

KYLE M. FROST

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EDUCATION

- 2023
(expected) Ph.D. Michigan State University, East Lansing, Michigan
Major: Clinical Psychology
Concentration in Quantitative Methodology and Evaluation Science
Advisor: Brooke Ingersoll, Ph.D.
- 2018 M.A. Michigan State University, East Lansing, Michigan
Major: Clinical Psychology
Thesis: *"Identifying and measuring common elements of naturalistic developmental behavioral interventions"*
Advisor: Brooke Ingersoll, Ph.D.
- 2013 B.A. Northwestern University, Evanston, Illinois
Majors: Psychology (with honors), Art Theory & Practice
Senior Thesis: *"Sibling influence on social cognition and pragmatic language use in children with autism spectrum disorder"*
Advisor: Molly Losh, Ph.D.

ACADEMIC HONORS AND AWARDS

- 2020 *Student Award*, Autism Spectrum and Developmental Disabilities Special Interest Group, Association for Behavioral and Cognitive Therapies
- 2020 *Research Excellence Award*, Clinical Science Program, MSU Dept. of Psychology
- 2020 *Student and Trainee Travel Award* (\$500), International Society for Autism Research
- 2020 *Graduate Office Funding for Research* (\$300), MSU Dept. of Psychology
- 2019 *Graduate Office Funding for Research* (\$675), MSU Dept. of Psychology
- 2018 *Best Master's Thesis Presentation*, Clinical Science Program, MSU Dept. of Psychology
- 2017-2018 *Research Travel Funds* (\$600), MSU Dept. of Psychology, awarded 3 times
- 2017 *Summer Fellowship* (\$800), MSU Dept. of Psychology
- 2013 *Summa cum laude*, Northwestern University
- 2013 *Honors in Psychology*, Northwestern University
- 2011 *Weinberg College Summer Research Grant* (\$3,000), Northwestern University

GRANT FUNDING

- 2020-2022 Ruth L. Kirchstein National Research Service Award Individual Predoctoral Fellowship (F31), Eunice Kennedy Shriver National Institute of Child Health and Human Development (\$75,248)
Using the Theory of Change framework to map active ingredients and mechanisms of change underlying an early parent-implemented intervention for autism spectrum disorder

RESEARCH EXPERIENCE

- 09/20-08/22 Principal Investigator. Michigan State University, East Lansing, Michigan.
- My NIH-funded dissertation research, ‘*Using the Theory of Change framework to map active ingredients and mechanisms of change underlying an early parent-implemented intervention for autism spectrum disorder*’ is a mixed-methods study including qualitative interviews and analysis with various professional and community stakeholders, in addition to quantitative analyses using archival data. Responsibilities include study conceptualization, data collection and analysis, research dissemination, and a variety of training activities to support the completion of the research.
- 08/16-08/19 Graduate Research Assistant. Michigan State University, Autism Lab, East Lansing, Michigan. Supervisor: Brooke Ingersoll, Ph.D.
- Research assistant for the *Parent Involvement Project*, an NIH-funded RCT examining the efficacy of a telehealth intervention. Responsibilities include intervention delivery, monthly support calls with families, video coding, data collection and analysis, and training and supervision of undergraduate RAs.
- 06/15-06/16 Research Assistant. Weill Cornell Medical College, Center for Autism and the Developing Brain, White Plains, New York. Supervisor: Catherine Lord, Ph.D.
- *Longitudinal Studies of Autism Spectrum Disorders*: Conducted the 23-year follow-up of a longitudinal cohort referred for autism evaluation at age 2, including administering a testing battery to adults with ASD and other developmental disabilities and their family members.
- 10/13-6/15 Research Assistant. Weill Cornell Medical College, Center for Autism and the Developing Brain, White Plains, New York. Supervisor: Catherine Lord, Ph.D.
- *Adaptive Interventions for Minimally Verbal Children with Autism in the Community (AIM-ASD)*: Implemented two evidence-based interventions in schools with minimally verbal, school-aged children with ASD as part of a multi-site randomized-controlled intervention trial. Recruited local school districts and individual families, and completed screenings, intakes, and consents with prospective participants.
- 03/12-06/13 Undergraduate Research Assistant. Northwestern University, Neurodevelopmental Disabilities Lab, Evanston, Illinois. Supervisor: Molly Losh, Ph.D.
- Conducted independent research for senior thesis, completed literature reviews, and presented in lab meetings and journal club. Analyzed video recordings for pragmatic language use as part of a large-scale family-genetic study of ASD.
- 06/11-08/11 Student Investigator. Northwestern University, Evanston, Illinois. Supervisor: Michael Rakowitz, MFA.
- Completed an experiential summer research project (“Bringing outsider art into the gallery”) in collaboration with two local nonprofits: H.A.V.E. Dreams, an autism

resource center, and the Evanston Art Center. Led biweekly art programs with children and teens with ASD, which culminated in a week-long public gallery exhibition featuring the children's art work.

