

# Diondra Straiton

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## EDUCATION

- 2024 (expected) Ph.D. Michigan State University, East Lansing, Michigan  
Major: Clinical Psychology  
Dissertation: *“Examining the Active Ingredients of Consultation: Improving the Implementation of a Parent-Mediated Intervention for Medicaid-Enrolled Autistic Children”*  
Advisor: Brooke Ingersoll, Ph.D., BCBA-D
- 2019 M.A. Michigan State University, East Lansing, Michigan  
Major: Clinical Psychology  
Thesis: *“Community Mental Health Providers’ Use of Parent Training with Medicaid-Enrolled Families of Children with Autism: A Mixed Methods Study”*  
Advisor: Brooke Ingersoll, Ph.D., BCBA-D
- 2015 B.A. Swarthmore College, Swarthmore, PA  
Major: Psychology and Educational Studies; Minor: Spanish  
Thesis: *“Effects of High and Low Similarity Comparisons on Learning the Geometrical Structures of Polygons”*  
Advisor: Stella Christie, Ph.D.

## CERTIFICATIONS

Project ImPACT Certified Master Trainer  
Project ImPACT Certified Trainer-Consultant  
Project ImPACT Certified Coach  
Pennsylvania Instructional I: Elementary Education: PreK-4

## AWARDS

Michigan State University Enrichment Fellowship, 2017-present: \$56,000 plus tuition across 1<sup>st</sup> and 5<sup>th</sup> year  
Scholar Award, Michigan State University Alliance for Graduate Education and the Professoriate, 2021: \$2,000  
Clinical Science Area Research Excellence Award, Michigan State University, 2021  
College of Social Science Research Grant for Graduate Students, Michigan State University, 2020: \$950  
Thompson Endowment Award, Michigan State University, 2020: \$550  
Student Award Program, Blue Cross Blue Shield of Michigan Foundation, 2018: \$3,000  
Michigan State University Clinical Psychology Fellowship, 2017: \$3,000  
Richard Rubin Scholar Fellowship, Swarthmore College, 2014: \$2,000

## GRANT FUNDING

2021-2023 Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (F31MH127814), National Institute of Mental Health (\$76,280) *Examining the active ingredients of consultation to improve implementation of a parent-mediated intervention for children with autism in the community mental health system.*

## PROFESSIONAL ACTIVITIES

Student Member, Society for Implementation Research Collaboration, 2020-present  
Student Member, Association for Behavioral and Cognitive Therapies, 2020-present  
Member, Alliances for Graduate Education and the Professoriate, Michigan State University, 2018-present  
Student Member, American Psychological Society, 2017-present  
Student Member, International Society for Autism Research, 2015-present

## RESEARCH EXPERIENCE

July 2021-present Principal Investigator. Michigan State University, East Lansing, MI.

My NIMH-funded dissertation research, "*Examining the active ingredients of consultation to improve implementation of a parent-mediated intervention for children with autism in the community mental health system*," (F31MH127814) utilizes multilevel modeling within a single-case design to investigate the effect of 3 components of consultation on provider adherence to Project ImPACT (an evidence-based parent-mediated intervention for autism spectrum disorder) and provider competence in parent coaching within a low-resourced Medicaid setting. Participants will include a) ~25 providers from 7 applied behavior analysis agencies that contract with regional community mental health systems, and b) ~25 caregivers that receive applied behavior analysis services for their Medicaid-enrolled autistic child. Responsibilities include study conceptualization and design, recruitment efforts, data collection, data monitoring, supervising 10 undergraduate research assistants across 3 behavioral coding teams, data analysis, publication and presentation activities, and implementation science-focused training activities.

Sep 2020-present Research Assistant and Project ImPACT Master Trainer. Penn Center for Mental Health, University of Pennsylvania, Philadelphia, PA

Evaluate Project ImPACT coach certification requirements for 12 early intervention providers within the Philadelphia Infant Toddler Early Intervention system, including written and oral feedback on videotaped sessions; evaluate Project ImPACT trainer-consultant certification requirements for 2 trainer-consultants in training, including supervision of consultation sessions; consult 4 early intervention providers on the implementation of Project ImPACT with their cases. Supervisors: Brooke Ingersoll, Ph.D., Melanie Pellecchia, Ph.D.

