

Educational History

Ph.D., 2015, University of Texas at Austin, Austin, TX, Early Childhood Special Education. Dissertation title: A comparison of schematic and taxonomic iPad® AAC systems for teaching multistep navigational AAC requests to children with ASD. Dissertation Advisor: Mark O'Reilly, Ph.D., BCBA-D, Professor.

Non-degree BCBA sequence, 2010, Florida Institute of Technology, Melbourne, FL, Applied Behavior Analysis.

Masters in Teaching, 2005, University of Virginia, Charlottesville, Va., Special Education. Advisor: Kristen Sayeski.

B.A., 2005, University of Virginia, Charlottesville, Va., Psychology.

Employment History Part I

Assistant professor of Speech and Hearing Sciences, August 2017-present, University of New Mexico, Albuquerque, NM.

Assistant Professor of Special Education and ABA program coordinator, July 2015-July 2017, Manhattanville College, Purchase, NY.

Graduate Research Assistant and ABA early intervention supervisor, August 2012- May 2015, University of Texas at Austin/Austin Travis County Integral Services, Austin, Texas.

Special Education Teacher, September 2007-August 2009; January 2010- June 2011, Association for Metroarea Autistic Children NY, NY.

Elementary School Teacher, September 2009- January 2010, Achievement First, Brooklyn NY.

Special Education Teacher, September 2006-June 2007, NYC Department of Education. NY, NY.

Employment History Part II (Secondary)

ABA Early Intervention Provider, January 2016- June 2017, All About Kids, New Rochelle, NY.

Assistant Instructor, January 2012-May 2015, University of Texas at Austin, Austin, Texas.

ABA Program Supervisor, September 2012- May 2013, Empower School, Austin, Texas.

Behavior Analyst, May 2013-May 2015, ASpIRe Inc. Austin, Texas.

Behavior Analyst, September 2011- August 2012, Little Behavior Consulting LLC, Austin, Texas.

Special Education Paraprofessional, summers 2001-2005, Middletown Township Public Schools extended school year program, Middletown, NJ.

Professional Recognition and Honors

Graduate School Continuing Fellowship, graduate student research award, 2014, University of Texas at Austin.

Graduate School Continuing Fellowship, graduate student research award, 2013, University of Texas at Austin.

Special Education Department Glickman Scholarship, departmental academic award, 2012, University of Texas at Austin.

Graduate Recruitment Fellowship, graduate student initial funding award, 2011 University of Texas at Austin.

Samuel Marx Scholarship, graduate student academic award, 2005, Curry School of Education The University of Virginia.

Meritorious New Teacher Designation, award for new teachers based on academic achievement in teacher education program, 2006, Mid-Atlantic Region Teacher's Project.

Short Narrative Description of Research, Teaching and Service Interests

My research interests broadly focus on communication intervention and assessment methods for young children with autism spectrum disorder and related developmental disabilities. In particular, I am interested in augmentative and alternative communication, early development of functional vocal speech, naturalistic teaching methods, individualized communication system assessment and selection, early intervention, and training parents and practitioners in evidence-based practices. From both a research and teaching perspective, I hope to promote collaboration between special educators, early intervention developmental specialists, behavior analysts and speech-language pathologists. I have interests in program and course development opportunities that would promote such collaboration.

