

Curriculum Vitae
Julie Lyn Thompson
 Special Education Division Chair
 Dr. Deanna and Thomas Yates Faculty Fellow
 Assistant Professor of Special Education
 Department of Educational Psychology
 College of Education and Human Development – Texas A&M University
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ACADEMIC HISTORY

Education

Ph.D.	2014	University of North Carolina at Charlotte	Special Education
M.Ed.	2011	University of North Carolina at Charlotte	Special Education
B.A.	2005	University of North Carolina at Charlotte	Special Education

Academic Positions

2021 – present	Special Education Division Chair, Department of Educational Psychology, Texas A&M University, College Station
2020 – present	Dr. Deanna and Thomas Yates Faculty Fellow
2016 – present	Assistant Professor of Special Education, Department of Educational Psychology, Texas A&M University, College Station
2014 – 2016	Postdoctoral Research Associate; Department of Counseling, Educational Psychology and Special Education; Michigan State University, East Lansing
2014 – 2016	Adjunct Professor; Department of Counseling, Educational Psychology and Special Education; Michigan State University, East Lansing
2013 – 2014	Adjunct Professor, Department of Special Education and Child Development, University of North Carolina at Charlotte, Charlotte
2012 – 2014	Graduate Research Assistant, Center for Secondary Education of Students with Autism, University of North Carolina at Charlotte,
2011 – 2012	Graduate Research Assistant, National Center and State Collaborative, University of North Carolina at Charlotte, Charlotte

Related Professional Employment

2007-2011	Special Education Teacher (Autism; K-5), Legette Blythe Elementary, Charlotte Mecklenburg Schools, Huntersville, NC
2007	Autism and Low Incidence Specialist, Iredell-Statesville Schools, Statesville, NC
2005-2007	Special Education Teacher (Autism; K-2), Third Creek Elementary/East Iredell Elementary, Iredell-Statesville Schools, Statesville, NC

Professional Credentials

2013	Board-Certified Behavior Analyst- Doctoral [added 2014] (1-13-14061)
2009	National Board Teaching Certification: Exceptional Needs Specialist-Severe and Multiple Disabilities (5-21+)

2005 North Carolina State Teaching License: Special Education-Adapted Curriculum (K-12)

Advanced Nondegree Education and Training

2018 Single-Case Intervention Research Design and Analysis, Summer Research Training Institute Sponsored by *The National Center for Special Education Research in the Institute of Education Sciences of the U.S. Department of Education*, Madison, WI [Competitive Application]

2017 Sequential Multiple Assignment Randomized Trial (SMART) Training, Summer Research Training Institute: Getting SMART about Adaptive Interventions in Education sponsored by *The National Center for Special Education Research in the Institute of Education Sciences of the U.S. Department of Education*, Washington, DC [Competitive Application]

2016 Autism Diagnostic Observation Schedule (ADOS-2) Research Training, University of Michigan, Ann Arbor, MI

2014 Essentials of Teaching and Learning Certificate, University of North Carolina at Charlotte, Charlotte, NC

AWARDS, RECOGNITIONS, AND ACHIEVEMENTS

Dr. Deanna and Thomas Yates Faculty Fellowship, College of Education and Human Development, Texas A&M University, **2020-2023**

Early Career Research Excellence Award, College of Education and Human Development, Texas A&M University, **2019**

Outstanding Research Award, Department of Educational Psychology, College of Education and Human Development, Texas A&M University, **2019**

OSEP Leadership Doctoral Scholar with Specialty in Multi-Tiered Interventions, UNC Charlotte OSEP Leadership Grant (Lo & Wood) \$82,794 [total] **2012-2014**

OSEP Leadership Doctoral Scholar in Special Education UNC Charlotte OSEP Leadership Grant (Test & Browder) \$19,736 [total] **2011-2012**

Graduate Assistant Support Plan Tuition Award, The Graduate School, UNC Charlotte \$45,540 [total] **2011-2014**

RESEARCH

Founder and Director, *Behavioral Learning Interventions for Children* (BLINC) Lab
[\(http://blinc.tamu.edu/\)](http://blinc.tamu.edu/)

Areas of Interest

- Reading assessments and interventions for students with autism spectrum disorder and/or extensive support needs
- Spanish/English bilingual culturally adapted curriculum for preschool and elementary students with autism spectrum disorder and/or extensive support needs
- Positive behavior supports to promote access and participation during academic instruction for students with autism spectrum disorder and/or extensive support needs
- Teacher and paraprofessional training in behavior analytic strategies for classroom instruction

Competitive External Grant/Contract Awards

[PI on four external awards totaling \$2,224,370 and Co-PI on three external awards totaling \$23.69 million]

Active

Knowledge Acquisition and Transformation Expansion (KATE). Funded \$14.86 million for 5 years (2022-2027) by the *U.S. Department of Education, Office of Innovation and Improvement*
Investigators: Wijekumar, K. (PI), McKeown, D. (Co-PI), Gerde, H.(Co-PI), Joshi, R.M.(Co-PI), **Thompson, J.L.(Co-PI)**, Cantrell, E.(Co-PI), and Owens, J.K.(Co-PI).

