

Lisa Erwin-Davidson, Ph.D., CCC-SLP
Curriculum Vitae

California State University Fullerton
Department of Communication Sciences and Disorders
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EDUCATION

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|---|-------------------|
| Syracuse University (1981-1985) B.S., in Communication Sciences & Disorders | Syracuse, NY |
| Pennsylvania State University (1985-1987) M.S., Speech-Language Pathology | State College, PA |
| University of North Carolina at Chapel Hill (2015–2019) Ph.D., Speech and Hearing Sciences | Chapel Hill, NC |

EMPLOYMENT

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|--|------------------------------------|----------------|
| California State University Fullerton, CA | Assistant Professor | 2019 - Present |
| University of North Carolina; Center for Literacy & Disability Studies OSEP/US DOE Grant #CFDA 84.327s; Project CORE Chapel Hill, NC | Research Assistant | 2015 - 2018 |
| North Country Hospital Newport, VT | Senior Speech-Language Pathologist | 2014 - 2015 |
| University of Vermont Burlington, VT | Adjunct Instructor | 2012 - 2015 |
| North Country Hospital Newport, VT | Department Supervisor | 2001 - 2014 |
| Self-employed Sandwich, MA | Speech-Language Pathologist | 1991 - 2001 |
| NewMedico Skilled Nursing and Head Injury Rehabilitation Center at Forest Manor Middleboro, MA | Speech-Language Pathologist | 1987 - 1991 |

REFERRED PUBLICATIONS AND PRESENTATIONS

Publications

Erwin-Davidson, L., McKee, A., & Myck-Wayne, J. (2022). An interdisciplinary instructional framework: A collaborative approach to preservice training for early childhood special educators

and speech-language pathology candidates. In D. Slanda & L. Pike (Eds), *Handbook of Research on Interdisciplinary Preparation for Equitable Special Education*, IGI Global Publisher.

Publications Under Review

Publications in Preparation

Erwin-Davidson, L. (ready to submit). A Mixed-Methods Approach to Assessing AAC Virtual Service-Learning Outcomes. Planned submission to *Communication Disorders Quarterly*.

Johnston, R. & **Erwin-Davidson, L.** (in preparation). A Preservice Guide for Diffusing Confusion: AAC Goal Writing for School-Age Students. Planned submission to *Language Speech & Hearing Services in Schools*.

Erwin-Davidson, L. (in preparation). Relevance theory and applicability for learning core words. Planned submission to *Journal of Augmentative & Alternative Communication*.

Refereed Presentations: Shaded are works presented while employed at CSUF.

Herrera, A. & **Erwin-Davidson, L.** (2022, November) Partners4Literacy: A Comparative Classroom Discourse Analysis During Delivery of Readtopia Instruction. Accepted for virtual poster presentation November 2022, *American Speech-Language-Hearing Association*, New Orleans, LA.

Zellalem, E. & **Erwin-Davidson, L.** (2022, November) Partners4Literacy: Witness to the Emergence of Meaning-Making Across Three Special Day Classrooms. Accepted for virtual poster presentation November 2022, *American Speech-Language-Hearing Association*, New Orleans, LA.

Erwin-Davidson, L., Laakso, Jeanette, & Dykstra, A. (2021, November) Innovation through Collaboration: A Cross-Analysis of Four Classrooms Implementing Readtopia+36Core+ALI. Accepted for remote Seminar Presentation November 2021, *American Speech-Language-Hearing Association*, Washington, DC.

Erwin-Davidson, L., & Johnston, R. (2021, November) A Preservice Guide for Diffusing Confusion: AAC Goal Writing for School-Age Students. Accepted for remote Seminar Presentation November 2021. *American Speech-Language-Hearing Association*, Washington, DC.

Erwin-Davidson, L., & Laakso, Jeanette (2021, July). Community engaged collaboration for language & literacy impact: Preliminary case findings from Year 1. Awarded research presentation at *ISAAC Connect*, a virtual international conference for the *International Society for Augmentative and Alternative Communication*.

Erwin-Davidson, L. & Johnston, R. (2021, March). "Know thyself": Fostering theory driven AAC intervention in preservice and early career speech language clinicians. Seminar presented at the virtual *California Speech Language Hearing Association*.

Erwin-Davidson, L., Gray, R., Redira, G., Allan, R., St. Clair, S., Dykstra, A. (2021, March) Linking classroom to community: Beyond the classroom doors. Seminar presented at the virtual *California Speech Language Hearing Association*.