Scholarly Achievements

*-indicates UNM student

Articles Published in Refereed Journals

1. Carnett, A., Martin, C. & **Gevarter, C.** (2021). Evaluating augmentative and alternative communication modalities for individuals with developmental disabilities: a brief review of the last 5 years. *Current Developmental Disorders Reports*. <https://doi-org.libproxy.unm.edu/10.1007/s40474-021-00226-0>
2. **Gevarter, C.**, Groll*, M., & Stone*, E. (2020). Dynamic assessment of augmentative alternative and communication application grid formats and communicative targets for children with autism spectrum disorder. *Augmentative and Alternative Communication*. <https://doi.org/10.1080/07434618.2020.1845236>
3. **Gevarter, C.**, Horan, K., & Sigafoos, J. (2020). Teaching preschoolers with autism to use different speech-generating device display formats during play: Intervention and secondary factors. *Language, Speech, and Hearing Services in Schools*. https://doi-org.libproxy.unm.edu/10.1044/2020_LSHSS-19-00092
4. Johnston, S. S., Blue, C., **Gevarter, C.**, Ivy, S., & Stegenga, S. (2020) Opportunity barriers and promising practices for supporting individuals with complex communication needs. *Current Developmental Disorders Reports*. Advance online publication. <https://doi-org.libproxy.unm.edu/10.1007/s40474-020-00195-w>
5. Sigafoos, J., & **Gevarter, C.** (2019). Introduction to the special issue: communication intervention for individuals with complex communication needs. *Behavior Modification*, 43(6), 767–773. doi:10.1177/0145445519868809
6. **Gevarter, C.**, & Zamora, C. (2018). Naturalistic speech-generating device interventions for children with complex communication needs: A systematic review of single-subject studies. *American Journal of Speech-language Pathology*, 27(3), 1073-1090. doi:10.1044/2018_ajslp-17-0128
7. **Gevarter, C.**, O'Reilly, M. F., Sammarco, N., Ferguson, R., Watkins, L., Kuhn, M., & Sigafoos, J. (2018). Comparison of schematic and taxonomic speech generating devices for children with ASD. *Education and Training in Autism and Developmental Disabilities*, 53(2), 222-238. doi:10.1080/10400435.2016.1143411
8. **Gevarter, C.**, & Horan, K. (2018). A behavioral intervention package to increase vocalizations of individuals with autism during speech-generating device intervention. *Journal of Behavioral Education*. 28(1), 141–167. doi:10.1007/s10864-018-9300-4
9. **Gevarter, C.**, O'Reilly, F., Kuhn, M., Watkins, L, Ferguson, R. Sammarco, N., Rojas, L.,

- Sigafoos, J. (2017). Assessing the acquisition of requesting a variety of preferred items using different SGD formats for children with autism spectrum disorder. *Assistive Technology, 29*(3), 153-160. doi:10.1080/10400435.2016.1143411
10. Watkins, L., O'Reilly, M., Ledbetter-Cho, K., Lang, R., Sigafoos, J., Kuhn, M., Lim, N., **Gevarter C.**, Caldwell, N. (2017). A meta-analysis of school-based social interaction interventions for adolescents with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders, 4*(4), 277-293. doi:10.1007/s40489-017-0113-5
 11. **Gevarter, C.**, O'Reilly, M. F., Kuhn, M., Mills, K., Ferguson, R., Watkins, L., ... & Lancioni, G. E. (2016). Increasing the vocalizations of individuals with autism during intervention with a speech-generating device. *Journal of Applied Behavior Analysis, 49* (1). 17-33. doi:10.1002/jaba.270
 12. **Gevarter, C.**, Bryant, D.P., Bryant, B., Sammarco, N., Zamora, C., Watkins, L (2016). Math interventions for individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disorders, 3*(3), 224-238. doi:10.1007/s40489-016-0078-9
 13. Fragale, C., Rojeski, L., O'Reilly, M., & **Gevarter, C.** (2016). Evaluation of functional communication training as a satiation procedure to reduce challenging behavior in instructional environments for children with autism. *International Journal of Developmental Disabilities, 62*(3), 139-146. doi:10.1080/20473869.2016.1183957
 14. El Zein, F., **Gevarter, C.**, Bryant, B., Son, S. H., Bryant, D., Kim, M., & Solis, M. (2015). A comparison between iPad-assisted and teacher-directed reading instruction for students with autism spectrum disorder (ASD). *Journal of Developmental and Physical Disabilities, 28*(2), 195-215. doi:10.1007/s10882-015-9458-9
 15. Watkins, L., Kuhn, M., Ledbetter-Cho, K., **Gevarter, C.**, & O'Reilly, M. (2015). Evidence-based social communication interventions for children with autism spectrum disorder. *The Indian Journal of Pediatrics, 84*(1), 68-75. doi:10.1007/s12098-015-1938-5
 16. Watkins, L., O'Reilly, M., Kuhn, M., **Gevarter, C.**, Lancioni, G.E., Sigafoos, J., Lang, R. (2014). A review of peer-mediated social interaction interventions for students with autism in inclusive settings. *Journal of Autism and Developmental Disorders, 45*(4), 1070-1083. doi:10.1007/s10803-014-2264-x
 17. James, R., Sigafoos, J., Green, V., Lancioni, G., O'Reilly, M., Lang, R., Davis, T., Carnett, A., Achmadi, D., **Gevarter, C.**, Marschik, P. (2015). Music therapy for individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disorders, 2*(1), 39-54. doi:10.1007/s40489-014-0035-4
 18. **Gevarter, C.**, & Watkins, L. (2015). This study presents a promising assistive technology

