**Lisa Erwin-Davidson**

Department of Communication Sciences and Disorders

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**EDUCATION**

**PhD**,Speech and Hearing Sciences May 2019

*University of North Carolina at Chapel Hill*

* *Dissertation:* “How Conceptual-Relational Words are Taught, Learned and Used”
* *Committee:* Dr. Karen Erickson, Dr. Nancy Bagatell, Dr. Sherick Hughes, Dr. Penelope Hatch, Dr. Cara McComish

**MS**, Speech-Language Pathology May 1987

*Pennsylvania State University*

* *Master's Thesis:* “Cognition in Action: Linguistic Creativity in a Language Impaired Child”
* Advisor: Dr. Stephen Camarata

**BS, Deans List Distinguished**, Communication Disorders May 1985

*Syracuse University*

* *Independent Project in AAC*: “Minscripts & Semantic Compaction: Interactive Strategies to Enhance Communication of Augmentative Aid Users”
* *Project coordinators:* Dr. Bruce Baker, Carol Cohen, Judith Frumkin

**SUMMARY OF RESEARCH SKILLS**

proposal writing / research methodology & design / Institutional Review Board clearance / participant recruitment / data collection and management / statistical and data analysis software (R, SAS, ATLAS.ti) / advanced statistical techniques (bivariate and multi-variate analyses, multi-level analyses, intervention and non-orthogonal designs) / online survey design and programming (Qualtrics) / dissemination of findings

**RESEARCH INTERESTS**

Augmentative and alternative communication (AAC) with an interdisciplinary and family focus serving low-incidence disability populations

* Employ empirical mixed-methods and qualitative approaches
* Group level analyses
	+ Ethnographic/empirical
	+ Multi-level cluster sampling designs/experimental
	+ Quasi-experimental designs

**AWARDS AND HONORS**

* Graduate School Dissertation Completion Award, University of North Carolina at Chapel Hill, 2018-2019
* Department of Allied Health Student Research Ambassador Award, University of North Carolina at Chapel Hill, 2018
* National Clinical Leader Award, American Speech-Language-Hearing Association, 2012
* Professional Autism Advocate of the Year Award, State of Vermont, 2010

**RESEARCH EXPERIENCE**

**Dissertation Research**  Spring 2018

*UNC Center for Literacy and Disability Studies, Chapel Hill, NC*

*How Conceptual-Relational Words are Taught, Used, and Learned: A Cross-Case Analysis*

* Prepared documents & obtained approval from Institutional Review Board to conduct study
* Recruited and consented-to-study 21 adults and 56 children for a total of 77 participants.
* Coordinated on-site project with study participants
* Collected daily participant observational field notes over a 12-week period in four classrooms including verbatim samples of teacher-student discourse, “thick” descriptions of daily events, and photographs of participants-engaging-in-context
* Conducted and transcribed 12 semi-structured interviews with four lead teachers
* Cleaned & expanded field notes daily including editing of photos and matching to text
* Completed initial coding for field notes and interview transcriptions; initiated first pass of cross-case analysis
* Maintained daily log for audit trail
* Utilized both hand-coding techniques and computer applications to organize, conceptualize and visualize data
* Documented insights and understandings by creating memos throughout data collection and analysis
* Conducted a thematic and constant comparison analysis per case and across cases

**Research Assistant to Karen Erickson, Ph.D.**  Fall 2017

*UNC Center for Literacy and Disability Studies, Chapel Hill, NC*

*Understanding Thinking and Learning Among Students with Significant Disabilities (UTL)*, is a three-year post-critical ethnographic study engaging with teachers and their students with significant disabilities designed to construct a theory of cognitive development and learning. Spencer Foundation Grant#14253

* Completed a comprehensive literature review of cognitive development and learning theories
* Drafted the methods section for team manuscript preparation
* Collected field notes as a participant observer employing a post-critical ethnographic lens within self-contained classrooms serving children with severe disabilities
* Participated in team planning, brainstorming, and data processing

**Research Assistant to Karen Erickson, Ph.D.**  2015 - 2017

*UNC Center for Literacy and Disability Studies, Chapel Hill, NC*

*Project CORE, a comprehensive implementation project for the delivery of a multi-tiered approach to the system for augmenting language*. A Stepping-Up Technology Implementation Project. Office of Special Education, U.S. Department of Education, Grant #CFDA 84.327s