01/11-06/12 Research Assistant. Northwestern University, Cognition and Communication Lab, Evanston, Illinois.

Supervisor: William (Sid) Horton, Ph.D.

- Ran undergraduate participants in eye tracking studies, and generated stimuli for a project on readers' understanding of metonymic expressions.

PUBLICATIONS

* indicates mentored research assistant.

Edmunds, S. R., **Frost, K. M.**, Sheldrick, R. C., Bravo, A., Straiton, D., Pickard, K., Grim, V., Drahota, A., Kuhn, J., Azad, G., Pomales Ramos, A., Ingersoll, B., Wainer, A., Ibañez, L. V., Stone, W. L., Carter, A., & Broder-Fingert., S. (2022). A method for defining the CORE of a psychosocial intervention to guide adaptation in practice: Reciprocal Imitation Teaching as a case example. *Autism*.
<https://doi.org/10.1177/13623613211064431>

Frost, K. M., Russell, K. M., & Ingersoll, B. (2021). Using qualitative content analysis to understand the active ingredients of a parent-mediated naturalistic developmental behavioral intervention. *Autism*, 25(7), 1935-1945. <https://doi.org/10.1177/13623613211003747>

Pickard, K., Mellman, H., **Frost, K. M.**, Reaven, J., & Ingersoll, B. (2021). Balancing fidelity and flexibility: Usual care for young children with and at-risk for autism spectrum disorder within an early intervention system. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-04882-4>

Frost, K. M., Brian, J., Gengoux, G., Hardan, A., Rieth, S., Stahmer, A., & Ingersoll, B. (2020). Identifying and measuring common elements of naturalistic developmental behavioral interventions for autism spectrum disorder. *Autism*, 24(8), 2285-2297. <https://doi.org/10.1177/1362361320944011>

Frost, K. M., Russell, K. M.*, & Ingersoll, B. (2020). Using thin slice ratings to measure social communication in children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 74.
<https://doi.org/10.1016/j.rasd.2020.101550>

Casagrande, K., **Frost, K. M.**, Bailey, K. M.*, Ingersoll, B. (2020). Positive predictors of life satisfaction in college students with autism and their neurotypical peers. *Autism in Adulthood*, 2(2), 163-170.
<https://doi.org/10.1089/aut.2019.0050>

Bailey, K. M.*, **Frost, K. M.**, Casagrande, K., Ingersoll, B. (2020). The relationship between social experience and subjective well-being in college students with autism: A mixed methods study. *Autism*, 24(5), 1081-1092. <https://doi.org/10.1177/1362361319892457>

Frost, K. M., Bailey, K. M.*, & Ingersoll, B. (2019). 'I just want them to see me as... me': Identity, disclosure practices, and community among college students on the autism spectrum. *Autism in Adulthood*, 1(4), 268-275. <https://doi.org/10.1089/aut.2018.0057>

Frost, K. M., Koehn, G. N.*, Russell, K. M.*, & Ingersoll, B. (2019) Measuring child social communication across contexts: Applying the BOSCC to play and snack routines. *Autism Research*, 12(4), 636-644.
<http://dx.doi.org/10.1002/aur.2077>

Russell, K. M.*, **Frost, K. M.**, & Ingersoll, B. (2019). The Relationship between Subtypes of Repetitive Behaviors and Anxiety in Children with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 62, 48-54. <https://doi.org/10.1016/j.rasd.2019.03.006m>

Berry, K. C., **Frost, K. M.**, & Russell, K.* (2018) Restricted and Repetitive Behaviors in Autism Spectrum Disorder: A Review of Associated Features and Presentation Across Clinical Populations. *Current Developmental Disorders Reports*, 5(2), 108-115. <https://doi.org/10.1007/s40474-018-0139-0>

Frost, K. M., Hong, N., & Lord, C. (2017). Correlates of adaptive functioning in minimally verbal children with autism spectrum disorder. *American Journal on Intellectual and Developmental Disabilities*, 122(1), 1-10. <https://doi.org/10.1352/1944-7558-122.1.1>

PUBLICATIONS IN PREPARATION/UNDER REVIEW

Frost, K. M., Venker, C., & Ingersoll, B. (under review). Considering simplified adult language models in the context of naturalistic developmental behavioral interventions.

