



To the *Lessons for Success* Selection Committee,

Thank you for considering my application. I am a T32 Postdoctoral Fellow in the Cognitive Neuroscience of Communication at the University of Connecticut. My objective is to become an independent investigator focusing on the language abilities of Black, Indigenous, and People of Color (BIPOC) autistic individuals across the lifespan through two main arms of research.

The first arm involves better understanding language acquisition across adolescence and adulthood. Major knowledge gaps involve connecting underlying linguistic and cognitive processing mechanisms (e.g., patterns of brain activation) to real-world phenotypes (i.e., observable language outcomes) using assessments sensitive to variability in the low end of the normal distribution and in BIPOC populations. To address these gaps, I use direct behavioral assessments plus functional near-infrared spectroscopy (fNIRS), an inclusive neuroimaging method. I have collected comprehensive longitudinal behavioral data on the language abilities of BIPOC autistic adolescents and young adults. I am also collecting fNIRS data using a novel paradigm to explore linguistic and cognitive factors in language acquisition. I plan to apply for a Brain & Behavior Research Foundation Young Investigator Grant to scale up this research on the underlying mechanisms in phenotypic variability, with the objective of applying for an R01.

The second arm involves addressing underrepresentation in clinical research using a Diversity Science approach, which considers the role of systemic factors in racial/ethnic differences. In implementing a community-based approach to recruit BIPOC autistic young adults with language impairment to research, I found that removing systemic barriers to participation in research resulted in 92% retention over four years. Current research investigates the role of individual differences (e.g., language ability) and systemic factors (e.g., social determinants of health like educational access) in life outcomes. I aim to apply for an ASHFoundation New Investigators Grant to support bringing my Diversity Science investigation to multiple sites, as well as applications for an ECR R21 and an R01. My long-term goal is to develop a participatory framework for providing supports and mitigating minority health disparities.

Participating in *Lessons for Success* will help me advance toward my career goals. Since completing my doctoral program, where students were only allowed to develop and publish independent research, my publication rate has increased significantly. In 2021, I have three published refereed articles, four under revision, and one under review; five of eight are first-author manuscripts. I expect to maintain this level of productivity. Receiving impactful mentorship on grant-writing and career development as a future tenure-track faculty member through *Lessons for Success* will make me a stronger researcher, grant applicant, and mentor. Thank you again for your consideration.

Best,

Teresa Girolamo, Ph.D.

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YEAR 1: Postdoctoral Training Fellow (second year) 2022-23	
RESEARCH TRAINING (100%)	<ul style="list-style-type: none"> • Submit 3 manuscripts for publication (a) self-determination outcomes [Feb], (b) fNIRS [June], (c) systemic factors in BIPOC autistic outcomes [April] • Maintain community partnerships for recruitment • Grant submission: Apply for ASHFoundation New Investigator, Organization for Autism Research Clinical Research, Brain & Behavior Foundation Young Investigator to conduct pilot study for ECR R21
SERVICE (0%)	<ul style="list-style-type: none"> • Review manuscripts only within area of expertise (1 for every 2 submitted) • Serve on CAPCSD DEI Committee • Serve on ASHA Convention Health & Health Disparities Topic Committee

YEAR 2: Assistant Professor (first year) 2023-24	
TEACHING (40%)	<ul style="list-style-type: none"> • Prep two courses with specifications grading to be taught in Spring (TBD) • Attend two sessions per semester at the Center for Teaching • Go over course evaluations each semester with mentoring committee • Ask mentoring committee for guidance on developing P&T portfolio
RESEARCH (40%)	<ul style="list-style-type: none"> • Fall: use start-up monies to purchase lab equipment and set up lab • Develop plan for student involvement in research lab (paid RAs, RAs receiving course credit, etc.) • Develop lab DEI action plan • Submit 2 manuscripts for publication: (a) statistical learning [Feb] and (b) self-determination methods [June] • Maintain community organization partnerships and develop 1 additional partnership for recruitment • Grant submission: Submit ECR R21 for SDOH; foundation grants (OAR, ASHFoundation, Language Learning) & internal grants for fNIRS & participatory research model
SERVICE (20%)	<ul style="list-style-type: none"> • Serve on CAPCSD DEI Committee • Solicit input from mentoring committee on most beneficial service activities • Required advising of undergraduate & graduate students; set up peer mentoring system; develop plan to streamline writing LOR • Review manuscripts only within area of expertise (1 for every 2 submitted)

