*]

**Thompson, J. L.** (2022, January, Accepted). *Beyond tier three: Individualized levels of support to promote access and progression through technology-based interventions for students with autism and intellectual disabilities*. Division of Autism and Developmental Disabilities' 23rd International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater, FL.

Whiteside, E., **Thompson, J. L.**, Devlin, M., & Loflin, L. (2022, January, Accepted). *Supporting ASD from every angle: Workshops in ABA for Paraprofessionals*. Division of Autism and Developmental Disabilities' 23rd International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater, FL.

Whiteside, E. & **Thompson, J. L.** (2021, February). *Getting Everyone on the Same Page: Workshops in ABA for Paraprofessionals*. Texas Association for Behavior Analysts 36th Annual Conference on Behavior Analysis, Virtual Conference.

**Thompson, J. L.**, & Root, J. (2021, January). *A meta-analysis and evidence-based review of reading interventions for students with autism spectrum disorder*. Division of Autism and Developmental Disabilities' 22nd International Conference on Autism, Intellectual Disability & Developmental Disabilities, Virtual Conference.

Lee, S., Prickett, C., Shi, Q., Sun, H., Thompson, J. L., & Woltering, S. (2020, April) *The Relationship Between Text Reading Fluency and Online Reading Behaviors in Silent Sentence Processing: An Eye-Tracking Study* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vgvg84c> (Conference Canceled)

Prickett, C., Dunn, C., & Thompson, J. L. (2020, February). *Service provision factors affecting caregivers' experiences with autism treatment: A focus group summary*. Poster presentation at the Annual Autism Conference, Association for Behavior Analysis International, Miami, FL.

Dunn, C., Dulas, H., Thompson, J. L., Bowman-Perrott, L. (2020, February). Check-in-check-out program in Spanish on Latino youth immigrant ELL's with or at risk of EBD. Poster presentation, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.

**Thompson, J. L., Dunn, C.** (2019, October). *Improving language and literacy skills of children with autism via parent coaching*. Division for Early Childhood's 35<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Dallas, Texas.

**Thompson, J. L.** (2019, August). *Improving language and early reading skills through shared-story reading*. 27<sup>th</sup> Annual Texas Autism Conference, San Antonio, Texas.

\*Lee, S., Prickett, C., Shi, Q., Sun, H., Thompson, J. L., & Woltering, S. (2019, April). *The relationship between eye movements and reading skills in elementary school children: An*

- exploratory study*. 2019 Annual meeting of American Educational Research Association (AERA), Toronto, Canada.
- Thompson, J. L.** (2019, February). *Examining effects of a parent-delivered shared story reading intervention on active engagement and communication of children with autism spectrum disorder*. 27<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, CA.
- \***Thompson, J. L.** (2018, July). *Comparing the home literacy environment of children with autism spectrum disorder with their typical peers one story at a time*. Society for the Scientific Study of Reading Twenty-Fifth Annual Meeting, Brighton, England.
- \***Thompson, J. L., Ko, E. H.** (2017, July). *Far too few literacy interventions for students with autism spectrum disorder: A meta-analysis*. Society for the Scientific Study of Reading Twenty-Fourth Annual Meeting, Halifax, Nova Scotia.
- Spooner, F. S., Root, J., Davis, L., Brosh, C., & **Thompson, J. L.** (2017, May). *Pictorial self-instruction to teach chained mathematical tasks to students with severe disabilities*. Discussant for Symposium at 43<sup>rd</sup> Annual Association for Behavior Analysis Convention, Denver, CO.
- Thompson, J. L.** (2016, December). *Increasing active responding during academic instruction for students with autism spectrum disorder*. Paper presentation at 41<sup>st</sup> Annual TASH Conference, St. Louis, MO.
- Thompson, J. L.** (2016, November). *Challenges and innovations related to literacy assessment and instruction for minimally-verbal students with autism spectrum disorder*. Presentation for Literacy Studies Group at Texas A&M.
- Thompson, J. L.** (2016, May). *Current status and future directions of Headsprout Early Reading and Headsprout Reading Comprehension for individuals with autism and intellectual disabilities*. Chair of Symposium at 42<sup>nd</sup> Annual Association for Behavior Analysis Convention, Chicago, IL.
- Thompson, J. L., Bak, M. Y. S.,** Plavnick, J. B. (2016, May). *Supporting progression through Headsprout Early Reading using systematic prompt fading*. Paper Presentation at 42<sup>nd</sup> Annual Association for Behavior Analysis Convention, Chicago, IL.
- Plavnick, J. B., **Thompson, J. L., Bak, M. Y. S.** (2016, May) *Mediating access to Headsprout Early Reading for children with autism spectrum disorder*. Paper Presentation at 42<sup>nd</sup> Annual Association for Behavior Analysis Convention, Chicago, IL.
- Bak, M. Y. S., Plavick, J. B., **Thompson, J. L.** (2016, May). *Verbal behavior of minimally vocal children with autism across school environments*. Paper Presentation at 42<sup>nd</sup> Annual Association for Behavior Analysis Convention, Chicago, IL.
- Bak, M. Y. S., **Thompson, J. L.,** Goodell, H. C., & Plavnick, J. B. (2016, February). *Behavioral support for students with autism spectrum disorder in conjunction with computer-delivered reading instruction*. Paper presentation at the 2016 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Wood, A. L., **Thompson, J. L.,** Root, J. (2016, January). *Implementing evidence-based practices to promote academic content learning for students across the autism spectrum*. Panel presentation at the 17<sup>th</sup> International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Honolulu, HI.