Erwin-Davidson, L., & Johnston, R. (Accepted 2020, November – Canceled due to COVID-19). “Know thyself”: Fostering theory driven AAC intervention in preservice and early career speech language clinicians. Seminar to be presented at *American Speech-Language-Hearing Association*, San Diego, CA.

Erwin-Davidson, L. (Accepted 2020, November – Canceled due to COVID-19). Cross-Case Evidence: The Ubiquity of Concept Words During Somatosensory and Proprioceptive Preschool Experience. Research paper presentation at *International Society for Augmentative and Alternative Communication, International Conference*, Cancun, Mexico.

Erwin-Davidson, L. (2019, November). An Embodied Cognition Framework to Understanding Concept Acquisition in Preschoolers with CCN who Require AAC. Research paper presented at the *American Speech Language Hearing Association*, Orlando, FL.

Erwin-Davidson, L. (2019, November). Relevance Theory and Concept Words in Early Aided AAC: Results of a Cross-Case Analysis. Research paper presented at the *American Speech Language Hearing Association*, Orlando, FL.

Erwin-Davidson, L. (2019, July). A Cross-Case Analysis in Four Inclusive Preschools: How Basic Concept Words Were/Were Not Used. Research poster presented at the *American Speech & Hearing Association Schools Conference*, Chicago, IL.

Erwin-Davidson, L. (2018). Eight Months with Universal Core: How a Teacher-Led Approach Changed One Self-Contained Classroom, Research paper presented at the *International Society for Augmentative and Alternative Communication*, Gold Coast, Australia

Erwin-Davidson, L. (2017). Infusing the Universal Core into a Self-Contained Classroom, Paper presented at the *American Speech-Language-Hearing Association*, Los Angeles, CA.

Erwin-Davidson, L. & Miguel, T. (2017). Promoting Inclusion in Early Childhood Settings: How Can It Work? Paper presented at *North Carolina Association for Education of Young Children* annual convention, Raleigh, NC.

Erwin-Davidson, L. (2017). 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). A Case Analysis of Communication Intervention: Year 1. Paper presented at *Assistive Technology Industry Association*, Orlando, FL.

Geist, L., Erickson, K.A., Hatch, P., & **Erwin-Davidson, L.** (2016). Classroom-Based Core Vocabulary Instruction for Students with Significant Cognitive Disabilities & Complex Communication Needs, Paper presented at the *American Speech-Language-Hearing Association*, Philadelphia, PA.

Geist, L., Erickson, K.A., Hatch, P., **Erwin-Davidson, L.**, & Greer, C. (2016). 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*, Toronto, Canada.

Erwin-Davidson, L. (2009). Augmentative & Alternative Communication: Implementation Strategies Across the Age Span, *Vermont Speech and Hearing Association*, Burlington, VT.

Invited Presentations: Shaded are works presented at CSUF.

Erwin-Davidson, L. (2022, August 22). Celebrating Student Progress: Linking Language & Literacy for Communication Growth and Improved Student Outcomes. Invited speaker to *Placentia-Yorba Linda School District* Educators, Related Service Providers & Administrators, Placentia, CA.

Erwin-Davidson, L. & Natoci, Karen (2021, August 1). Communication Matrix Training. Invited speakers to *Placentia-Yorba Linda School District* Educators, Related Service Providers & Administrators, Placentia, CA.

Erwin-Davidson, L. (2019). Creating Inclusive Learning Environments so ALL Students May Access Academic Curricula. Invited speaker to *Placentia-Yorba Linda School District* Educators, Related Service Providers & Administrators, Placentia, CA.

Erwin-Davidson, L. (2019). Words Preschoolers Need for Thinking to Learn and Learning to Think. Dissertation research dissemination and workshop to *North Country Supervisory Union*, Newport, VT.

RESEARCH GRANTS

Intramural (Funded)

Agency: California State University Fullerton, Center for Internships and Community Engagement

Title: Partnership Development Grant

Role: Service-Learning Course Instructor & Partner Project Collaborator

Dates: Spring-Fall 2022

Total Award: \$3000.00

Agency: California State University Fullerton, Center for Internships and Community Engagement

Title: Partnership Development Grant

Role: Service-Learning Course Instructor & Partner Project Collaborator

Dates: Fall 2021

Total Award: \$3000.00

Agency: California State University Fullerton, Center for Internships and Community Engagement Grant through Student Success Initiative

Title: Discipline-Based Service-Learning Course Grant (SL19-013)