Frost, K. M., Pomales Ramos, A., & Ingersoll, B. (under review). Short report: Response to joint attention and object imitation as predictors of expressive and receptive language growth rate in young children on the autism spectrum.

Straiton, D., **Frost, K. M.**, Groom, B., & Ingersoll, B. (in preparation). Provider Perspectives on the Clinical Decision-Making Process of Offering Parent Training for Autistic Children in the Medicaid System: An Application of the Exploration, Preparation, Implementation, and Sustainment Framework

Frost, K. M., & Ingersoll, B. (in preparation) Developing and refining causal explanations of complex interventions: an exploratory sequential mixed methods approach.

BOOK CHAPTERS

Frost, K. M., Ingersoll, B., Bruinsma, Y., & Minjarez, M. B. (2019) Instructional Cues and Prompting. In Y. Bruinsma, M. B. Minjarez, L. E. Schreibman, & A. Stahmer (Eds.). *Naturalistic Developmental Behavioral Interventions in the Treatment of Children with Autism Spectrum Disorder*. Brookes Publishing.

CONFERENCE PRESENTATIONS

* indicates mentored research assistant.

Panel and Oral Presentations

Frost, K. M., & Ingersoll, B. (2021, May). *Self-reported Utilization of Developmental and Behavioral Intervention Techniques by Applied Behavior Analysis Providers*. In M. Pellecchia (Chair), *Can Behavioral and Developmental Science Live Happily Ever After? An Overview and Application of Naturalistic Developmental Behavioral Intervention*. Symposium accepted at the Applied Behavior Analysis International annual meeting.

Frost, K. M., Koehn, G. N.*, Russell, K. M.*, & Ingersoll, B. (2019, May) Measuring child social communication across contexts: Similarities and differences across play and snack routines. Oral presentation at the International Society for Autism Research, Montreal, QC.

Frost, K. M., & Ingersoll, B. (2019, April). *Identifying and measuring common elements of naturalistic developmental behavioral interventions for ASD*. In G. Gengoux (Chair), *Naturalistic Developmental Behavioral Interventions (NDBIs): Expanding Intervention Programs and Developing Assessment Tools*

for Children with Diverse Neurodevelopmental Disabilities. Symposium conducted at the Gatlinburg Conference for Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

