

Diondra Straiton, M.A.

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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 to Improve the Implementation of a Parent Coaching Intervention for Medicaid-Enrolled Autistic Children”*
Advisor: Brooke Ingersoll, Ph.D., BCBA-D
- 2023-2024 Predoctoral Intern in Clinical Psychology, University of Pennsylvania, Department of Psychiatry, Philadelphia, Pennsylvania

Training Director: Philip Gehrman, Ph.D., CBSM, FAASM
Supervisors: Keiran Rump, Ph.D., Melanie Pellecchia, Ph.D., BCBA, NCSP, Emily Becker-Haimes, Ph.D., Julie Worley, Ph.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
- 2016 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: \$82,000 across 6 years
- Jaqueline J. Oatman Graduate Fellowship in Clinical Psychology, Michigan State University, 2022: \$2,000
- Society for Implementation Research Collaboration Student Registration Award, 2022: \$325
- Doctoral Dissertation Scholarship, Michigan Psychological Association Foundation, 2022: \$2,000
- Scholar Award, MSU Alliance for Graduate Education and the Professoriate, 2022: \$2,000
- Graduate Mentor for Autism Science Foundation Undergraduate Research Award, \$3,000 to J. Greatorex
- Scholar Award, MSU 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

GRANT FUNDING

2021-2023 Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (F31 MH 127814), National Institute of Mental Health

Title: *Examining the active ingredients of consultation to improve implementation of a parent-mediated intervention for children with autism in the community mental health system.*

Role: Principal Investigator
\$76,996

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) utilized multilevel modeling within a single-case design to investigate the effect of 3 components of consultation on clinician adherence to the Project ImPACT manual and clinician competence in parent coaching within an under-resourced Medicaid setting. Project ImPACT is an evidence-based parent-mediated intervention to support social communication development in young children with autism or social communication delays. Participants included a) 21 providers from 6 applied behavior analysis agencies that contract with regional community mental health systems and b) 23 caregivers that received Project ImPACT to support their Medicaid-enrolled autistic child. Data collection included 180 filmed telehealth sessions, 255 provider surveys, and 60 caregiver surveys. Responsibilities included study conceptualization and design, recruitment efforts, data collection, data monitoring, supervising 14 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
Supervisors: Melanie Pellecchia, Ph.D., Brooke Ingersoll, Ph.D.

Evaluated 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; evaluated Project ImPACT trainer-consultant certification requirements for 2 trainer-consultants in training, including supervision of consultation sessions; consulted 4 early intervention providers on the implementation of Project ImPACT with their cases; trained 6 coders to score Project ImPACT coaching fidelity and caregiver intervention fidelity.

Sept 2017-Aug 2021 Research Assistant. Michigan State University Autism Laboratory, Michigan State University, East Lansing, MI
Supervisor: Brooke Ingersoll, Ph.D., BCBA-D

Implemented 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; administered behavioral and neuropsychological assessments to children with autism spectrum disorder (ASD) aged 2-8 and their caregivers; wrote clinical reports for caregivers with assessment results; supervised 5 undergraduate research assistants in behaviorally coding video recordings of children's expressive language using an adapted measure of the Early Communication Indicator; trained 2 undergraduate research assistants in behaviorally coding caregiver intervention fidelity.

Jan 2016-June 2017 Clinical Research Coordinator. Penn Center for Mental Health, University of Pennsylvania, Philadelphia, PA
Supervisors: David Mandell, Sc.D., Melanie Pellecchia, Ph.D., Erica Reisinger Blanch, M.S.Ed

Coordinated a community-partnered participatory research project funded by the Health Resources and Services Administration to develop and test interventions for autistic children with from traditionally underserved backgrounds to improve autism-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.

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., Tim Goth-Owens, Ph.D.

Administered comprehensive neuropsychological assessments and cognitive-behavioral therapy (CBT) to children and adolescents along with their caregivers. Participate in biweekly child CBT group supervision.

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

Led 6 Project ImPACT Advanced Course workshops. Consulted with 34 providers working in under-resourced early intervention settings in Montgomery County Infant and Toddlers Program (Maryland) and Philadelphia Infant Toddler Early Intervention (Pennsylvania) about implementing Project ImPACT at fidelity. Consultation led to certification in the intervention. Trained/certified 2 trainees from Philadelphia Infant Toddler Early Intervention and the University of Pennsylvania to become Project ImPACT trainer-consultants. Provided formal evaluation and feedback on Project ImPACT coaching fidelity.

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

Administered 40 hours of intensive behavioral intervention (exposure-based) to children aged 4-5 at an intensive outpatient therapeutic camp for children diagnosed with selective mutism. Coached a child 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 autistic children in kindergarten through 2nd 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.