YEAR 3: Assistant Professor (second year) 2024-25
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TEACHING (40%)	<ul style="list-style-type: none"> • Review & revise two courses with specifications grading • Prep third year P&T portfolio • Attend two sessions per semester at the Center for Teaching • Go over course evaluations each semester with mentoring committee
RESEARCH (40%)	<ul style="list-style-type: none"> • Fall: check on status of start-up monies; buy what is needed & ensure lab is on track to use up all monies by expiration date • Revise plan for student involvement in lab • Participate in 1 PhD student committee to understand dept. culture for research doctorate training • Submit 3 manuscripts for publication: (a) participatory research model; (b) follow-up study on transition to adulthood; (c) caregiver experiences • Grant submission: Submit internal grants to support student-led research; resubmit ECR R21 for SDOH as needed
SERVICE (20%)	<ul style="list-style-type: none"> • Serve on CAPCSD DEI Committee • Solicit input from mentoring committee on most beneficial service activities • Required advising of undergraduate & graduate students; review/revise peer mentoring system; develop plan to make mentoring students on award/grant-writing efficient • Review manuscripts only within area of expertise (1 for every 2 submitted)

YEAR 4: Assistant Professor (third year) 2024-25	
TEACHING (40%)	<ul style="list-style-type: none"> • Review & revise two courses with specifications grading • Ask to develop/develop a new course in an interest area (participatory research methods, autism and intersectionality) • Attend two sessions per semester at the Center for Teaching • Go over course evaluations each semester with mentoring committee • Finalize/submit third year P&T review
RESEARCH (40%)	<ul style="list-style-type: none"> • Fall: check on status of start-up monies; buy what is needed & ensure lab is on track to use up all monies by expiration date • Review plan for student involvement in lab • Participate in MA & PhD student committees to understand dept. culture for training • Submit 3 manuscripts for publication: (a) language sampling; (b) systematic review; (c) methods paper

	<ul style="list-style-type: none"> on probes sensitive to variability in low-end of normal curve Grant submission: Submit R01 for fNIRS; submit internal grants for student-led research
SERVICE (20%)	<ul style="list-style-type: none"> Serve on CAPCSD DEI Committee Solicit input from mentoring committee on most beneficial service activities Solicit input from mentoring committee on most beneficial service activities Review manuscripts only within area of expertise (1 for every 2 submitted) Required advising of undergraduate & graduate students; review/revise peer mentoring system

YEAR 5: Assistant Professor (fourth year) 2025-2026	
TEACHING (40%)	<ul style="list-style-type: none"> Review & revise two courses with specifications grading Ask to develop/develop a new course in an interest area (participatory research methods, autism and intersectionality) Attend two sessions per semester at the Center for Teaching Go over course evaluations each semester with mentoring committee Fall: check in with mentoring committee to go over P&T review; develop action plan
RESEARCH (40%)	<ul style="list-style-type: none"> Fall: check on status of start-up monies; buy what is needed & ensure lab is on track to use up all monies by expiration date Review plan for student involvement in lab Participate in MA & PhD student committees to understand dept. culture for training Submit 3 manuscripts for publication: (a) participatory model to develop supports based on self-determination/SDOH findings; (b) paper on SDOH; (c) pragmatics paper Grant submission: resubmit R01 as needed; perhaps submit a K23 to train on developing supports based on SDOH research Apply to Robert Wood Johnson science policy fellowship
SERVICE (20%)	<ul style="list-style-type: none"> Serve on CAPCSD DEI Committee Solicit input from mentoring committee on most beneficial service activities Review manuscripts only within area of expertise (1 for every 2 submitted)

Teresa Girolamo, Postdoctoral Fellow, University of Connecticut

Education: BA in Chinese & Spanish, Kenyon College (2008); MST in Education, Pace University (2013); PhD in Child Language, University of Kansas (2021); T32 Postdoctoral Fellowship in Cognitive Neuroscience of Communication, University of Connecticut (present)