- Plavnick, J. B., **Thompson, J. L.**, Bouck, E., Mariage, T., & Englert, C. S. (2016, January). *Academic interventions for children with autism spectrum disorder*. Panel presentation at the 17<sup>th</sup> International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Honolulu, HI.
- Thompson, J. L.** (2015, December). *Teaching meaningful mathematics while still aligning to the common state core standards*. In Workshop: Common Core Assessment, Building Capacity for Inclusion at 40<sup>th</sup> Anniversary TASH Conference, Portland, OR.
- Wood, A. L., **Thompson, J. L.**, Ribuffo, C. (2015, December). *Evidence-based practices for students with severe disabilities: The CEEDAR center report*. Paper presentation at 40<sup>th</sup> Anniversary, TASH Conference, Portland, OR.
- Skibbe, L. E., Plavnick, J. B., **Thompson, J. L.**, Mariage, T. (2015, July). *Eye-tracking analysis of attention to text for children with autism spectrum disorders*. Spoken paper presentation at the Twenty-Second Annual Meeting Society for the Scientific Study of Reading, The Big Island, HI.
- Plavnick, J. B., Skibbe, L. E., & **Thompson, J. L.** (2015, May). *Eye tracking analysis of attention to text for children with Autism Spectrum Disorders*. Technology Demonstration Session presented at the annual International Meeting for Autism Research, Salt Lake City, UT.
- Thompson, J. L.**, Root, J. (2015, May). *Technology interventions for culturally and linguistically diverse individuals with autism spectrum disorder*. Individual symposium presentation at the 2015 Applied Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.
- Thompson, J. L.** (2015, March). *Teaching common core math to students with severe disabilities*. Lecture at the 75<sup>th</sup> Annual Michigan Council for Exceptional Children Conference, Grand Rapids, MI.
- Plavnick, J., Bak, M. Y. S., & **Thompson, J. L.** (2015, February). *Are my data accurate? Improving data collection in applied behavior analysis*. Paper presentation at the 2015 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Thompson, J. L.** (2015, February). *Using antecedent strategies to support active participation during small group instruction in mathematics with students with autism spectrum disorder*. Paper presentation at the 2015 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Thompson, J. L.** (2015, February). *Aligning behavior analytic mathematics instruction to the common core state standards for students with moderate to severe disabilities*. Paper presentation at the 2015 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Bartholemew, A., & **Thompson, J. L.** (2014, November). *What do we know about online teacher preparation for special education?* Paper presentation at the 2014 Teacher Education Division Annual Conference, Indianapolis, IN.
- Browder, D., **Thompson, J. L.**, Allison, C. (2014, December). *Alternate achievement literacy in inclusive settings for students with autism spectrum disorders*. Paper presentation at 2014 TASH Conference, Washington, D.C.
- Plavnick, J. B., Marchand-Martella, N. E., Martella, R. C., **Thompson, J. L.**, & Wood, L. (2014, May). *Explicit academic instructional programs and students with autism spectrum disorder: A*

*review of the literature*. Individual symposium presentation at the 2014 Applied Behavior Analysis International 40<sup>th</sup> Annual Convention, Chicago, IL.