intervention for individuals with Rett syndrome. Replication and extension is warranted to explore its generality for enabling choice making. *Evidence-Based Communication Assessment and Intervention*, 9(1), 15-20.

19. Pazez, B. L., **Gevarter, C.**, Hamrick, J., & Rojeski, L. (2014). Administrator views and knowledge of instructional practices for students with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 8(10), 1253-1268. doi:10.1016/j.rasd.2014.06.013
20. **Gevarter, C.**, O'Reilly, M. F., Rojeski, L., Sammarco, N., Sigafoos, J., Lancioni, G. E., & Lang, R. (2014). Comparing acquisition of AAC-based mands in three young children with autism spectrum disorder using iPad® applications with different display and design elements. *Journal of Autism and Developmental Disorders*, 44(10), 2464–2474. doi:10.1007/s10803-014-2115-9
21. **Gevarter, C.**, O'Reilly, M.F., Rojeski, L., Sammarco, N., Lang, R., Lancioni, G.E., & Sigafoos, J. (2013). Comparisons of intervention components within augmentative and alternative communication systems for individuals with developmental disabilities: A review of the literature. *Research in Developmental Disabilities*, 34(12), 4404-4414. doi:10.1016/j.ridd.2013.09.018
22. **Gevarter, C.**, O'Reilly, M.F., Rojeski, L., Sammarco, N., Lang, R., Lancioni, G.E., & Sigafoos, J. (2013). Comparing communication systems for individuals with developmental disabilities: A review of single-case research studies. *Research in Developmental Disabilities*, 34(12), 4415-4432. doi:10.1016/j.ridd.2013.09.017

Articles Appearing in Chapters in Edited Volumes

1. Watkins, L., Ledbetter-Cho, K., **Gevarter, C.**, & Bloomfield, B. Academic skills and ABA. (2021). In J.L. Matson & P. Sturmey (Eds.) *Handbook of Autism and Pervasive Developmental Disorder: Assessment, Diagnosis, and Treatment*. New York: Springer.
2. O'Reilly, M., **Gevarter, C.**, Falcomata, T., Sigafoos, J., & Lancioni, G. (2016). Applied behaviour analysis and positive behavior supports. In Carr, A., Linehan, C., O'Reilly, G., Walsh, P. N., & McEvoy, J. (Eds.). *The handbook of intellectual disability and clinical psychology practice* (2nd ed.) Routledge.
3. O'Reilly, M., Sammarco, N., Kuhn, M., **Gevarter, C.**, Watkins, L., Gonzales, H., Rojeski, L., Sigafoos, J., Lancioni, G., & Lang, R. (2015). Inborn and acquired brain and physical disabilities. In H. Roane, J. Ringdahl, & T. Falcomata (Eds.), *Clinical and organizational applications of applied behavior analysis*. Amsterdam: Elsevier.
4. Mulloy, A., **Gevarter, C.**, Hopkins, M., Sutherland, K., & Ramdoss, S. (2014). Assistive technology for students with visual impairment and blindness. In N. Singh and G. Lancioni (Eds.), *Assistive technology for persons with diverse abilities*. New York: Singer.