Role: Service-Learning Course Instructor

Dates: Fall 2020

Total award: \$3,000

Agency: California State University Fullerton, Center for Internships and Community Engagement Grant through the CSU Chancellor's Office Call to Service Initiative

Title: Assessment of Service-Learning Course Grant (SL19014)

Role: Service-Learning Course Instructor & Creator of Measurement Tool

Dates: 2019-2021

Total award: \$2,000

Intramural (Submitted/Unfunded)

Agency: California State University Fullerton, Scott-Jewett Fund for Student Success Grant Proposal

Title: Interprofessional Education Center for Augmented Language & Literacy Development

Role: Project Co-Director

Dates: 2022-2023

Agency: California State University Fullerton, Junior-Senior Faculty Research Grant Proposal
Title: Partners4Literacy: A Classroom-Based Approach to Improving School-age Students Language & Literacy (IRB #: HSR-20-21-376)
Role: Principal Investigator and Project Director
Dates: Spring Cycle 2022

Extramural (Funded)

Agency: SchoolsFirst Foundation Grant
Title: Assistive Tech Tools & Literacy Materials for K-12 Schools Project
Role: Project Director
Dates: Notified September 29, 2021
Total award: \$15,000

Agency: Office of Special Education, U.S. Department of Education Grant #H325K190108, California State University Fullerton, November 2019-current
Title: Project ABC: An Interdisciplinary Professional Training Grant
Role: Significant Contributor
Dates: 2019 - Present
Total award: \$1.25 million

Extramural (Submitted/Unfunded)

Agency: Ability Central Philanthropy, a non-profit organization that is the philanthropic division of the California Communication Access Foundation
Title: SMARTsymbols: An Interdisciplinary Innovation for Communication Independence
Role: Principal Investigator
Dates: Submitted Sept 2021
Total award: unfunded

PROFESSIONAL AWARDS / SERVICE

Professional Memberships

California Speech and Hearing Association (2019 – present)

ASHA Language Learning and Education SIG 1 (2019 – present)

ASHA School-Based Issues SIG 16 (2019 - present)

ASHA Augmentative and Alternative Communication SIG 12 (1997 – present)

United States Society for Augmentative and Alternative Communication [USSAAC] (1994 – present)

USSAAC National Continuing Education Administrator (1994)

USSAAC Vice President of Professional Affairs (1996 – 1999)

USSAAC National Conference Program Chair (1999)

USSAAC International Conference Continuing Education Administrator (2000)

American Speech-Language-Hearing Association [ASHA] (1987 – present)

International Society for Augmentative and Alternative Communication (1985 – present)

University

CSUF Augmentative & Alternative Communication Club Advisor (2021-present)

Local and Global Community

- (2020-present) Plans and sets-up local **service-learning opportunities** by engaging undergraduate and graduate students in responsible and challenging actions for and with diverse populations in local adult health-care residences and special education classrooms. **Service-learning in COMD 576** provides structured opportunities for graduate students to critically reflect on their service experience in classrooms serving students presenting with significant disabilities and complex communication needs.
- (Spring 2021-present) As CSUF AAC Club Advisor directs and assists club members on **various service projects** to both the local and global community, such as, recruiting members to translate communication boards into multi-languages for people with communication needs who have lost their communication devices due to global emergencies resulting in human displacement (climate and war related). Engages people who use AAC to assist with information dissemination about AAC to parents and professionals.

College

Communication Sciences & Disorder Department Representative, College Curriculum Committee (2022-2023)

Department

COMD Student Awards/Scholarship Committee (2020-2021, 2021-2022, 2022-2023)

COMD Ad-hoc Committee: Clinical Supervisor Performance Rating Scale Development (2019-2022)

COMD Curriculog/Curriculum Committee (2021-2023)

Professional Service

Manuscript and Book Chapter Reviewer (2020-Present):

Communication Disorders Quarterly: 2 articles per year

Journal Speech Language Hearing Research: 1 article per year

IGI Global – Interdisciplinary Preparation for Equitable Special Education: 2 chapters

Awards and Honors: Shaded related to CSUF

California State University Fullerton Faculty Award for 3 WTUs Course Release (2021-2022): To address significant impact of COVID-19 on research project schedule

National Institutes of Health International Conference Attendance Grant (ISAAC Connect 2021) for accepted research paper at International Society for Augmentative & Alternative Communication

CSUF Travel Award (2020) International Society for Augmentative & Alternative Communication for Accepted Research Paper Presentation