**Thompson, J. L.** (2014, May). *Increasing responding during Direct Instruction mathematics using antecedent strategies with students with autism*. Individual symposium presentation at the 2014 Applied Behavior Analysis International 40<sup>th</sup> Annual Convention, Chicago, IL.

**Thompson, J. L.,** Wood, C. L., & Preston, A. (2014, April). *Effects of direct instruction enhancements on group responding by students with autism*. Poster presentation at the 2014 Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA.

Wood, C. L., Cooper, A., Schnorr, C. I., & **Thompson, J. L.** (2014, April). *Using explicit instruction to teach test-taking vocabulary to students with disabilities*. Poster presentation at the 2014 Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA.

**Thompson, J. L.** (2014, February). *Technology interventions for culturally and linguistically diverse individuals with autism spectrum disorder: A review of the literature*. Poster presentation at the Eight Annual Autism Conference, Association for Behavior Analysis International, Louisville, KY.

**Thompson, J. L.** (2014, January). *Teaching students with autism to group respond during Direct Instruction: Effects of proximity fading, task breaks, and stipulated signals*. Poster presentation at the 15<sup>th</sup> International Conference on Autism, Intellectual Disability, and Developmental Disabilities, CEC-DADD, Clearwater, FL.

Anderson, A. & **Thompson, J. L.** (2013, November). *Using active student response to improve student and teacher outcomes*. Paper presentation at the 2013 Teacher Education Division Conference, Fort Lauderdale, FL.

Test, D. W., Konrad, M., **Thompson, J. L.,** & Chan, P. (2013, May). *Current status and future directions in secondary transition: Why we need behavior analysis now*. Symposium at the 2013 Association for Behavior Analysis International Annual Convention, Minneapolis, MN.

Schnorr, C. I., **Thompson, J. L.,** & Wood, C. L. (2013, April). *Using multilevel support to increase kindergarten teachers' implementation of research-based strategies during beginning reading instruction*. Paper presentation at the 2013 Council for Exceptional Children Annual Convention and Expo, San Antonio, TX.

Spooner, F. S., Hudson, M., **Thompson, J. L.,** & McDonnell, J. (2012, May). *Innovations in literacy and science instruction for students with severe disabilities*. Symposium at the 2012 Association for Behavior Analysis International Annual Convention, Seattle, WA.

**Thompson, J. L.** (2012, May). *Effects of direct instruction on telling time by students with autism*. Poster presentation at the 2012 Association for Behavior Analysis International Annual Convention, Seattle, WA.

Wood, C. L., Schnorr, C. I., **Thompson, J. L.,** Spooner, F., & Taylor, H. (2012, April). *Effects of preprinted response cards on participation and off-task behavior by students with autism spectrum disorder*. Poster presentation at the 2012 Council for Exceptional Children Annual Convention and Expo, Denver, CO.

**Thompson, J. L.,** Wood, C. L., Test, D. W., & Cease-Cook, J. (2012, April). *Effects of direct instruction on telling time by students with autism*. Poster presentation at the 2012 Council for Exceptional Children Annual Convention and Expo, Denver, CO.

Wood, A., Root, J., & **Thompson, J. L.** (2014, February). *Comprehension for students who access alternate achievement literacy*. Paper presentation at the 2014 North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.

**Thompson, J. L.** (2013, February). *Effects of direct instruction with enhancements on group response behaviors of students with autism*. Student Symposium at the 2013 North Carolina Association for Behavior Analysis Conference, Wilmington, NC.

**Thompson, J. L.** & Wood, A. (2013, February). *Using explicit instruction to teach common core state standards to students with autism and developmental disabilities*. Poster presentation at the 2013 North Carolina Association for Behavior Analysis Conference, Wilmington, NC.

Wood, C. L., Bethune, K. S., Schnorr, C. I., & **Thompson, J. L.** (2013, February). *Using inservice and coaching to support teachers and practitioners*. Paper presentation at the 2013 North Carolina Association for Behavior Analysis Conference, Wilmington, NC.