Sept 2017-Aug 2021 Research Assistant. Michigan State University Autism Laboratory, Michigan State University, East Lansing, MI

Implement a parent-mediated social communication intervention for children with social communication delays (Project ImPACT) via telehealth for a randomized controlled trial funded by the Health Resources and Services Administration; administer behavioral and neuropsychological assessments to children with autism spectrum disorder (ASD) aged 2-8 and their caregivers; write clinical reports for caregivers with assessment results; supervise 5 undergraduate research assistants in behaviorally coding video recordings of children's expressive language and caregivers' fidelity of intervention provision using an adapted measure of the Early Communication Indicator. Supervisor: Brooke Ingersoll, Ph.D., BCBA-D

Jan 2016-June 2017 Clinical Research Coordinator. Penn Center for Mental Health, University of Pennsylvania, Philadelphia, PA

Coordinated a community partnered participatory research project funded by the Health Resources and Services Administration to develop and test interventions for children with ASD from traditionally underserved backgrounds to improve ASD-specific service uptake and transitions across service systems; conducted interviews and focus groups with caregivers and providers; led the site's analysis of qualitative data; oversaw all data entry and verification; created all submissions and amendments with the IRB at the University of Pennsylvania and the Office of Research and Evaluation at the School District of Philadelphia. Supervisors: David Mandell, Sc.D., Melanie Pellecchia, Ph.D., Erica Reisenger Blanch, M.S.Ed

Jan 2015-Dec 2015 Research Assistant. Swarthmore College Cognition and Development Laboratory, Swarthmore College, Swarthmore, PA

Designed and conducted a quasi-experimental pretest-posttest study to examine the effects of highly similar and dissimilar comparisons on teaching typically developing children (aged 4-6) the geometrical structures of novel polygons; developed study protocol and stimuli; analyzed and synthesized data; supported laboratory recruitment efforts and coordination. Supervisor: Stella Christie, Ph.D.

June 2014-Oct 2014 Research Assistant. National Census of Writing, Swarthmore College, Swarthmore, PA

Conducted data management and quantitative analyses for the first open-access database on writing centers in 900 two- and four-year colleges and universities throughout the United States. Supervisor: Jill Gladstein, Ph.D.

## PUBLICATIONS

\*denotes an undergraduate mentee

\*\*denotes a community partner

Edmunds, S. R., Frost, K. M., Sheldrick, R. C., Bravo, A., **Straiton, D.**, ... Broder-Fingert., S. (available online). 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> (IF: 5.689)

**Straiton, D.**, & Sridhar, A. (2021). Short report: Call to action for autism clinicians in response to anti-Black racism. *Autism*, 13623613211043644. <https://doi.org/10.1177/13623613211043643> (IF: 5.689)

**Straiton, D.**, Groom, B.\*\*, & Ingersoll, B. (2021). A mixed methods exploration of community providers' perceived barriers and facilitators to the use of parent training with Medicaid-enrolled clients with autism. *Autism*. <https://doi.org/10.1177/1362361321989911> (IF: 5.689)

**Straiton, D.**, Groom, B.\*\*, & Ingersoll, B. (2020). Parent training for youth with autism served in community settings: A mixed-methods investigation within a community mental health system. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-020-04679-x> (IF: 3.074)

Ingersoll, B., **Straiton, D.**, & Rivera Caquias, N.\* (2020). The role of professional training experiences and manualized programs in ABA providers' use of parent training with children with autism. *Behavior Therapy*, 51(4), 588–600. <https://doi.org/10.1016/j.beth.2019.09.004> (IF: 4.183)

Stahmer, A. C., Vejnaska, S., Iadarola, S., **Straiton, D.**, Segovia, F. R., Luelmo, P., ... Kasari, C. (2019). Caregiver voices: Cross-cultural input on improving access to autism services. *Journal of Racial and Ethnic Health Disparities*. 1-22. <https://doi.org/10.1007/s40615-019-00575-y> (IF: 1.661)

Ingersoll, B., **Straiton, D.**, Casagrande, K., & Pickard, K. (2018). Community providers' intentions to use a

parent-mediated intervention for children with ASD following training: an application of the theory of planned behavior. *BMC Research Notes*, 11(1), 777. <https://doi.org/10.1186/s13104-018-3879-3> (IF: 1.340)

Pellecchia, M., Nuske, H.J., **Straiton, D.**, McGhee Hassrick, E., Gulsrud, A., Iadarola, S., ... Stahmer, A.C. (2018). Strategies to engage underrepresented parents in child intervention services: A review of effectiveness and co-occurring use. *Journal of Child and Family Studies*, 27(10), 3141–3154. <https://doi.org/10.1007/s10826-018-1144-y> (IF: 1.310)

Bronstein, B., **Straiton, D.**, Nuske, H.J., Pellecchia, M., Reisinger Blanch, E., Mandell, D.S. (2017). Addressing the needs of under-resourced families of children with autism. *Autism Spectrum News*, 10(1), 13-25.