Significance: ASD is a lifelong condition among all racial and ethnic groups. Over 700,000 autistic individuals will age out of school services in the next decade and face risk of adverse post-secondary outcomes. In parallel, Black, Indigenous, and People of Color (BIPOC) autistic individuals with language impairment are severely underrepresented in research. There is a critical need to understand language relative to other life outcomes in this group. The proposed research will use: 1) functional near-infrared spectroscopy (fNIRS) to investigate linguistic processing in BIPOC autistic young adults with language impairment; and 2) a Diversity Science approach with direct behavioral assessment to examine how individual differences and systemic factors inform life outcomes. Based on pilot data, it is expected that: 1) patterns of functional connectivity and signal strength in response to language stimuli, as measured by fNIRS, will be predicted by receptive language ability; 2) systemic factors will predict adaptive behavior and social responsiveness above and beyond language and NVIQ. Findings will provide insight into the phenotypic variability of language in autism and connect our understanding of directly observable behavior to underlying mechanisms that influence the ultimate level of fluency, as well as into how systemic factors influence life outcomes (with implications for intervention).

Methods: To investigate the bases of language impairments in BIPOC autistic individuals with limitations in expressive language, my research incorporates functional near-infrared spectroscopy (fNIRS) to illuminate the influences of language and cognitive processing during naturalistic tasks. Preliminary work by collaborators Aslin and Sanchez-Alonso at Haskins examines simultaneous fNIRS and fMRI during language tasks and a movie-watching paradigm with typically developing adults. My research will utilize the movie-watching paradigm to investigate the variability and profile of language abilities in BIPOC autistic young adults who show low receptive and expressive language on direct behavioral language assessments.

To implement a Diversity Science approach, my research uses direct behavioral assessment to investigate the influence of individual differences (e.g., language, NVIQ), environment (i.e., systemic factors), and the interaction between individual and environment (e.g., self-determination) on adaptive behavior and social responsiveness. I led a multidisciplinary team of parents, practitioners, neurodiverse self-advocates, and researchers at UConn, UW Madison, and KU in developing a novel protocol for administration of a normed self-determination measure to BIPOC autistic individuals with language impairment. Participants will complete this measure along with a comprehensive assessment protocol of normed measures on systemic factors, language, NVIQ, adaptive behavior, and social responsiveness.

Funding Sources: My projects are funded by a T32 postdoctoral fellowship. Preliminary results from the language impairment project will be used as pilot data for ASHFoundation New Investigator and Brain & Behavior Foundation Young Investigator grants, with the intent of establishing an evidence base to apply for an R01 grant. Preliminary results from the Diversity Science project will serve as pilot data for an ASHA Multicultural Activities Grant, followed by an ECR R21 grant and an R01 grant.

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME: Girolamo, Teresa

eRA COMMONS USER NAME (credential, e.g., agency login): tgirolamo

POSITION TITLE: Graduate Research Assistant (R01 DC001803)

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	COMPLETION DATE MM/YYYY	FIELD OF STUDY
Kenyon College	BA	05/2008	Chinese & Spanish
University of Washington	MA	06/2011	International Studies
Pace University	MS	08/2013	Education
University of Kansas	MA	12/2016	Child Language
University of Kansas	PHD	05/2021	Child Language
University of Connecticut	Postdoctoral Fellow	07/2023	Cognitive Neuroscience of Communication

A. Personal Statement

The *Lessons for Success* program provides intensive support to the next generation of independent investigators seeking grant funding for programmatic research. I have the expertise, resilience, and training to apply knowledge and skills from *Lessons for Success* to advance my academic research career. My long-term research goal involves understanding the phenotypic variability in the language abilities of autistic minorities with language impairment across the lifespan and how language relates to other life outcomes. My academic and research training have provided me with a strong background in clinical research, with specific training and expertise in behavioral methods, neuroscience, psycholinguistics, and survey. As a T32 predoctoral trainee with Dr. Mabel Rice, my research focused on language impairment, and I gained expertise in direct behavioral assessment and longitudinal research design in a lab consistently funded by NIH for over 25 years. Additional research with Dr. Steven Warren provided me with training on the implementation of community-based methods for autistic young adults. As PI on several university-funded grants, I developed an independent study using community-based methods to assess language, cognitive, and other outcomes of autistic minority young adults with language impairment. For my postdoctoral training, I successfully obtained a T32 postdoctoral fellowship to support building on my previous training in language impairment by moving into an investigation of language at the levels of phenotype (i.e., directly observable outcomes via behavioral assessments) and brain (i.e., real-time processing via fNIRS). I also developed a parallel and complementary line of independent research through collaboration with investigators at the University of Wisconsin-Madison Waisman Center and the Kansas University Center on Developmental Disabilities to investigate how individual differences (e.g., language ability) plus social determinants of health (e.g., social and community context) inform adaptive behavior in minority autistic individuals. During 2015-2018 and from 2021 to present, I built strong partnerships with two community organizations that involve over 700 potential autistic participants whose families trust me to interact with their loved ones and to provide meaningful information. Participation in *Lessons for Success* will enhance my ability to transition from securing postdoctoral funding to securing ECR R21 funding. Reaching this next level of research will bring me one step closer to becoming an independent investigator studying language in autistic minorities across the lifespan, as I seek to secure a tenure-track faculty position and to train the next generation of clinicians and academic researchers.