Wood, C. L., **Thompson, J. L.**, Bethune, K. S., & Schnorr, C. I. (2012, February). *Academic interventions for students with autism spectrum disorders*. Paper presented at the 2012 North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.

## TEACHING

### College Teaching

#### **Texas A&M University**

(12 graduate courses)

Single-Case Experimental Design (EPSY 660 - *graduate*)  
Semester: Spring 2021

Single-Case Experimental Design (EPSY 630 – *graduate*)  
Semester: Spring 2018, Spring 2019, Spring 2021

Directed Studies in Single-Case Research (SPED 685 – *graduate*)  
Semester: Spring 2017

Preparation for the Professoriate in Special Education and Allied Fields (SPED 618 – *graduate*)  
Semesters: Fall 2016, Fall 2017, Fall 2018

Practicum in Applied Behavior Analysis (SEFB 630 – *graduate*)  
Semesters: Fall 2016, Spring 2017, Fall 2017, Spring 2018

#### **Michigan State University**

(5 graduate courses)

Practicum 1 in Applied Behavior Analysis (CEP 894 – *graduate*)  
Semester: Spring 2016

Single-Case Experimental Research Design (CEP 942 – *graduate*)  
Semesters: Spring 2015, Fall 2015, Spring 2016

Applied Behavior Analysis 1 (CEP 844 – *graduate*)  
Semester: Fall 2014

#### **University of North Carolina at Charlotte**

(1 undergraduate & 2 graduate courses)

Program Design and Development for Autism Spectrum Disorders (SPED 6272 – *graduate*)

Semester: Spring 2014

Classroom Management (SPED 5270 – *graduate*)

Semester: Fall 2013

Introduction to Students with Special Needs (SPED 2100 – *undergraduate*)

Semester: Summer 2013

## Supervision

### Applied Behavior Analysis Practicum

#### *Texas A&M University*

2016 – 2018 Cynthia Xin Dong Board Certified Behavior Analyst awarded 2018

2017 – 2018 Christopher Prickett

#### *Michigan State University*

2016 Amber Dale  
Paul Doher Board Certified Behavior Analyst awarded 2016

Kate Walworth

Erica Weber Board Certified Behavior Analyst awarded 2017

2014 Addam Wawrzonek Board Certified Behavior Analyst awarded 2017

#### *University of North Carolina at Charlotte*

2013-2014 Caryn Alison  
Kimberly Bunch-Crump Board Certified Behavior Analyst awarded 2016

Amy Kemp-Inman

Jenny Root Board Certified Behavior Analyst awarded 2015

### School-Based Teaching Practicum

#### *University of North Carolina at Charlotte*

2013 Two Special Education Undergraduates

### Student Research Practica

#### *Texas A&M University*

2017 Angela Kang – *undergraduate*

2016 – 2019 Hope Harrod – *undergraduate*

#### *Michigan State University*

2014 – 2015 Jessica Osos – *undergraduate*

2014 – 2016 Hannah Goodell – *undergraduate*

2015 Rachel Vanpopp – *undergraduate*

2014 – 2016 Savana Bak – *graduate*

## Graduate Committees

### Doctoral Advisor/Dissertation Chair

- Claudia Dunn (co-chair w/L. Bowman-Perrott), 2021

Recipient, *College of Education and Human Development*, Strategic Research Award, \$34,000 (2020-2021) \*nominated by Julie L. Thompson (myself)  
*Visiting Assistant Professor San Diego State University*

- Aaron Campbell, (Chair), 2021  
*Assistant Professor of Special Education, Penn State University*
- Christina Gushanas (co-chair w/M. Burke), 2020  
 Eleanor and Charles Garrett Endowed Assistant Professor, Sam Houston State University  
 Recipient, *Graduate Student Research Scholarship*, Council for Exceptional Children: Division on Career Development and Transition, 2018-2019  
 Recipient, *College of Education and Human Development*, Strategic Research Award, \$34,000 (2018-2019) \*nominated by Dr. Hagan-Burke
- Leily Ziglari (co-chair w/W. Rupley), 2020
- Humberto Pena (co-chair w/C. Gilson), *in progress*
- Ileana Umana, (co-chair w/Castro-Olivo) *in progress*
- Meaghan Devlin (Chair w/E. Whiteside as co-chair), *in progress*
- Lindsey Loflin, (Chair) *in progress*
- Amarachi Yoro, (co-chair w/Ganz) *in progress*