PUBLICATIONS

*denotes an undergraduate mentee

**denotes a community partner

12. Dueñas, A., D'Agostino, S., Bravo A., Jobin, A., Salvatore, G., **Straiton, D.**, Tyson, K., & Pellecchia, M. (in press). Beyond the task list: A proposed integration of naturalistic developmental behavioral intervention to BACB certification.
11. **Straiton, D.**, Frost, K., Ingersoll, B. (available online). Factors that influence clinical decisions about offering parent coaching for autistic youth served within the Medicaid system. *Implementation Research and Practice*. <https://doi.org/10.1177/26334895231153631>
10. D'Agostino, S.R., Dueñas, A.D., Bravo, A., Tyson, K., **Straiton, D.**, Salvatore, G.L., Pacia, C., Pellecchia, M. (available online). Short report: Toward deeper understanding and wide-scale implementation of naturalistic developmental behavioral interventions. *Autism: The International Journal of Research and Practice*. (IF: 6.684)
9. Edmunds, S. R., Frost, K. M., Sheldrick, R. C., Bravo, A., **Straiton, D.**, ... & 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: The International Journal of Research and Practice*, 26(3), 601–614. <https://doi.org/10.1177/13623613211064431> (IF: 6.684)
8. **Straiton, D.**, & Sridhar, A. (2022). Short report: Call to action for autism clinicians in response to anti-Black racism. *Autism: The International Journal of Research and Practice*, 26(4), 988–994. <https://doi.org/10.1177/13623613211043643> (IF: 6.684)
7. **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: The International Journal of Research and Practice*, 25(5), 1368–1381. <https://doi.org/10.1177/1362361321989911> (IF: 6.684)
6. **Straiton, D.**, Groom, B.**, & Ingersoll, B. (2021). 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)

5. 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)
4. 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)
3. 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)
2. 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)
1. 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.

BOOK CHAPTERS

- Frost, K., **Straiton, D.**, Edmunds, S., Maye, M., & Pickard, K. (in press). Naturalistic developmental behavioral interventions. In P. Sturmey, R. Lang, & J. Luiselli, (Eds.), *Lifespan Treatment of Autism Spectrum Disorder: An Evidence-Based Guide for Professionals and Families*. Oxford University Press.

PUBLICATIONS UNDER REVIEW OR IN PREPARATION

- Straiton, D.**, Greatorex, J.*, & Ingersoll, B. (under review). A systematic review of service, client, and implementation outcomes of learning collaboratives in healthcare settings.
- Ingersoll, B., Frost, K., **Straiton, D.**, Pomales-Ramos, A., Howard, M. (under review). Relative efficacy of self-directed and therapist-assisted telehealth models of a parent-mediated intervention for autism: Examining effects on parent intervention fidelity, well-being, and program engagement.
- McGhee Hassrick, E., Iadarola, S., Pellecchia, M., Gulsrud, ... **Straiton, D.**, Luelmo, P., Morgan, E., Nuske, N., Li, J., Carcia, C., Yu, Y., Cho, E., Mandell, D., Kasari, C., & Stahmer, A. (under review). Unequal access to professional supporters: The importance of peer navigators to support historically marginalized and minoritized families to build connections and empowerment with autism service professionals.
- Ingersoll, B., Pomales-Ramos, A., Tokish, H., Howard, M., & **Straiton, D.** (under review). A mixed-methods examination of clinicians' perceived barriers to telehealth delivered Applied Behavior Analysis.
- Straiton, D.**, Moeyaert, M., Greatorex, J.*, Ewell, A.*, & Ingersoll, B. (in prep). Untapping the potential of multilevel modeling within single-case designs to feasibly identify active ingredients and mechanisms of implementation strategies.
- Straiton, D.**, Moeyaert, M., Greatorex, J.*, Ewell, A.*, & Ingersoll, B. (in prep). Examining the active ingredients of a group consultation model to improve implementation of a parent coaching intervention for autism: Effects on clinician fidelity and other implementation outcomes.

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.

CONFERENCE PRESENTATIONS

*denotes an undergraduate mentee

** denotes a community partner

Symposium Presentations

Advancing Culturally Responsive Autism Practices. Symposium for the 2022 American Psychological Association Annual Convention, Minneapolis, MN.

Invited talk: Sridhar, A. & **Straiton, D.** (2022). Disparities in access to autism assessment, intervention, and high-quality care for Black autistic clients.

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.

Special Interest Groups

Anti-Racist Research and Clinical Practice in the Autism Field. Special Interest Group for the 2022 International Society for Autism Research Annual Meeting, Austin, TX.

Special Interest Group Leader: Broder-Fingert, S.

Special Interest Group Co-Leaders: **Straiton, D.**, Sridhar, A.

Poster Presentations

Dueñas, A., D'Agostino, S., Bravo A., Jobin, A., Salvatore, G., **Straiton, D.**, Tyson, K., & Pellecchia, M. (2022). Beyond the Task List: A Proposed Integration of Naturalistic Developmental Behavior Intervention to BCBA Training. Poster for the 2022 Applied Behavior Analysis International Annual Autism Conference, San Diego, CA.