B. Positions and Honors**Positions and Employment**

2014 - 2017 NIH Predoctoral trainee (T32 DC000052), University of Kansas, Lawrence, KS

2017 - 2018 Graduate Research Assistant (R01 DC001803), University of Kansas, Lawrence, KS

2018 - Graduate Research Assistant (R01 DC001803), University of Kansas, Lawrence, KS
2018 - 2018 Graduate Teaching Assistant, University of Kansas, Lawrence, KS
2021 - 2023 NIH Postdoctoral Trainee (T32 DC017703), University of Connecticut, Storrs, CT

Other Experience and Professional Memberships

2011 - Member, Council for Exceptional Children
2014 - Member, National Student Speech Language Hearing Association
2015 - 2016 Member, Asian & Pacific Islander Speech-Language-Hearing Caucus
2016 - 2019 Secretary, Asian & Pacific Islander Speech-Language-Hearing Caucus
2017 - Student Member, International Society for Autism Research
2019 - University of Kansas, Phi Beta Delta (Alpha Phi chapter)
2019 - Advisory Board, Asian & Pacific Islander Speech-Language-Hearing Caucus
2019 - Chief Information Officer Student Advisory Council, University of Kansas
2019 - 2019 Multiculturalism Topic Committee, American Speech-Language-Hearing Association Convention
2019 - 2020 Autism Topic Committee, American Speech-Language-Hearing Association Convention
2019 - 2020 Graduate Student Advisory Board, University of Kansas
2020 - Diversity, Equity & Inclusion Committee, Council for Academic Programs in CSD
2020 - 2020 Chair of Equity & Inclusion Committee, COVID-19 Design Team for Jayhawk Cloud, University of Kansas
2020 - 2021 Language & Learning Topic Committee, American Speech-Language-Hearing Association Convention
2021 - Autism Research Network, Universitas 21
2021 - Health & Health Literacy Topic Committee, American Speech-Language-Hearing Association Convention

Honors

2015 Minority Student Leadership Program, American Speech-Language-Hearing Association
2016 Schiefelbusch Child Language Scholarship, University of Kansas
2016 Student Research Travel Award, American Speech-Language-Hearing Association
2017 Graduate Student Travel Award, University of Kansas
2017 Research Mentoring-Pair Travel Award, American Speech-Language-Hearing Association
2017 Student Travel Award, Symposium on Research in Child Language Disorders
2018 Student/Trainee Award, International Society for Autism Research
2018 Graduate Scholarly Presentation Travel Fund Award, University of Kansas
2019 Student/Trainee Workshop Award, International Society for Autism Research
2019 Tradition of Excellence Award, University of Kansas Endowment Association
2019 Graduate Student Scholarly Travel Fund, University of Kansas
2019 Student Travel Award, Symposium on Research in Child Language Disorders
2020 Student/Trainee Workshop Award, International Society for Autism Research
2020 Jayhawks Rising Student Award, University of Kansas
2021 Graduate Student Award for Distinguished Service, University of Kansas
2021 Research Mentoring-Pair Travel Award, American Speech-Language-Hearing Association
2021 National Military Family Association Grant