#### **Doctoral Committee member**

- Andrea Beerwinkle, 2018  
*Associate Research Scientist Texas A&M University*
- Cynthia Xin Dong, 2019  
*Assistant Professor of Education, Nicholls State University*
- April Haas, 2020  
*Postdoctoral Research Associate Texas A&M University*
- Sanikan Wattanawonwan, 2020  
*Postdoctoral Research Associate Texas A&M University*
- Zhou Chen, 2021
- Julie Owens, 2020
- Christopher Prickett, *scheduled June 2021*
- Mary Whirley, 2021
- Lauren Trocejak, 2021



Division on Autism and Developmental Disabilities (DADD)  
 Division for Early Childhood (DEC)  
 Teacher Education Division (TED)  
 International Society for Autism Research  
 Society for the Scientific Study of Reading

### **Invited Presentations for School Systems and Governmental Agencies**

(N=12)

- 2019, August, *Comprehension instruction for students with autism and moderate to severe intellectual disabilities*. 5<sup>th</sup> Annual Special Education Academy Conference, Early Childhood Special Education Service Center, Region 20, San Antonio, TX.
- 2019, February, *Reducing problem behavior during instruction using evidence-based practices with students with moderate to severe intellectual disability and/or autism*. TXABS 5<sup>th</sup> Annual Conference, Texas Association of Behavior Specialists, Round Rock, TX.
- 2017, September. *Promoting Literacy and Content Learning for Students with Autism Spectrum Disorder*. Literacy Learning for All 3<sup>rd</sup> Annual Conference, Brownsville ISD, Brownsville, TX.
- 2017, June. *Providing positive behavior supports and increasing active student responding with students with disabilities*, Caldwell ISD, Caldwell, Texas.
- 2017, April. *Promoting Literacy for Students with Autism Spectrum Disorder*. Summit for Meaningful Impact of Learning and Education sponsored by the Center for Urban School Partnerships, San Antonio, TX.
- 2017, February. *Engaging children with autism in reading*. 1<sup>st</sup> Annual CEHD Voices of Impact Speaker Series, Bryan, TX.  
<http://voi.education.tamu.edu/project/engaging-children-with-autism-in-reading-julie-thompson/>
- 2016, April. *Eye gaze analysis of visual attention to an electronic storybook by children with autism spectrum disorder*. Paper Presentation for Department of Educational Psychology at Texas A&M.
- 2015, February. *Applying alternate achievement literacy strategies with high school students with autism spectrum disorder*. Workshop for San Diego State University partners in Center For Secondary Education of Students with Autism.
- 2013, March. *Direct Instruction: Everyday applications to increase active student responding*. Workshop for Union County Public Schools, Monroe, NC.
- 2013, February. Event Organizer, *Panel de Autismo: Los Recursos Locales para el Autismo* (Autism Panel: Local Resources for Autism), Charlotte, NC
- 2012, November. *Aligning instruction to the common core state standards for students with severe disabilities*. Full Day Workshop for Darlington County School District, Darlington, SC.
- 2012, November. *Accessing common core state standards for students with severe disabilities*. Full Day Workshop for ECHO Joint Agreement, South Holland, IL.
- 2012, August. *An overview of the common core state standards for ELA and math and supporting resources*. Keynote presentation for ECHO Joint Agreement, South Holland, IL.

2012, August. *Meaningful access to common core mathematics*. Presentation for ECHO Joint Agreement, South Holland, IL.