5. O'Reilly, M., Lancioni, G., Sigafoos, J., Lang, R., Healy, O., Singh, N., Sorrells, A., Kang, S., Koch, H., Rojeski, L., **Gevarter, C.** (2014). Assistive technology for people with behavior problems. In N. Singh and G. Lancioni (Eds.), *Assistive technology for persons with diverse abilities*. New York: Singer.

Other Scholarly Works

Invited Commentaries

1. Watkins, L., Gevarter, C., & Hu, X. (2020). Promising evidence for the use of the Communication Complexity Scale to measure interaction between minimally verbal preschoolers with autism spectrum disorder and their peers. *Evidence-Based Communication Assessment and Intervention*. 14(4), 200–205.
<https://doi.org/10.1080/17489539.2020.1793467>
2. Gevarter, C. B., & Watkins, L. (2015). This study presents a promising assistive technology intervention for individuals with Rett syndrome. Replication and extension is warranted to explore its generality for enabling choice making. *Evidence-Based Communication Assessment and Intervention*, 9(1), 15-20.

Works in Progress

Accepted for publication

1. **Gevarter, C.** Najar, A.M*, Flake, J.* , Tapia-Alvidrez, F., Lucero, A. (Accepted 3/16/2021). Naturalistic communication training for early intervention providers and Latinx parents of children with signs of autism. *Journal of Developmental and Physical Disabilities*.

Submitted for publication

1. **Gevarter, C.**, Groll, M*., Stone, E*. (revisions submitted 12/20). Early intervention providers' knowledge of evidence-based practices for working with children with autism
2. **Gevarter, C.**, Groll, M*., Stone, E., Najar, A.M.* (revisions submitted 3/21). A Parent-implemented embedded AAC Intervention for teaching navigational requests and other communicative functions to children with autism spectrum disorder

Invited or Refereed Abstracts and/or Presentations at Professional Meetings

1. **Gevarter, C.**, Groll, M*., Stone, E.* (2020). *Using dynamic assessment to guide speech-generating device intervention decisions for children with autism spectrum disorder*. Seminar accepted for the American Speech and Hearing Association Convention (cancelled).
2. **Gevarter, C.**, Medina, A*., Groll, S*. (2020). *Teaching children with autism to comment*

with two-word combinations on speech-generating devices during play. Paper accepted for the American Speech and Hearing Association Convention (cancelled).

3. **Gevarter, C.,** Medina, A*., Groll, S.* (May, 2020). *Teaching children with autism to tact with two-word combinations on speech-generating devices during play.* Poster presented at the Association for Behavior Analysis International Conference, Washington, DC (virtual conference).
4. **Gevarter, C.,** Groll, M*., Stone, E*., Medina, A*. (May, 2020). *An embedded naturalistic teaching approach to increase the speech-generating device responses of children with autism spectrum disorder.* Paper presented at the Association for Behavior Analysis International Conference, Washington, DC (virtual conference).
5. **Gevarter, C.,** Groll, M*., Stone, E*. (November, 2019). *Using dynamic assessment to determine appropriate speech-generating device formats for children with autism spectrum disorder.* Poster presented at the American Speech and Hearing Association Convention, Orlando, Florida.
6. **Gevarter, C.,** Reuter-Yuill, L. (February, 2019). *Adapting the Picture Exchange Communication System protocol to speech generating device intervention.* Workshop presented at the Alabama Autism Conference, Tuscaloosa, Alabama. (Invited speaker)
7. **Gevarter, C.,** Reuter-Yuill, L. (February, 2019) *Evidence-based considerations for selecting augmentative and alternative communication systems and intervention approaches.* Presentation at the Alabama Autism Conference, Tuscaloosa, Alabama. (Invited speaker)
8. **Gevarter, C.,** Groll, M. (November, 2018) *Early intervention providers' knowledge of evidence-based practices for working with children with autism.* Paper presented at the American Speech and Hearing Association Convention, Boston, Massachusetts
9. **Gevarter, C.,** Zamora, C. (July, 2018). *Naturalistic speech generating device interventions for children with complex communication needs: A systematic review of single subject studies.* Paper presented at the International Society for Augmentative and Alternative Communication 18th Biennial Conference, Gold Coast, Australia.
10. **Gevarter, C.,** Horan, K. *Increasing target vocalizations used along with speech-generating device mands* (May, 2017). Paper presented at the Association for Behavior Analysis International 43rd Annual Conference, Denver, Colorado.
11. **Gevarter, C.,** *A comparison of speech-generating device formats used during play by children with autism spectrum disorder.* (April, 2017). Poster session at the Council for Exceptional Children's National Conference, Boston, Massachusetts.
12. **Gevarter, C.,** Kuhn, M., O'Reilly, M.F., Watkins L. (August, 2016). *Acquisition of play actions and vocabulary using different speech-generating displays for one child with*