## PUBLICATIONS IN PREPARATION/UNDER REVIEW

\*denotes an undergraduate mentee

\*\*denotes a community partner

**Straiton, D.**, Greatorex, J.\*, & Ingersoll, B. (in prep). A systematic review of service, client, and implementation outcomes of learning collaboratives in healthcare settings.

**Straiton, D.**, Sridhar, A., Groom, B.\*\*, Kashy, D., & Ingersoll, B. (in prep). Applied behavior analysis disparities for Medicaid-enrolled individuals with ASD: A multilevel analysis.

**Straiton, D.**, Frost, K., Groom, B.\*\*, Ingersoll, B. (in prep). Behavior analysts' perceptions of evidence-based practice fit of parent coaching for autistic children in the community mental health system.

## CONFERENCE PRESENTATIONS

\*denotes an undergraduate mentee

\*\* denotes a community partner

### *Symposium Presentations*

The Use of Naturalistic Developmental Behavioral Interventions in Community Settings. Symposium for the 2022 Association for Applied Behavior Analysis International Annual Convention, Boston, MA.

- *Symposium Chair:* **Straiton, D.**
- *Invited talk:* **Straiton, D.**, Ingersoll, B. (2022). The effect of time and consultation on ABA provider perceptions of Project ImPACT.

Expanding Access to Care for Individuals with Autism: Understanding Clinician Attitudes, Support Needs, and Treatment Decision Making. Symposium for the 2021 Association for Behavioral and Cognitive Therapies (ABCT) Annual Convention, held virtually due to the COVID-19 pandemic.

*Invited talk:* **Straiton, D.**, Frost, K., & Ingersoll, B. (2021). Gatekeeping decisions for offering parent training interventions to Medicaid-enrolled autistic children.

### *Panel Presentations*

Understanding Stakeholder Perspectives Towards Evidence-Based Practices for ASD in Publicly Funded Systems of Care. Panel presentation for the 2020 International Society for Autism Research Annual Meeting, Seattle, WA. *Canceled due to the COVID-19 pandemic.*

*Invited talk:* **Straiton, D.**, Groom, B.\*\*, Ingersoll, B. (2020). A mixed methods investigation of barriers and facilitators to providers' use of parent training with Medicaid-enrolled families of individuals with autism.

### *Oral Presentations*

Oral presentation for the 2020 Association for Behavioral and Cognitive Therapies (ABCT), Autism Spectrum and Developmental Disabilities (ASDD) Special Interest Group Pre-Conference, held virtually due to the COVID-19 pandemic.

*Invited talk:* Casagrande, K., **Straiton, D.**, Ingersoll, B. (2020). Family Training under the Michigan Medicaid Autism Benefit: Understanding Provider and Caregiver Perspectives on Engagement.

### *Poster Presentations*

**Straiton, D.**, Groom, D., Kashy, B., Ingersoll, B. (2021). Applied behavior analysis disparities for Medicaid-enrolled individuals with autism: A multilevel analysis. Poster for the 2021 International Society for Autism Research Annual Meeting, held virtually due to COVID-19.

Ewell, A.\*, **Straiton, D.**, Ingersoll, B. (2020). Do parent-implemented naturalistic developmental behavioral interventions for children with autism spectrum disorder differentially affect children in medically underserved areas? Poster for the Michigan Health Psychology Symposium, held virtually due to the COVID-19 pandemic.

Meulenberg, B.\*, Pomales-Ramos, A., **Straiton, D.**, Ingersoll, B. (2020). Measuring attitudes towards telehealth over time. Poster for the Michigan Health Psychology Symposium, held virtually due to the COVID-19 pandemic.

**Straiton, D.**, Pomales Ramos, A., Ingersoll, B. (2020). The role of implementation climate in predicting the acceptability, appropriateness, and feasibility of the use of telehealth in clinical and counseling psychology training clinics. Poster for the 2020 Academy Health and NIH Dissemination and Implementation Science Conference, held virtually due to the COVID-19 pandemic.

**Straiton, D.**, Ingersoll, B. (2019). Parent training for Medicaid-enrolled families of children with ASD. Poster for the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada.