C. Contribution to Science

1. **Identification of Language Impairment:** My early career contributions focused on how speech-language pathologists and teachers made clinical and educational decisions, respectively, for children with specific language impairment (SLI). Previous research showed that children with SLI are under-identified, and it was unknown how educational stakeholders made clinical and educational decisions for these children. To address this gap, I developed a novel survey on teacher educational decision-making practices for children with SLI. I also collaborated on the development of a parallel survey questionnaire on the clinical decision-making practices of speech-language pathologists for children

with SLI, with a broader aim of understanding how workplace constraints (e.g., eligibility criteria) impacts clinical decision-making. Results from my research provided new information on the decision-making practices of educational stakeholders for children with SLI. These studies resulted in two co-author publications and a first-author re-submitted manuscript with minor revisions in major journals, as well as one additional first-author and one additional co-author publication in prep.

- a. Selin CM, Rice ML, Girolamo T, Wang CJ. Speech-Language Pathologists' Clinical Decision Making for Children With Specific Language Impairment. *Lang Speech Hear Serv Sch*. 2019 Apr 23;50(2):283-307. PubMed PMID: 30969904; PubMed Central PMCID: PMC6802870.
- b. Selin, CM, Rice, ML, Girolamo, T, Wang, CJ. Work setting effects on speech-language pathology practice: Implications for identification of children with specific language impairment. *Am J Speech Lang Pathol*. (accepted).

Other Publications:

- a. Girolamo, T, Rice, ML, Selin, CM, Wang, CJ. Teacher educational decision-making for children with specific language impairment. *Am J Speech Lang Pathol*. (minor revisions).
2. **Equity in Science:** As a Black, Indigenous, and Person of Color in science, I am deeply invested in diversifying the workforce. This line of work involves empirically documenting evidence of systemic barriers to equity facing diverse individuals of marginalized backgrounds, as well as effective strategies to remove those barriers. While some have claimed that linguistic bias does not exist, because higher-order tasks like academic writing are equally difficult for everyone, my work suggests that linguistic bias exists in science. I co-authored two publications, one describing a framework for empirical investigation of linguistic bias and one reporting results of a survey of how reviewers from communication science and disorders evaluate the writing of authors who have English as a first language (i.e., L1 English) versus authors who have English as an additional language (i.e., EAL). Survey respondents rated abstracts of equally strong scientific quality lower when they were written in an EAL context. This study has implications for diversifying science. I expanded on this work by developing a study to investigate how faculty and Ph.D. candidates evaluate applicants to master's programs in speech-language pathology using criteria from a holistic review process. Results show that the applicant from a stereotypically high-achieving background received the highest rating and was the most likely to receive an "accept" decision compared to applicants varying in profiles; this work, as well as a parallel paper on the recruitment and retention of minority students in CSD, resulted in two first-author publications.
- a. Girolamo TM, Politzer-Ahles S, Ghali S, Williams BT. Preliminary Evaluation of Applicants to Master's Programs in Speech-Language Pathology Using Vignettes and Criteria From a Holistic Review Process. *Am J Speech Lang Pathol*. 2021 Oct 29; PubMed PMID: 34715008.
 - b. Girolamo TM, Ghali S. Developing, Implementing, and Learning from a Student-Led Initiative to Support Minority Students in Communication Sciences and Disorders. *Perspect ASHA Spec Interest Groups*. 2021 Aug;6(4):768-777. PubMed Central PMCID: PMC8415799.
 - c. Politzer-Ahles S, Girolamo T, Ghali S. Preliminary evidence of linguistic bias in academic reviewing. *J Engl Acad Purp*. 2020 Sep;47 PubMed Central PMCID: PMC7575202.
 - d. Politzer-Ahles S, Holliday JJ, Girolamo T, Szychalska M, Berkson KH. Is linguistic injustice a myth? A response to Hyland (2016). *J Second Lang Writ*. 2016 Dec;34:3-8. PubMed Central PMCID: PMC5502761.
3. **Language in Autistic Young Adults:** My primary research focus is on language abilities and how language relates to other life outcomes in minority autistic young adults with language impairment. Prior work has shown that these young adults face significant risk of adverse post-secondary educational, occupational, and social outcomes. Further, intersectional data show that racial and ethnic minorities experience may worse health outcomes relative to white peers. However, information on adulthood outcomes and appropriate assessment methods for this severely underrepresented group of individuals in research is limited. To address this knowledge gap, I developed an independent study to engage Black and Latinx autistic adolescents and young adults with language impairment in research through community-based methods. My work, which resulted in a first-author publication, demonstrated that while all had language impairment, specific strengths included dimensions of morphosyntax (i.e., marking for tense and agreement, or finiteness marking). I continued this line of research, which was the focus of my Ph.D. thesis, for four