autism. Poster session presented at the International Society for Augmentative and Alternative Communication 17th Biennial Conference, Toronto, Canada.

13. **Gevarter, C.**, O'Reilly, M.F., Kuhn, M., Ferguson, R., Watkins, L., Sammarco, N., Gonzales, H., Rojeski (May, 2015). *A comparison of schematic and taxonomic iPad® AAC systems for teaching multistep navigational AAC requests to children with ASD*. Paper presented at the Association for Behavior Analysis International 41st Annual Conference, San Antonio, Texas
14. **Gevarter, C.**, O'Reilly, M.F., Watkins, L., Kuhn, M., Ferguson, R., Sammarco, N., Gonzales, H., Rojeski, L. (May, 2015). *Teaching discriminated requests to individuals with autism spectrum disorder using different iPad® AAC displays*. Poster presented at the Association for Behavior Analysis International 41st Annual Conference, San Antonio, Texas.
15. **Gevarter, C.**, O'Reilly, M.F., Rojeski, L., Watkins, L., Kuhn, M., Gonzales, H., Sammarco, N. (July, 2014). *Teaching discriminated requests to an individual with autism spectrum disorder using grid, scene, and hybrid displays on an iPad® AAC application*. Poster session presented at the International Society for Augmentative and Alternative Communication 16th Biennial Conference, Lisbon, Portugal.
16. **Gevarter, C.**, O'Reilly, M.F., Rojeski, L., Sammarco, N., Lang, R., Lancioni, G.E., & Sigafoos, J. (May, 2014). *Comparing communication systems for individuals with developmental disabilities: A review of single-case research studies*. Poster session presented at the Association for Behavior Analysis International 40th Annual Conference, Chicago, Illinois.
17. **Gevarter, C.**, Rojeski, L., Sammarco, N., Sigafoos, J., Lancioni, G., & Lang, R. (May, 2014). Comparing acquisition of mands in children with autism using iPads® with scene-based, grid-based, or hybrid displays. In M.F., O'Reilly (Chair), *Innovations in the assessment and treatment of people with autism*. Symposium presented at the Association for Behavior Analysis International 40th Annual Conference, Chicago, Illinois.
18. Rojeski, L., O'Reilly, M.F., **Gevarter, C.**, Gonzales, H., Sammarco, N., Kuhn, M., Watkins, L., & Kajian, M., (May, 2014). Mand training satiation procedures to reduce challenging behavior in instructional environments for children with ASD. In T.N. Davis (Chair), *The effects of motivating operations on the assessment and treatment of individuals with developmental disabilities*. Symposium presented at the Association for Behavior Analysis International 40th Annual Conference, Chicago, Illinois.
19. Rojeski, L., O'Reilly, M.F., **Gevarter, C.**, Sammarco, N., Gonzales, H., Longino, D., Davitt, C., & Lesser, M. *Assessment of challenging behavior maintained by access to iPads® for children with autism spectrum disorder*. (May, 2014). Poster session presented at the Association for Behavior Analysis International 40th Annual Conference, Chicago, Illinois.