Poster Presentations

- Edmunds, S. R., **Frost, K. M.**, Sheldrick, R. C. Bravo, A., Straiton, D., Broder-Fingert, S. (2022, February). Defining an Intervention's "CORE" to Promote Adaptation and Equity in Practice. Poster accepted at the Conference on Research Innovations in Early Intervention Biannual meeting, San Diego, CA.
- Frost, K. M.**, & Ingersoll, B. (2021, May). Moderators of social communication growth during a parent-mediated intervention. Poster accepted at the International Society for Autism Research Annual Meeting.
- Pickard, K., Mellman, H., **Frost, K. M.**, Reaven, J., & Ingersoll, B. (2021, May). Provider Perspectives on Usual Care and NDBI Models within an Early Intervention System. Poster accepted at the International Society for Autism Research Annual Meeting.
- Frost, K. M.**, Russell, K., & Ingersoll, B. (2020, November). *Parent perspectives on the active ingredients of a parent-implemented naturalistic developmental behavioral intervention*. Poster accepted at the Association for Behavioral and Cognitive Therapy Annual Convention.
- Frost, K. M.**, & Ingersoll, B. (2020, May). *Utilization of Developmental and Behavioral Intervention Techniques in Usual Care: Initial Validation of a Self-Report Rating Scale in a Sample of Applied Behavior Analysis Providers*. Poster accepted at the International Society for Autism Research Annual Meeting.
- Russell, K.*, **Frost, K. M.**, & Ingersoll, B. (2019, May). *Using thin slice ratings to measure social communication in children with autism spectrum disorder*. Poster presented at the International Society for Autism Research Annual Meeting, Montreal, QC, CA.
- Casagrande, K., **Frost, K. M.**, & Ingersoll, B. (2019, May). *Understanding College-Specific and General Well-Being Students with and without ASD*. Poster presented at the International Society for Autism Research Annual Meeting, Montreal, QC, CA.
- Bailey, K. M.*, **Frost, K. M.**, Casagrande, K., & Ingersoll, B. (2019, May). *A Mixed Methods Evaluation of Social Experiences and Well-Being of College Students with ASD*. International Society for Autism Research Annual Meeting, Montreal, QC, CA.
- Frost, K. M.**, & Ingersoll, B. (2018, November). *Identifying and measuring common elements of naturalistic developmental behavioral interventions for ASD*. Poster session presented at the Association for Behavioral and Cognitive Therapies, Washington, DC.
- Russell, K.*, **Frost, K. M.**, & Ingersoll, B. (2018, April). *Subtypes of Repetitive Behaviors and Anxiety in Children with Autism Spectrum Disorder*. Poster session presented at the Midwestern Psychological Association, Chicago, IL.
- Bailey, K. M.*, **Frost, K. M.**, Casagrande, K., Ingersoll, B. (2018, April). *Factors Affecting Life Satisfaction in College Students with Autism Spectrum Disorder*. Poster session presented at the Midwestern Psychological Association, Chicago, IL.
- Frost, K. M.** & Ingersoll, B. (2017, May). *The relationship between intervention fidelity and child social communication gains in a parent-mediated intervention*. Poster session presented at the International Meeting for Autism Research, San Francisco, CA.

Frost, K. M., Pepa, L. A., Gotham, K. & Lord, C. (2016, May). *Correlates of self-reported quality of life in verbally-able young adults with autism spectrum disorder*. Poster session presented at the International Meeting for Autism Research, Baltimore, MD.

Grzadzinski, R., Dufek, S., Carberry, C., Hamo, A., **Frost, K. M.**, Heyman, M., Dick, C., Manevich, S., Hong, N., Pickles, A. & Lord, C. (2016, May). *Preliminary reliability and validity of the brief observation of social communication change (BOSCC)*. Paper presented at the International Meeting for Autism Research. Baltimore, MD.

Hong, N., **Frost, K. M.**, & Lord, C. (2015, March). *Social adaptive functioning and autism symptoms in minimally verbal children with autism spectrum disorder*. Poster session presented at the Society for Research in Child Development Biannual Conference, Philadelphia, PA.

Frost, K. M., & Losh, M. (2013, June). *Sibling influence on social cognition and pragmatic language use in children with autism spectrum disorder*. Poster presented at the Northwestern Undergraduate Research and Arts Exposition, Evanston, IL.

CLINICAL EXPERIENCE

Therapy

- 10/17-present Graduate clinician, Psychological Clinic, Michigan State University, East Lansing, MI
Supervisors: Brooke Ingersoll, Ph.D., BCBA-D; Timothy Goth-Owens, Ph.D.; Jason Stentoumis, Psy.D.; Natalie Moser, Ph.D.
Provide evidence-based individual therapy in person and via telehealth with children, adolescents, and adults, for presenting concerns such as anxiety disorders, autism spectrum disorder, disruptive behavior disorders, major depression, elimination disorders, and trauma. Participate in biweekly Child Cognitive Behavioral Therapy supervision group, including didactics and case presentations.
- 10/19-02/20 Group leader, *Parent Wellbeing* therapy group, Psychological Clinic, Michigan State University, East Lansing, MI. Supervisor: Brooke Ingersoll, Ph.D., BCBA-D
Led a theory-based parent well-being group for parents of children on the autism spectrum or with other social challenges. Group focused on coping skills, advocacy and communication skills, and developing formal and informal supports.
- 08/19 Counselor, *Confident Kids Camp*, Thriving Minds Behavioral Health, Brighton, MI. Supervisor: Aimee Kotrba, Ph.D.
Delivered behavioral therapy for teens with selective mutism as part of a 5-day, 30-hour intensive therapy program. Included 1:1 behavioral therapy with a camper as well as a variety of group-based therapeutic activities in a classroom and in community settings.
- 10/18-02/19 Group co-leader, *Friendship Club* therapy group, Psychological Clinic, Michigan State University, East Lansing, MI. Supervisor: Brooke Ingersoll, Ph.D., BCBA-D

Co-led an evidence-based social skills group for children on the autism spectrum and other social challenges using *Unstuck and On Target!: An Executive Function Curriculum to Improve Flexibility for Children with Autism Spectrum Disorders*.