* Obtained practical experience in implementation science and mixed-methods approaches
* Completed weekly participant observations in self-contained special education preschool and school-age classrooms; cleaned and expanded daily field notes, used secure drives for data storage
* Participated in weekly team meetings to discuss findings, share insights, solve problems, and create action plans
* Recorded and organized data for analysis and interpretation
* Independently coded teacher assessment data for inter-rater agreement scoring
* Conducted quality review of educational videos
* Assisted in design of data presentations
* Presented findings with research team at national conferences

**Pre-Dissertation Research**  Fall 2015 – Spring 2017

*UNC Center for Literacy and Disability Studies, Chapel Hill, NC*

*8-Month Intrinsic Qualitative Case Study embedded in larger mixed-methods study* with Project Core Team under direction of Dr. Karen Erickson, Dr. Lori Geist, Dr. Penny Hatch & Dr. Claire Greer

* Utilized both hand-coding techniques and computer applications to organize, conceptualize and visualize data
* Organized and prepared research team case field notes, participant interviews and artifacts data for analysis
* Coded, analyzed and interpreted data in ATLAS.ti
* Created novel sentiment analysis of textual data using SAS
* Disseminated findings at national and international research conferences

**Principal Investigator**  Fall 2015 – Spring 2016

Advisor: Karen Erickson, Ph.D.

*UNC Center for Literacy and Disability Studies, Chapel Hill, NC*

*Caregivers’ Cross-Cultural Perspectives on Priority Early Vocabulary for their Children with Complex Communication Needs (CCN),* was an internationally distributed survey collecting the top 20 most frequently used words (graphically represented) from caregivers of children with communication disabilities in Arabic, Mandarin, Cantonese, and English.

* Completed IRB
* Collaborated with team to design, collect and analyze survey data utilizing Qualtrics
* Wrote and submitted grant proposal as a Community Engagement Project
* Presented initial findings in a doctoral seminar

**TEACHING & MENTORING EXPERIENCE**

**Class Instructor**  2015 - 2019

University of North Carolina at Chapel Hill, Center for Literacy and Disability Studies, Chapel Hill, NC

* Planned and presented doctoral seminars and graduate classes on translational research, community engagement, child language development, early education curricula and policy, social policy (Title 1), inter-professional education on AAC and AT, qualitative research methods
* Lectured on communication development & disorders and AAC to special education graduate students at Eastern Carolina University

**Adjunct Instructor** 2012 - 2015

University of Vermont, Department of Communication Sciences and Disorders, Burlington, VT

*CSD 350: Swallowing Function & Dysfunction*

* Created syllabi using KASA (Knowledge and Skills Acquisition) standards
* Implemented MBSImp Certificate training for graduate students
* Engaged students in experiential and project-based learning activities
* Utilized the Blackboard course management system for topic discussions, creating short answer and multiple-choice tests and uploading videos for analysis

**Adjunct Instructor**  Spring 2015

University of Vermont, Department of Communication Sciences and Disorders, Burlington, VT

*CSD 351: Adult Aphasia; RHD; Dementia*

* Created syllabus using KASA standards
* Engaged students in experiential learning and offered multiple method to assess learning
* Utilized the Blackboard course management system for topic discussions, creating short answer and multiple-choice tests and posting clinical cases

**Undergraduate, Graduate Clinical Intern Supervision and Clinical Fellowship Mentor** 1988 - 2012

* Supervised and mentored undergraduate and graduate students towards their completion of observation hours
* Coordinated student intern placements with local universities
* Served as ASHA Speech-Language Pathology Clinical Fellowship Mentor

**PROFESSIONAL EXPERIENCE**

**Clinical Speech-Language Pathologist** (certified, licensed) 1987 – 2015

* SLP Program Innovator & Developer, Contract Negotiator, Mentor for Clinical Fellows
* Set up AAC evaluation and treatment center with a variety of ages and diagnoses
* Concentration in Adult Dysphagia, Acquired Brain Injuries, Progressive Neuromuscular Disorders, Voice Disorders, Transgender Voice adjustment (male to female) during and after transition
* Strong communication and collaboration skills, client and family advocacy skills