years, including during the Covid-19 pandemic. This work provides fine-grained information on the language abilities of autistic young adults and resulted in two first-author manuscripts under revision at major journals. As a postdoctoral fellow, I continue to build upon this research in two ways. First, I collaborate through the Universitas 21 Autism Research Network, working with autistic and non-autistic researchers worldwide to investigate the experiences of autistic individuals from a social model of disability across various contexts. Second, I am expanding investigation of language in minority autistic individuals to include not just phenotype, or directly observable outcomes from behavioral assessments, but also brain, or real-time processing data from functional near-infrared spectroscopy. In parallel, I developed a second, complementary line of research to understand how individual differences (e.g., language ability) plus social determinants of health (e.g., educational and services access, social and community context) jointly influence adaptive behavior and social responsiveness in minority autistic young adults. Ultimately, these lines of research will illuminate the “hot-spot” support needs and highlight potentially useful directions for developing participatory approaches to provide community-based supports to autistic individuals across the lifespan.

- a. Girolamo TM, Rice ML, Warren SF. Assessment of Language Abilities in Minority Adolescents and Young Adults With Autism Spectrum Disorder and Extensive Special Education Needs: A Pilot Study. *Am J Speech Lang Pathol*. 2020 May 8;29(2):804-818. PubMed PMID: 32324427.

Other Publications:

- a. Girolamo, T, Rice, ML. Language abilities in autistic young adults with language impairment. *J Speech Lang Hear*. (revisions).
- b. Girolamo, T, Rice, ML, Ghali S. A community-based approach to language research with autistic individuals. *Aut. Adult*. (revisions).
- c. Keating, CT, Hickman L, Geelhand, PdM, Takahashi, T, Leung, J, Schuster, B, Rybicki, A, Girolamo T, Clin, E, Papastamou, F, Eigsti, IM, Cook, JL, Kosaka, H, Osu, R, Okamoto, Y, Sowden, S. Global perspectives on autism acceptance, camouflaging behaviours, and mental health in autism spectrum disorder. *PLoS One*. (minor revisions).

Complete List of Published Work in my Bibliography:

<https://www.ncbi.nlm.nih.gov/myncbi/teresa.g.1/bibliography/public/>

D. Additional Information: Extramural Research Support Currently Under Review

Presidential Grant, Russell Sage Foundation

Systemic factors in the transition to adulthood for BIPOC autistic adolescents

This project aims to understand the role of education/services access in adaptive behavior of BIPOC autistic adolescents.

Role: PI

E. Additional Information: Extramural Research Support Currently Not Funded

Health & Medical Research Fund, Hong Kong

03/12/2019

Auditory and Linguistic Processing in Cantonese Speakers with a Diagnosis of Autism Spectrum Disorder

The goal of this study was to develop a novel paradigm for speech-in-sound processing in Cantonese-speaking autistic individuals.

Role: Co-PI

Graduate Research Grant, Organization for Autism Research

03/01/2019

Language abilities in autistic minority adolescents and young adults

The goal of this study was to characterize the language abilities of autistic minority adolescents and young adults.

Role: PI

F. Additional Information: Intramural Research Support

Research Excellence Initiative Grant, University of Kansas 03/01/20-04/01/21
Language abilities of autistic young adults
This project aimed to understand the language abilities in autistic young adults as they transition to adulthood.

Doctoral Student Research Award, University of Kansas 11/01/20-05/01/21
Community approaches to autism research
This project aimed to develop a community-based approach to engage autistic individuals themselves in research.

Role: PI
Graduate Studies Research Support Award, University of Kansas 05/15/18-04/30/19
Language assessment of autistic young adults
This project tested the efficacy of language assessment for autistic young adults.
Role: PI

Research Excellence Initiative Grant, University of Kansas 05/15/17-06/14/18
Community partnership in language research
This project developed a community-based approach for engaging autistic individuals and caregivers in language research.
Role: PI