- 10/16-10/19 Project ImPACT Therapist. MSU Autism Lab, Michigan State University, East Lansing, MI.
Supervisor: Brooke Ingersoll, Ph.D., BCBA-D
Coach parents via telehealth to use Project ImPACT, an evidence-based parent-mediated social communication intervention for young children with autism spectrum disorder or related social communication difficulties.
- 10/13-6/15 Interventionist. Weill Cornell Medical College, Center for Autism and the Developing Brain, White Plains, New York.
Supervisor: Catherine Lord, Ph.D.
Implemented two evidence-based interventions (JASPER and Discrete Trial Teaching) in schools with minimally verbal, school-aged children on the autism spectrum. Conducted parent training sessions in family homes.

Assessment

- 10/17-03/20 Graduate clinician. Psychological Clinic, Michigan State University, East Lansing, MI
Supervisors: Brooke Ingersoll, Ph.D., BCBA-D; Timothy Goth-Owens, Ph.D.
Conduct psychological assessments with children and adults. Develop proficiency in administration, scoring, and interpretation of assessments across the domains of intellectual functioning, academic achievement, executive functioning, memory, attention, motor skills, and social-emotional functioning. Assessments include integrated reports and in-person feedback session with personalized treatment recommendations.
- 10/17-03/20 Graduate clinician. Autism Clinic, Michigan State University, East Lansing, MI
Supervisors: Brooke Ingersoll, Ph.D., BCBA-D
Conducted comprehensive autism-specific assessments for adults and children. Developed proficiency in administration, scoring, and interpretation of assessments for ASD. Assessments include integrated reports and in-person feedback session with personalized treatment recommendations.
- 06/15-06/16 Assessor. Weill Cornell Medical College, Center for Autism and the Developing Brain, White Plains, New York.
Supervisor: Catherine Lord, Ph.D.
Administered a test battery, including cognitive, diagnostic, adaptive functioning, and autism assessments to autistic adults and adults with other developmental and learning disabilities and their family members as part of a longitudinal research study.

Consultation and Supervision

- 06/21-present Peer Supervisor. Psychological Clinic, Michigan State University, East Lansing, MI
Supervisor: Natalie Moser, Ph.D.
Provide peer supervision to first- and second-year practicum students working with clients on the autism spectrum and with other developmental disabilities.

- 11/19-03/21 Project ImPACT Trainer Consultant. MSU Autism Lab, Michigan State University, East Lansing, MI
Supervisors: Brooke Ingersoll, Ph.D., BCBA-D
Provided professional consultation in individual and group formats to support community providers in achieving certification in Project ImPACT, an evidence-based parent-mediated social communication intervention for young children with autism spectrum disorder or related social communication difficulties.

ADVANCED CLINICAL TRAINING

- 2020 Mental Health Services with Transgender Clients: Affirming Practices and Facilitating Access to Gender Affirming Medical Care: Michigan State University, East Lansing, MI
- 2019 Human Trafficking Seminar, School and Clinical Psychology programs, Michigan State University, East Lansing, MI
- 2018 Competency-based Clinical Supervision: A Metatheoretical Approach. Michigan State University, East Lansing, MI
- 2017 Project ImPACT Introductory Workshop: Michigan State University, East Lansing, MI
- 2015 Autism Diagnostic Observation Schedule – 2nd Edition: Research Training. Center for Autism and the Developing Brain, White Plains, New York.
- 2015 Autism Diagnostic Interview – Revised: Research Training. Center for Autism and the Developing Brain, White Plains, New York.
- 2014 Autism Diagnostic Observation Schedule – 2nd Edition: Clinical Training. Center for Autism and the Developing Brain, White Plains, New York.
- 2014 Structured Teaching: Introductory Training. Center for Autism and the Developing Brain, White Plains, New York.
- 2014 Early Start Denver Model: Introductory Training. Center for Autism and the Developing Brain, White Plains, New York.
- 2014 Enhanced Milieu Teaching. Vanderbilt University, Nashville, Tennessee.
- 2014 Joint Attention, Symbolic Play, Engagement and Regulation. University of California – Los Angeles, Los Angeles, California.
- 2013 Discrete Trial Training. University of Rochester, Rochester, New York.