**Department Supervisor/Senior Speech-Language Pathologist**  2001 – 2014

*North Country Hospital, Newport, VT*

* Created and developed the first Speech-Language Pathology department at the facility
* Managed contract services with area schools and health care agencies
* Provided medical and community education
* Supervised the department from 2004 to 2012

**Speech-Language Pathologist**  1991 - 2001

*Self-employed, Cape Cod, Southeastern Massachusetts and Rhode Island*

* Evaluated and instructed children and adults for appropriate AAC systems
* Coordinated and collaborated with PT/OT, educators and families for AAC implementation
* Built teaming structures using interdisciplinary model
* Provided educational in-services, parental and person-centered training and support; home-school collaboration
* Educational in-services and AAC training for parents and professionals

**Speech-Language Pathologist**  1987 – 1991

*NewMedico Skilled Nursing and Head Injury Rehabilitation Center at Forest Manor, Middleboro, MA*

* Provided interdisciplinary AAC and AT evaluations and training with residents diagnosed with acquired brain injuries
* Provided cognitive, language, swallowing and voice evaluations and treatment

**PUBLICATIONS AND PRESENTATIONS**

*Publications*

* Erwin-Davidson, L. (2019). *How conceptual-relational words are taught, used and learned: A cross-case analysis.* Retrieved from ProQuest Dissertations & Theses Global. (id#18499). Copyrighted. Registration #TX 8-753-343.
* Erickson, K.A. & **Erwin-Davidson, L.** (manuscript in progress) (2019). *Classroom transformation upon the introduction of a school-wide symbolic communication intervention.*

*Selected Oral Presentations*

* **Erwin-Davidson, L.** (2019, July). *A Cross-Case Analysis in Four Inclusive Preschools: How Basic Concept Words Were/Were Not Used.* Poster presented at the American Speech & Hearing Association Schools Conference, Chicago, IL.
* **Erwin-Davidson, L.** (2019, June). *Words Preschoolers Need for Thinking to Learn and Learning to Think.* Dissertation research dissemination & workshop to research study participants and school district teachers, paraprofessionals, and related service providers.
* **Erwin-Davidson, L.** (2018, July). *Eight Months with Universal Core: How a Teacher-Led Approach Changed One Self-Contained Classroom*, Paper presented at the International Society for Augmentative and Alternative Communication (ISAAC) annual convention, Gold Coast, Australia
* **Erwin-Davidson, L.** (2017, November). *Infusing the Universal Core into a Self-Contained Classroom*, Paper presented at the American Speech-Language-Hearing Association (ASHA) annual convention, Los Angeles, CA.
* **Erwin-Davidson, L.** & Miguel, T. (2017, September). *Promoting Inclusion in Early Childhood Settings: How Can It Work?* Paper presented at North Carolina Association for Education of Young Children (NAEYC) annual convention, Raleigh, NC.
* **Erwin-Davidson, L.** (2017, April). *Disruption of Authority as Communication Competence Unfolds in a Special Education Classroom.* Paper presented at Southeastern Association of Educational Studies, Chapel Hill, NC.
* **Erwin-Davidson, L.** (2017, January). *A Case Analysis of Communication Intervention: Year 1.* Paper presented at Assistive Technology Industry Association (ATIA), Orlando, FL.
* Geist, L., Erickson, K.A., Hatch, P., **Erwin-Davidson, L.** (2016, November). *Classroom-Based Core Vocabulary Instruction for Students with Significant Cognitive Disabilities & Complex Communication Needs*, Paper presented at the American Speech-Language-Hearing Association (ASHA) annual convention, Philadelphia, PA.
* Geist, L., Erickson, K.A., Hatch, P., **Erwin-Davidson, L.,** Greer, C.(2016, August). *Core vocabulary for students with significant cognitive disabilities: Essential tools, teaching strategies and assessment components*, Paper presented at the International Society for Augmentative and Alternative Communication (ISAAC) annual convention, Toronto, Canada
* **Erwin-Davidson, L.** (2009, April). *Augmentative & Alternative Communication: Implementation Strategies Across the Age Span*, Vermont Speech and Hearing Association (VSHA), Burlington, VT
* Numerous other presentations related to AAC and adult dysphagia between 1986 and 2008

