

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)
- Erickson, K.A. & **Erwin-Davidson, L.** (manuscript in progress) (2019). *Classroom transformation upon the introduction of a school-wide symbolic communication intervention*.

Select 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