### INTERNAL SERVICE

#### *Texas A&M University Service*

##### University - Level

2021 Member, 2021 Women's Progress Award Selection Committee  
 2016 – Present Member, Steering Committee, TAMU Women's Faculty Network  
 2017, 2018 Grant Proposal Reviewer, TAMU VPR's Office: Program to Enhance Scholarly and Creative Activities (PESCA) Grant Program

##### Department/Program Level

2021 – Present Chair, Special Education Division  
 2021 Member, Undergraduate Program Redesign Committee  
 2021 Member, Special Education Undergraduate Program Committee  
 2021 Search Committee Member, Tenure-Track Severe Disabilities Assistant/Associate Professor Position  
 2021 Search Committee Member, Tenure-Track Early Childhood Special Education Assistant Professor Position  
 2019 – 2020 Co-Chair of Search Committee Assistant/Associate Early Childhood Special Education Professor Faculty Position, Department of Educational Psychology  
 2018 – 2019 Co-Leader, Pre-Tenure Writing Group, Department of Educational Psychology  
 2018 – 2019 Co-Developer, Special Education Master's Committee Redesign  
*Redesigned: SPED 630 Single Case Design*  
 2018 – 2019 Search Committee Member, Clinical Special Education Assistant Professor Faculty Position, Department of Educational Psychology  
 2017 – 2018 Search Committee Member, Tenure-Track Reading and Learning Disabilities Faculty Position, Department of Educational Psychology  
 2016 – 2017 Search Committee Member, Tenure-Track Low-Incidence Faculty Position, Department of Educational Psychology  
 2016 – Present Liaison between EPSY Department and Texas A&M University Library  
 2016 – Present Member, Special Education Master's Committee  
 2016 - Present Member, Special Education Emphasis Doctoral Committee  
 2014 Member, Taskforce for infusing National Board Professional Standards into M.Ed. Program, UNC Charlotte

### SPECIALIZED TRAINING

**Sequential Multiple Assignment Randomized Trial (SMART) Training**, Summer Research Training Institute: Getting SMART about Adaptive Interventions in Education sponsored by *The National*

*Center for Special Education Research in the Institute of Education Sciences of the U.S.  
Department of Education, Washington, DC, July 2017*

**Single-Case Intervention Research Design and Analysis**, Summer Research Training Institute  
Sponsored by *The National Center for Special Education Research in the Institute of Education  
Sciences of the U.S. Department of Education, Madison, WI June 2018*

#### AWARDS

2012-2014	Doctoral Scholar with Specialty in Multi-Tiered Interventions UNC Charlotte OSEP Leadership Grant (Lo & Wood, 2012-2016) \$41,397
2011-2014	Graduate Assistant Support Plan Tuition Award The Graduate School, UNC Charlotte \$15,180
2011-2012	Doctoral Scholar in Special Education UNC Charlotte OSEP Leadership Grant (Test & Browder, 2008-2012) \$19,736

#### MEDIA COVERAGE

- “How to be more inclusive when it comes to developmental disabilities” Jackson A. Thomas, May 7<sup>th</sup>, 2019, Community Health,  
[http://www.communityhealthmagazine.com/how-to-be-more-inclusive-when-it-comes-to-developmental/article\\_45088c98-70f5-11e9-a1b7-8745d90d6bab.html](http://www.communityhealthmagazine.com/how-to-be-more-inclusive-when-it-comes-to-developmental/article_45088c98-70f5-11e9-a1b7-8745d90d6bab.html)
- “What is Autism?”, Twin City Talk, WKBTX, Bryan, TX, January 2019,  
<https://www.youtube.com/watch?v=pHYcd1131OM&feature=youtu.be>
- “Improving Home Literacy”, Twin City Talk, WKBTX, Bryan, TX, January 2019,  
<https://www.youtube.com/watch?v=XdzM3efLrSc&feature=youtu.be>
- “Literacy and Disabilities”, Twin City Talk, WKBTX, Bryan, TX, January 2019,  
[https://www.youtube.com/watch?v=a5Ir6vMab\\_g&feature=youtu.be](https://www.youtube.com/watch?v=a5Ir6vMab_g&feature=youtu.be)
- “New Grant: Parent-Directed Comprehensive Language and Literacy Supports (L<sup>2</sup>): Providing Universally Designed Community Based Literacy Experiences for Children with Autism (TX UCEDD), December 7<sup>th</sup>, 2017  
[https://www.aucd.org/template/news.cfm?news\\_id=13207&parent=964&parent\\_title=View%20All%20News&url=/template/page.cfm?id%3D964](https://www.aucd.org/template/news.cfm?news_id=13207&parent=964&parent_title=View%20All%20News&url=/template/page.cfm?id%3D964)