**Straiton, D.**, Ingersoll, B. (2018). The relationship between family-centered care and behavior analysts' use of parent training for children with ASD. Poster for the 2018 Michigan Alliance for the Graduate Education and the Professoriate Annual Conference, East Lansing, Michigan.

**Straiton, D.**, Ingersoll, B. (2018). Theory of planned behavior variables as predictors of community providers' intent to implement a parent-mediated intervention for children with ASD. Poster for the 2018 International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.

**Straiton, D.**, Pellechia, M., Nuske, H.J., McGhee Hassrick, E., Gulsrud, A., Iadarola, S., Vejnaska, S.F., Bullen, B.\*\*, Haine-Schlagel, R., Kasari, C., Mandell, D.S., Smith, T., Stahmer, A.C. (2018). Strategies to engage underrepresented parents in child intervention services: A review of effectiveness and co-occurring use. Poster for the 2018 International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.

**Straiton, D.**, Iadarola, S., Smith, J., Pellechia, M., Stahmer, A.C., Gulsrud, A., Kasari, C. (2017). Engaging under-resourced parents of children with ASD in service uptake: Using qualitative research to inform interventions. Poster for the 2017 International Meeting for Autism Research, San Francisco, CA.

Bronstein, B., **Straiton, D.**, Pellechia, M., Nuske, H.J., Reisinger Blanch, E., Mandell, D.S. (2017). Access to diagnostic and autism-related services in under-resourced and minority families: Barriers and enablers for families and educational service providers. Poster for the 2017 International Meeting for Autism Research, San Francisco, CA.

**Straiton, D.,** McQuiller, A. (2015). Effects of high and low similarity comparisons on learning geometrical structures of polygons. Poster at the 2015 Swarthmore College Department of Psychology Symposium, Swarthmore, PA.

## TEACHING EXPERIENCE

- February 2021 Guest Lecturer. "Assessment of Autism Spectrum Disorder and Adaptive Behavior." Lecture for a graduate-level neuropsychological assessment course at Michigan State University taught by Katy Thakkar, Ph.D.
- Anonymous feedback from students indicated the following: 100% of students rated the instructor as "superior" for: enthusiasm when presenting course material, interest in teaching, use of examples or personal experiences to help get points across in class, concern with whether students learned the material, encouragement to students to express opinions, receptiveness to new ideas and others' viewpoints, provision of opportunities for students to ask questions, stimulation of class discussion, and ability to relate lecture concepts in a systematic manner; 75% of students reported a "very high" level of improvement in competence in the topic due to the lecture and 25% reported a "moderate" level of improvement.
- February 2021 Guest Lecturer. "Autism Spectrum Disorder." Lecture for a large undergraduate abnormal psychology course at Michigan State University taught by Tim Goth-Owens, Ph.D.
- Anonymous feedback from students indicated the following: 91% of students rated the instructor's level of knowledge of the topic as "superior"; 96% of students reported a "very high" (48%) or "high" (48%) level of familiarity with lecture content at the conclusion of the lecture; students rated the quality of the lecture as "superior" (61%) or "above average" (39%).
- August 2019 Guest Lecturer. "Evidence-Based Family Training Strategies." Lecture for a Special Topics in Autism graduate-level course at Western Michigan University taught by Kate LaLonde, Ph.D.
- Anonymous feedback from students indicated the following: 100% of students rated the instructor's level of knowledge of the topic as "superior"; all respondents rated the overall quality of the lecture, the relevance of the lecture, and the instructor's coverage of the topic as either "superior" (85.7%) or "above average" (14.3%).
- May 2018-July 2018 Graduate Facilitator and Design Coach. Student Research Opportunities Program, Michigan State University, East Lansing, MI
- Met individually with 18 undergraduate students weekly for a program funded by the National Science Foundation to support underrepresented undergraduate students to develop skills needed to pursue graduate study. Provided feedback on students' oral presentation skills including best practices for visually representing data and describing scientific findings to a lay audience. Provided oral and written feedback on students' research designs and their interpretation of data at weekly group meetings.

## CLINICAL EXPERIENCE

- Oct 2018-present Clinical Trainee. Michigan State University Psychological Clinic, East Lansing, MI. Supervisors: Brooke Ingersoll, Ph.D., BCBA-D; Natalie Moser, Ph.D.