20. Watkins, L., Kuhn, M., **Gevarter, C.**, Gonzales, H., Longino, D., Rojas, L., Sammarco, N., & O'Reilly, M.F. *Social interaction interventions for individuals with autism: A review of the literature*. (May, 2014). Poster session presented at the Association for Behavior Analysis International 40th Annual Conference, Chicago, Illinois.
21. **Gevarter, C.** (August, 2012). *Cultural and linguistic factors in augmentative and alternative communication implementation*. Poster session presented at the International Society for Augmentative and Alternative Communication Conference, Pittsburgh, Pennsylvania.
22. Perrin, L.A., Little, A. L., **Gevarter, C.** (May, 2012) *Navigating the ethics of service delivery for children with autism and their families*. Workshop presented at the Association for Applied Behavior Analysis International Annual Conference, Seattle, Washington.
23. Shubert, J., Little, A.L., Lakhanpal, A., **Gevarter, C.** (May, 2012) *Interventions for self-injury in young children: A review of the literature*. Poster session presented at the Association for Applied Behavior Analysis International Annual Conference, Seattle, Washington.

Contributed (un-refereed) Abstracts and/or Oral Presentations at Professional Meetings

1. **Gevarter, C.** AAC in early intervention; Inspirations LLC, Virtual Presentation, Fall, 2021.
2. **Gevarter, C.** AAC and autism; Lingraphica, Virtual Presentation , Fall, 2021
3. **Gevarter, C.**, New Mexico early intervention providers' training needs in ASD; UNM Center for Developmental Disability, Albuquerque, NM, Summer, 2019.
4. **Gevarter, C.**, iPads as AAC systems: practical suggestions from the research; Hawthorne Country Day School professional development, Hawthorn, NY, Spring, 2016.
5. **Gevarter, C.**, Instructional strategies for young children with autism spectrum disorders; Austin Independent School District professional development, Austin, TX, Spring, 2013.

Research Research Funding

1. *Project SCENES: Social-communication: Collaborating Early with Naturalistic, Evidence-based Supports*
Role : Project Director
Office of Special Education Programs H325K200073
Reward Period 10/20- 9/25 Reward Amount: \$830,386
2. *Training Early Intervention Providers to Teach Naturalistic Intervention Strategies to Parents of Children with Autism Spectrum Disorder or Symptoms of Autism*
Role: Pilot PI
Transdisciplinary Research, Equity and Engagement Center for Advancing Behavioral Health (TREE Center). NIMHD Grant 3U54MD004811-07S1
Reward Period 6/19-6/20) Reward Amount: \$49,982
3. *Individualized communication assessment, intervention, and communication partner training for learners with autism spectrum disorder and limited speech*
Role: PI
University of New Mexico Advance Women in STEM Grant.
Reward Period – 5/18- 12/19 Reward Amount: \$10,000
4. *Assessing Speech-Language Pathologists' and Development Specialists' Knowledge of Evidence-Based Strategies for Autism Spectrum Disorder*
Role: PI.
University of New Mexico RAC Grant.
Reward Period – 3/18- 5/19 Reward Amount: \$3,840
5. *A comparison of speech-generating device formats used during play by children with autism spectrum disorder.*
Role: PI.
Manhattanville College Summer Research Grant
Reward Period – 5/16- 8/16 Reward Amount: \$3,840

Teaching

Masters Advisement

Thesis committee chair

Susanna Cole. Expected 2021. *The Perspectives of Parents and Guardians of Elementary Aged-Children with ASD in New Mexico Regarding Public Schools' Communication and Language Services During COVID-19*