ADVANCED RESEARCH TRAINING

- 2020 Designing a Mixed Methods Research Project Workshop: Michigan Mixed Methods Program, University of Michigan, Ann Arbor, MI
- 2021 Qualitative Research Summer Intensive: Research Talk and the University of North Carolina Odum Institute for Research in Social Science, Chapel Hill, NC

- Fundamentals of Qualitative Research
- Ten Tips for Publishing Qualitative Research
- Coding and Analyzing Qualitative Data

INVITED TALKS

- 09/17/2020 *Collaborative Goal Setting in Early Intervention: Implications for Parent-Implemented Interventions.* Invited talk presented at the University of New Mexico Center for Development and Disability Imagine Conference 2020-21: A Future that is Flourishing.
- 09/10/2020 *Naturalistic Developmental Behavioral Interventions: Integrating Developmental and Behavioral Treatment Techniques to Support Young Children with ASD.* Invited talk presented at the University of New Mexico Center for Development and Disability Imagine Conference 2020-21: A Future that is Flourishing.

RESEARCH TALKS

- 10/31/2018 *Neurodiversity and Autism Research.* Research talk presented at the Clinical Science Forum, Department of Psychology, Michigan State University.
- 04/25/2018 *Video observations of children's social communication skills across contexts.* Research talk presented at the Clinical Science Forum, Department of Psychology, Michigan State University.
- 04/04/2018 *Identifying and Measuring the Common Elements of Naturalistic Developmental Behavioral Interventions.* Research talk presented at the Clinical Science Forum, Department of Psychology, Michigan State University.

PROFESSIONAL AND COMMUNITY TRAININGS GIVEN

- 2020 *Project ImPACT Introductory Workshop.* Virtual professional workshop given at Strides Toronto, Toronto, ON, on 12/8-11/2020.
- 2019 *Project ImPACT Introductory Workshop.* Professional workshop given at University of North Texas Kristin Farmer Autism Center, Denton, TX, on 8/22-23/2019.
- 2018 *Project ImPACT Introductory Workshop.* Professional workshop given at University of New Mexico Center for Developmental Disabilities in Albuquerque, NM, on 8/15-16/2018.
- 2018 *Supporting individuals with Autism Spectrum Disorder and other developmental disabilities.* Professional training given at Saint Vincent's Catholic Charities Grand Rounds in Lansing, MI on 4/5/2018.

TEACHING EXPERIENCE

- 2020, Spring Instructor of record
Course: Abnormal Psychology (PSY 280), Michigan State University
Student evaluation mean scores (range 1-5; 1 "superior"):
Instructor use of examples: 1.38
Opportunity to ask questions: 1.41
Course organization: 1.51

- 2019, Fall Graduate teaching assistant
Course: Abnormal Psychology (PSY 280), Michigan State University
- 2019, Fall Guest lecturer: “Autism Spectrum Disorder”
Course: Abnormal Psychology (PSY 280), Michigan State University

PROFESSIONAL SERVICE & MEMBERSHIPS

Professional Memberships

- 2017-present Student Member, International Society for Autism Research (INSAR)
2018-present Student Member, Association for Behavioral and Cognitive Therapies (ABCT)
2020-2021 Student Member, Applied Behavior Analysis International (ABAI)
2017-2018 Student Member, Association for Psychological Science (APS)

Departmental Service

- 2021-2022 Grant Seminar Co-Chair, *Department of Psychology*, Michigan State University
2020-2021 Diversity Sciences Committee Member, *Clinical Science Program*, Michigan State University
2019-2020 Graduate Student Advisory Committee Representative, *Department of Psychology*, Michigan State University
2019-2020 Graduate Student Committee President, *Clinical Science Program*, Michigan State University
2019-2020 Psychological Clinical Science Accreditation System (PCSAS) Accreditation Committee,
Clinical Science Program, Michigan State University
2017-2018 Diversity Sciences Committee Member, *Clinical Science Program*, Michigan State University

Community Service

- 2020-present Mentor, Project SHORT pro-bono mentorship for underrepresented students in STEM seeking graduate degrees
2017-2019 Expert Volunteer, Wharton Theater Sensory Friendly Performances

Ad-hoc Peer Review

Autism Research, European Child and Adolescent Psychiatry, Autism