Administer comprehensive neuropsychological assessment and cognitive-behavioral therapy (CBT) for children and adolescents along with their caregivers. Participate in biweekly child CBT group supervision. Psychotherapy experience includes ASD and co-occurring internalizing disorders (depression, generalized anxiety disorder, specific phobia), ASD and elimination disorders (encopresis and enuresis), anxiety and depression in autistic adolescents and typically developing adolescents, obsessive-compulsive disorder in children, challenging behavior in young children, childhood post-traumatic stress disorder, chronic pain, and internalizing and emotion regulation concerns in gifted children. Assessment experience includes a) autism diagnostic assessment in children and adults and b) neuropsychological testing in children, including assessment of developmental disabilities, giftedness, and ADHD. Manualized treatment experience includes: Project ImPACT (naturalistic developmental behavioral intervention for social communication and challenging behavior in young autistic children), MATCH-ADTC (module-based CBT for children and adolescents), Facing Your Fears (CBT focused on graded exposure for autistic children with anxiety or phobias), PEERS (social skills for autistic adolescents and adults), Unstuck and On Target (group CBT for autistic children focusing on cognitive flexibility), Think Good Feel Good (CBT for children and adolescents), The Thriving Adolescent (ACT for adolescents), Zones of Regulation (CBT for children focusing on emotion regulation skills), Helping the Traumatized Child (TF-CBT for childhood PTSD), Treatments That Work: Family Based Treatment for Young Children with OCD (family-based CBT for OCD in young children).

Sep 2019-present Project ImPACT Master Trainer. Michigan State University Autism Lab, East Lansing, MI. Supervisor: Brooke Ingersoll, Ph.D., BCBA-D

Consulted 30+ providers in low-resourced settings, including early intervention settings in from Montgomery County Infant and Toddlers Program (Maryland) and Philadelphia Infant Toddler Early Intervention (Pennsylvania) in Project ImPACT, an evidence-based parent-mediated intervention for children with social communication delays. Trained/certified 2 trainer-consultants in training from Philadelphia Infant Toddler Early Intervention and the University of Pennsylvania. Provided formal evaluation and feedback on providers' fidelity of implementation to certify them as Project ImPACT coaches and trainer-consultants.

July 2020 Clinician. Confident Kids Camp, Thriving Minds Behavioral Health, Chelsea, MI. Supervisor: Aimee Kotrba, Ph.D.

Administered 40 hours of intensive behavioral intervention for youth aged 4-5 diagnosed with selective mutism. Trained youth with successfully treated selective mutism to provide peer-mediated social exposures to new clients; conducted exposure-based treatment including stimulus fading and positive reinforcement for speech.

Apr 2016-June 2016 Assessor. Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA  
Supervisors: Melanie Pellecchia, Ph.D., Keiran Rump, Ph.D.

Conducted cognitive testing with children with ASD in kindergarten through 2<sup>nd</sup> grade in school settings within the School District of Philadelphia.

June 2015-Aug 2015 Intern. Bilingual Domestic Violence Program, Lutheran Settlement House, Philadelphia, PA  
Supervisor: Chinemelu Oguekwe, M.S.W.

Facilitated a group of 31 adolescents at-risk for domestic violence in a trauma-informed, bilingual (Spanish) domestic violence program; collaboratively developed an inquiry-based and experiential curriculum on domestic violence prevention.

## INVITED TALKS AND WORKSHOPS

### *Invited Professional Talks*

Sridhar, A., & **Straiton, D.** (June 2021). "We're Black first and everything else is next": At the Intersection of Anti-Black Racism and Autism. ASD Family-Professional Conference, Social Justice Panel, Michigan State University, held virtually due to the COVID-19 pandemic.

**Straiton, D.** (April 2021). Using Implementation Science to Support Parent Training for ASD in Low-Resourced Settings. Oral presentation for the RISE (Reciprocal Imitation and Social Engagement) network, a national network of researchers investigating ASD intervention and parent coaching strategies; held virtually due to the COVID-19 pandemic.

**Straiton, D.**, Casagrande, K. Family Training in the Michigan Medicaid Autism Benefit (November 2018). Oral presentation for the Annual Home and Community Based Waiver Conference for the Community Mental Health Association of Michigan, East Lansing, MI.

### *Invited Workshops*

Implementing Project ImPACT: Multi-Day Training Workshop. Introductory workshop on Project ImPACT, held virtually due to COVID-19, November 2021. Trained 20 providers based in Toronto, Ontario, Canada.