Thesis committee member

Ji Sun Park. Expected 2021. *Measuring Language Development in Children with Down Syndrome Who Use AAC.*

Undergraduate Student Mentoring

Adriana Medina; 2020; B.A. *Teaching children with autism to label with two-word combinations on speech-generating devices during play.* Presented at University of New Mexico Undergraduate Research (UROC)

Graduate Student Mentoring

Mariah Groll.; 2019; M.S. *Early intervention providers' knowledge of evidence-based practices for working with children with autism.* Presented at University of New Mexico Shared Knowledge Conference

Classroom Teaching

2019-2021 Spring; Augmentative and Alternative Communication; SHS 532

2018-2019; Fall; Reading and Writing in Research; SHS 506

2018-2021; Spring; Autism and Developmental Disabilities; SHS 539

2017-2019; Fall; Language Development; SHS 430

2015-2017 Fall and Spring; Concepts and Principles in Applied Behavior Analysis; EDU 5540

2015-2016 Fall and Spring; Instructional Strategies for Special Education; EDU 5085

2016-2017 Fall and Spring; Developing and Increasing Behaviors; EDU 5543

2016 Summer and Fall; Ethical Considerations in ABA; EDU 5541

2013-2015 Spring; Advanced Early Childhood Intervention; SED 378

Curriculum Development or Teaching Administrative Positions

Project SCENES Program director (2020-present)

Developed proposal for new 1 credit course in naturalistic intervention for Project SCENES (2020)

UNM Speech and Hearing Sciences PhD program development committee member (2017-present)

Developed new course in Autism (SHS 539) in 2018

Wrote approved programs/applications for NYS masters and graduate certificate program in Applied Behavior Analysis for Manhattanville College, including the development of six new syllabi; programs approved August 2017

Manhattanville College Applied Behavior Analysis Program Coordinator (2015-2017)

Service

Guest Editorship

Behavior Modification. Co-editor of special issue on complex communication needs (2019)

Editorial Board Membership

Focus on Autism and other Developmental Disabilities (18 reviews completed 2014-2020)

Journal of Developmental and Physical Disabilities (34 reviews completed 2013-2019)

Teaching Exceptional Children (5 reviews 2016-2019)

Adhoc Reviewing for Journals

Augmentative and Alternative Communication (25 reviews completed 2016-2021)

International Journal of Developmental Disabilities (1 review completed 2021)

Assistive Technology (1 review completed 2021)

Research and Practice for Persons with Severe Disabilities (4 reviews completed 2017-2020)

Language Speech and Hearing Services in the Schools (2 reviews completed 2020)

Journal of Behavioral Education (8 reviews completed 2018-2020)

Journal of Speech Language Hearing Research (7 reviews completed 2016-2018)

Review Journal of Autism and Developmental Disorders (3 reviews 2014-2016)

American Journal of Speech Language Pathology (3 reviews completed 2016)

Administrative work in Department, College, University committees

SHS Admissions Coordinator- Fall 2020- Present

UNM Faculty Senate- Fall 2020-Present

SHS Diversity and Equity Committee- Fall 2020-Present

SHS CI Search Committee Member, Fall 2020

SHS Graduate Student Association Faculty Liaison, Fall 2018-present

SHS Social Committee Member, Fall 2018-2019 (Chair 2019)

SHS Department Ph.D. Program Proposal Working Group Member, 2017-present.

SHS Faculty Search Committee Member, Fall 2018

Manhattanville College School of Education Research Committee Member, 2016-2017.

Community service

Albuquerque Storehouse, Albuquerque, New Mexico, Volunteer in food pantry 2018-present

YAI Network, New York, New York, Volunteer in recreational program for adults with disabilities, 2009-2011.

The Jubilee Center, Hoboken, New Jersey, Tutor for elementary school after school program in public housing neighborhood, 2008.

Foundamind Social Education Project, Buenos Aires, Argentina, Volunteer in preschool for children with and without disabilities, 2006.