**PROFESSIONAL AFFILIATIONS**

* 2018-2019 UNC Implementation Science Student Group, Leadership Committee
* 2015-2017 UNC Speech and Hearing Sciences Professional Seminar Student Representative
* 2015-2017 Division of Allied Health Research Forum Student Representative
* 2015-2016 UNC Undergraduate NSSLHA Chapter Advisor
* 1994-Present United States Society for Augmentative and Alternative Communication (USSAAC)
	+ International Conference Continuing Education Administrator, Washington, DC 2000
	+ National Conference Program Chair, Baltimore, MD 1999
	+ National Conference Program Chair with ATIA, Orlando, FL 1999
	+ Vice President of Professional Affairs 1996-1999
	+ National Continuing Education Administrator 1996-1999
	+ National Continuing Education Committee Chair, Baltimore, MD 1994-1999
	+ Massachusetts Representative 1997
* 1992-1999 Board Member, Northeast Communication Enhancement Group (Regional) MA, RI, NH, VT, CT, ME
* 1987-Present American Speech-Language-Hearing Association (ASHA)
	+ Current special interest groups (SIG)
		- 1: Learning Language and Education
		- 12: Augmentative and Alternative Communication
* 1984-Present International Society for Augmentative and Alternative Communication (ISAAC)

**RELEVANT TRAINING**

* *Educational Statistics Using R*, University of North Carolina Fall 2015 - Spring 2017
	+ Univariate descriptive stats, bivariate analyses (scatterplot and correlation matrix, pairwise correlation), multi-variate analyses (regression models, commonality analysis), non-orthogonal designs, categorical and continuous variables, ANOVA and ANCOVA
* *Intervention Designs*, University of North Carolina Fall 2015 and Spring 2017
	+ Completed coursework: Experimental and quasi-experimental design alternatives; analytical strategies for identifying compromises to internal and external validity; selection of comparison groups and blending; methods to control type I error rates
* *Translational Science*, University of North Carolina Spring 2016
	+ Special interest coursework completed: Cognitive Clinical Neuroscience: Neuropsychology & Neuroimaging relevant to neurobiological disorders
* *Grant Writing Course* – R03, University of North Carolina Fall 2016
	+ Approved for submission: “*The Effect of Caregiver Training on Symbolic Language Expression: Improving Communication with Tools, Graphics and Books*”
* *Multi-Level Modeling Course*, University of North Carolina Fall 2016
	+ Conducted 2 and 3-Level Multilevel analyses including logistic regression modeling in R and SAS

**COMMUNITY SERVICE AND OTHER ACTIVITIES**

* Leadership committee, Implementation Science Student Group, UNC 2018-2019
* Designed and shared lesson plans with regional science teachers to fully include students with severe disabilities, Science Research and Education Network (SciREN), Raleigh, NC 2016
* Director of Operations and Secretary, Blue Wave Tae Kwon Do International, Newport, VT 2014-2015
* Northwoods Stewardship Center, East Charleston, VT 2011-2014
	+ Vice President
	+ Executive Board Member
	+ Board of Trustees Member
* Co-owner, Baan Thai Cuisine, Newport, VT 2011-2012
* Co-author of VT bill S223 (now VT Act 158) “Early Childhood Developmental Disorder Insurance Reform Bill”, Vermont Coalition for Autism Insurance Reform (VTCAIR), Vermont 2012
* Member, subcommittee on autism insurance reform, Vermont Autism Task Force, Vermont 2009-2012
* Member, Vermont Coalition for Autism Insurance Reform (VTCAIR) for the implementation of a legislative mandate requiring private and public insurance coverage of autism spectrum disorders, Vermont 2009-2011
* Support group facilitator, Brain Injury Association of VT, Newport, VT 2008-2011
* Candidate for VT State House Representative for Orleans County 1, Orleans County, VT 2010
* Chapter president, Business and Professional Woman’s Organization (BPW), Cape Cod, MA 1997-1998