Implementing Project ImPACT: Multi-Day Training Workshop. Introductory workshop on Project ImPACT, held virtually due to COVID-19, April 2021. Trained 21 providers based in Toronto, Ontario, Canada.

Implementing Project ImPACT: Multi-Day Training Workshop. Introductory workshop on Project ImPACT, held virtually due to COVID-19, September 2020. Trained 26 providers based in Philadelphia, PA.

Using Sensory Toolkits to Support Individuals with ASD and Other Sensory Needs. Workshop provided to firefighters and paramedics regarding sensory awareness and sensory toolkits; Lansing, MI, February 2020.

Implementing Project ImPACT: Multi-Day Training Workshop, Introductory workshop on Project ImPACT, University of North Texas, Denton, TX, June 2019. Trained 20 providers.

Parent Training for Children with Autism Spectrum Disorder: What It Is and How To Do It Effectively. Workshop on parent training provided for the Michigan Early Intervention Conference, Acme, MI, November 2019.

Family Training in the Michigan Medicaid Autism Benefit: A Provider Workshop. Workshop regarding family training provided for Mid-State Health Network, St. Johns, Michigan, September 2018.

Educating Outside the Classroom. Panel for the Swarthmore College Career Services Exposition. Swarthmore College, PA, April 2016.

### *Invited Webinar Moderation*

Mid-Michigan Autism Association Webinar on Guardianship for Adults with ASD. Moderated a webinar for families and community members regarding guardianship options. Held virtually due to COVID-19, November 2020.



Mid-Michigan Autism Association Webinar on Social Distancing & COVID-19. Moderated a webinar for families and community members regarding ways to support individuals with ASD during the COVID-19 pandemic. Held virtually due to COVID-19 in July 2020.

## **PROFESSIONAL SERVICE**

Ad-hoc Reviewer: Autism

Ad-hoc Reviewer: Journal of Autism and Developmental Disorders

## **ACADEMIC GOVERNANCE**

### *Leadership Positions*

Aug 2021-Aug 2022 President, Graduate Student Council, Clinical Science Area, Department of Psychology, Michigan State University, East Lansing, MI

Aug 2021-Aug 2022 Secretary, Graduate Student Advisory Committee, Department of Psychology, Michigan State University, East Lansing, MI

April 2020-April 2021 Vice President of External Affairs, Council of Graduate Students, Michigan State University, East Lansing, MI

April 2018-April 2020 Vice President of Internal Affairs, Council of Graduate Students, Michigan State University, East Lansing, MI

Sept 2017-April 2018 Representative for the Department of Psychology, Council of Graduate Students, Michigan State University, East Lansing, MI

### *Task Forces*

January 2021 Graduate Student Representative, Task Force on Racial Equity, Michigan State University, East Lansing, MI

### *Committees*

April 2020-April 2021 Michigan State University Representative, Student Advocates for Graduate Education

April 2020-April 2021 Chair, Graduate Welfare Committee, Council of Graduate Students, Michigan State University, East Lansing, MI

July 2020-April 2021 Graduate Student Representative, Planning Committee for the Dr. Martin Luther King, Jr. Commemorative Celebration, Michigan State University, East Lansing, MI

July 2020-Oct 2020 Graduate Student Representative, Task Force for Racial Equity, Michigan State University Diversity, Equity, and Inclusion Steering Committee, East Lansing, MI

Jan 2019-Nov 2019 Graduate Student Representative, Search Committee for the Associate Vice President for Civil Rights and Title IX Education and Compliance, Michigan State University, East Lansing, MI

April 2018-April 2020 Graduate Student Representative, University Committee on Academic Governance, Michigan State University, East Lansing, MI

## **COMMUNITY SERVICE**

Oct 2020-present Vice President. Mid-Michigan Autism Association, Lansing, MI

May 2020-Oct 2020 Interim President. Mid-Michigan Autism Association, Lansing, MI

Sept 2017-May 2020 Vice President. Mid-Michigan Autism Association, Lansing, MI

Sept 2013-May 2015 Tutoring Coordinator. College Access Center of Delaware County, Chester, PA  
Recruited, trained, and scheduled 50+ undergraduate tutors from Swarthmore College and Widener University; arranged and conducted tutoring conferences with adolescents from lower-resourced backgrounds to increase access to higher education

## **LANGUAGES AND SKILLS**

Fluent in English; proficient in Spanish. Proficient in SPSS, REDCap, Qualtrics, Nvivo, Dedoose, MAXQDA