Straiton, D., Greatorex, J.* , B., Ingersoll, B. (2022). The Effect of Learning Collaboratives on Service, Client, and Implementation Outcomes in Healthcare Settings: A Systematic Review. Poster for the 2022 Society for Implementation Research Collaboration Conference, San Diego, CA.

Straiton, D., Moeyaert, M., Greatorex, J.* , B., Ingersoll, B. (2022). Investigating the extent to which consultation improves adherence to a manualized NDBI intervention. Poster for the 2022 International Society for Autism Research Annual Meeting, Austin, TX.

Straiton, D., Groom, B.** , Kashy, D., 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., Pellecchia, 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., Pellecchia, 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.**, Pellecchia, 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

November 2022 Guest Lecturer. "Single Case Research Designs: A Case Example Examining the Active Ingredients of Group Consultation." Lecture for a graduate-level occupational therapy course at Boston University taught by Emily Rothman, ScD.

Anonymous feedback from students indicated the following: 92% of students rated the instructor's knowledge of the topic as "superior"; all students reported that the quality of the lecture was high, with 54% reporting that the lecture quality was "superior" and 46% reporting that the lecture quality was "high."

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, 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 following 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; all 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 3-month summer 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.

INVITED TALKS AND WORKSHOPS

Invited Workshops

Project ImPACT Advanced Course. Advanced workshop on Project ImPACT, held virtually, February 2023. Trained 30 providers based in various cities in China.

Project ImPACT Advanced Course. Advanced workshop on Project ImPACT, held virtually due to COVID-19, September 2022. Trained 20 providers based in Toronto, Ontario, Canada.

Project ImPACT Advanced Course. Advanced workshop on Project ImPACT, held virtually due to COVID-19, February and March 2022. Trained 6 providers based in Philadelphia, PA.

Project ImPACT Advanced Course. Advanced workshop on Project ImPACT, held virtually due to COVID-19, November 2021. Trained 20 providers based in Toronto, Ontario, Canada.

Project ImPACT Advanced Course. Advanced workshop on Project ImPACT, held virtually due to COVID-19, April 2021. Trained 21 providers based in Toronto, Ontario, Canada.

Project ImPACT Advanced Course. Advanced 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.

Project ImPACT Advanced Course, Advanced 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.

Invited Professional Talks: Academic Audiences

Straiton, D. (Nov 2022). Examining the Active Ingredients of Group Consultation to Improve a Parent Coaching Intervention with Medicaid-Enrolled Autistic Children. Oral presentation for the RISE (Reciprocal Imitation and Social Engagement) network, a national network of researchers investigating autism intervention and parent coaching strategies; held virtually.

Straiton, D. (Oct 2022). The Impact of Structural Racism on Autism Services: A Case Example. Health Equity Grand Rounds, University of Massachusetts Chan Medical School, held virtually.

Straiton, D. (April 2021). Using Implementation Science to Support Parent Training for ASD in Low-Resourced Settings. Oral presentation for the RISE network; held virtually.

Invited Professional Talks: Community Audiences

Prentiss, M., Prentiss, D., DeCamillis, J., Smith, P., & **Straiton, D.** (Feb 2022). Disability and Place-Based

Education in and Beyond the Classroom. Michigan State University Extension Tollgate Farm and Education Center, held virtually due to the COVID-19 pandemic.

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., 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 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.

OTHER MEDIA

Straiton, D. & Sridhar, A. (February 23, 2022). 5 Concrete Action Steps for Clinicians to Take in Response to Anti-black Racism in the Autism Clinical Pathway. Making Sense, Sensory Health Podcast Series from *STAR Institute*.

PROFESSIONAL SERVICE

Member: Diversity, Equity, and Inclusion Editorial Advisory Board: Implementation Research and Practice

Ad-hoc Reviewer: Autism

Ad-hoc Reviewer: Journal of Autism and Developmental Disorders

ACADEMIC GOVERNANCE

Leadership Positions

University Positions

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

Department Positions

Aug 2022-present Co-Leader, Grant Development Seminar, Clinical Science Area, Department of Psychology, Michigan State University, East Lansing, MI

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

Aug 2021-Aug 2022 Communications Officer, Graduate Student Advisory Committee, Department of Psychology, 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

Mar 2022-Jan 2023 Member, Investigative Committee, Research Integrity Office, Michigan State University

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

Sept 2022-present President. Mid-Michigan Autism Association, Lansing, MI

Oct 2020-Aug 2022 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

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

LANGUAGES AND SKILLS

Fluent in English; proficient in Spanish. Proficient in SPSS, REDCap, Qualtrics, Nvivo, Dedoose, MAXQDA; working knowledge of R