Past Awards and Honors

Graduate School Dissertation Completion Award (2018-2019): University of North Carolina at Chapel Hill (Chapel Hill, NC)

Department of Allied Health Student Research Ambassador Award (2018): University of North Carolina at Chapel Hill (Chapel Hill, NC)

Professional Autism Advocate of the Year Award (2010): State of Vermont
National Clinical Leader Award (2012): American Speech-Language-Hearing Association

California State University Fullerton Teaching & Mentorship

Undergraduate

COMD 242 – Introduction to Communication Disorders

COMD 300 – Introduction to Research in Communication Sciences and Disorders

COMD 344 – Anatomy and Physiology of Speech, Hearing, and Swallowing

Graduate

COMD 576 – Seminar & Service-Learning in Augmentative and Alternative Communication

COMD 558B – AAC Clinical Practicum

Honors project advisor

Student: Amber Herrera, Research Proposal Accepted for ASHA 2022 presentation

Project title: A Comparative Classroom Discourse Analysis During Delivery of Readtopia Instruction

Student: Rebecca Case, Spring 2021 winner of Student Creative Activities and Research (SCAR) Award

Project title: From administrators to classroom teachers: Seeking insights into one urban public school's decision-making process when implementing aided augmentative and alternative communication systems.

Undergraduate Independent Study (COMD 499) advisor

2022 Student: Emilee Roher, Research proposal submitted to 2023 California Speech Language Hearing Association

Project title: With Opportunity & Access, Comes Evidence of Written Language Progress in Four High School Students Enrolled in Self-Contained Classrooms

2021-2022 Student: Elilta Zellalem, Research Proposal Accepted for ASHA 2022 presentation

Project title: Witness to the Emergence of Meaning-Making Across Three Special Day School Classrooms

Graduate Student Research Advisor

Student: Jenna Maree Wong, Recipient of the American Speech Language Hearing Association 2022 National SPARC Award (Students Preparing for Academic-Research Careers) and selected as one of 76 students to complete pre-doctoral program activities.

Project Title: Addressing the intersection of multilingualism, disAability, and race: Determining best ways to represent heritage language for beginning communicators with complex communication needs.

Graduate Independent Study (COMD 599) advisor

Student: Diana Tran

Project title: Inclusive education in Vietnam: Barriers and opportunities for families of children with disabilities.

Undergraduate & Graduate Student Research Mentor, Advisor, and Research-Assistant (RA) Trainer:

- Mentorship requires weekly training of RAs for various aspects of the current research project (teacher interfacing, classroom data collection, data entry, & data analysis); mentoring students on how to engage with people in power within the school community (teachers, administrators) and those with limited power (students with disabilities); guiding individual project management; teaching students how to take meeting minutes; and teaching students how to disseminate research findings in small and controlled amounts.
- Mentor 1 graduate student (Camille Holbrook) to manage placement of research assistants (RA) into classrooms, how to organize trainings, and how to interface with classroom teachers for RA placement.
- Mentor 1 undergraduate student (Emilee Roher) on how to train research assistants to assist classroom teachers with lesson data upload into appropriate & district-secure folders; advise student on how to organize data for secure upload.
- Mentor 1 undergraduate (Rachel Jurca) on data entry and data analysis in Excel; advise student on how to make improvements on classroom observation forms for next iteration.
- Advise (Fall 2022) 15 undergraduates retained from last year and taught 8 new students; 23 total under advisement on various and required project tasks.
- Advised (2021-2022) 45 undergraduate students and 1 graduate student on how to participate in various aspects of the IRB approved 5-year implementation science project entitled *Partners4Literacy*.

Project ABC Instructional Seminars on Inter-Disciplinary Education focused on teaching Emergent Literacy, Language & Communication Development to pre-service SLPs and Early Childhood Educators

Fall 2021

- **3-hour Seminar 1** - (Hands-on with AAC devices) – Saturday, October 2
- **3-hour Seminar 2** - Saturday, October 13
- **3-hour Seminar 3** - Saturday, November 13

Spring 2022

- **2-hour Seminar 1** - Saturday, February 5
- **3-hour Seminar 2** – Saturday, March 19
- **3-hour Seminar 3** – Saturday, April 9

Upcoming Seminar Dates for Fall 2022

- **2-hour Seminar 1** – (Language application training) - Saturday, October 15
- **3-hour Seminar 2** – Saturday, October 22
- **3-hour Seminar 3** – Saturday, December 10