Project TAPP: Teaching, Autism, and Practitioner Preparation. Autism Grant Program: 2020-2021 Board Certified Behavior Analyst Training for Teachers/Paraprofessionals funded by the *Texas Higher Education Coordinating Board*. Funded \$471,662 for 2 years (2020-2022).
Investigators: **Thompson, J. L. (PI)**, Whiteside, E. (Co-PI)

Massively Open Online Virtual Practice-Based Professional Development for Teachers. FY 2018 Supporting Effective Educator Development Grant Program funded by the *U.S. Department of Education, Office of Innovation and Improvement*. Funded \$7,580,547 for 3 years (2018-2021). [1-year no-cost extension to 2022]
Investigators: Wijekumar, K. (PI), McKeown, D., (Co-PI), **Thompson, J. L. (Co-PI)**, Joshi, R. M.

Recruit-Prepare-Retain Squared (PhD Scholars and Pre-Service Teachers) - *Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325)* funded by the *U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs*. Funded \$1,101,139 for 5 years (2022-2026).
Investigators: **Thompson, J. L. (PI)**, Fogarty, M. (Co-PI), & Whiteside, E. (Co-PI)

Collaborative Intervention Design: Doctoral Training Program Partnership with Texas A&M University, the University of Tennessee, and the University of Nebraska. *Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325)* funded by the *U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs*. Funded \$1,246,090 for 5 years (2022-2026).
Investigators: Erbeli, F. (PI), Goodrich, J. M., (Co-PI), **Thompson, J. (Co-PI)**, & Ganz, J. (Co-PI).

Completed

Lsquared-Spanish: Supporting Spanish-speaking families to increase emergent literacy and language of their children with autism through story-based instruction. Autism Grant Program: 2019-2020 Parent-Directed Treatment funded by the *Texas Higher Education Coordinating Board*. Funded \$191,161 for 2 years (2019-2020).
Investigators: **Thompson, J. L. (PI)**, Fogarty, M. (Co-PI)

Lsquared: Exponentially Increasing Language Use Through Intensive Literacy Instruction. Autism Grant Program: 2017-2019 Parent-Directed Treatment funded by the *Texas Higher Education Coordinating Board*. Funded \$450,668 for 2 years (2017 – 2019).
Investigators: **Thompson, J. L. (PI)**, Ganz, J. (Co-PI), & Riccio, C. (Co-PI).

Effects of Small Group Direct Instruction on Math Skills of Students with Autism Spectrum Disorders. Research Fellowship Grant funded by the *National Institute for Direct Instruction*. Funded \$9740 for 1 year (2012 – 2013).
Investigator: **Thompson, J. L. (PI)**.

Under Revision

Assessing individuals with autism and Complex Communication needs via technologically innovative response formats including Eye-tracking and test-administration Support Strategies (ACCESS). Advancing Research in Augmentative and Alternative Communication (R01) funded by the

National Institute of Deafness and other Communication Disorders, National Institutes of Health. Proposed amount \$2,331,322.

Investigators: **Thompson, J. L. (PI)**, Root, J.R. (Co-PI), Mims, P. (Co-PI)

Unfunded

Increasing Emergent Literacy and Language Through Story-Based Instruction for Children with Autism Spectrum Disorder Who are Pre-Verbal. Research Training Programs in Special Education: Early Career Development and Mentoring funded by the *U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research.* Proposed amount \$470,451.

Investigator: **Thompson, J. L. (PI)**. Initially submitted in 2017. Resubmitted August 2018.

Lsquared – Exponentially Increasing Opportunities for Literacy and Language through Comprehensive Story-Based Reading Instruction. Autism Grant Program: 2018-2020 Innovative ASD Treatment Model by the *Texas Higher Education Coordinating Board.* Proposed amount \$1,072,345.

Investigators: **Thompson, J. L., (PI)**, Riccio, C. (Co-PI), Woltering, S. (Co-PI), Liew, J. (Co-PI), & Thompson, C. (Co-PI). Submitted June 2018.

Ventures and vexations in implementation and measurement of general curriculum access. Conference grant funded by the *Spencer Foundation.* Proposed amount: \$50,000

Investigators: Root, J. (PI), Wood, L. (Co-PI), Mims, P. (Co-PI), Jimenez, B. (Co-PI), Courtade, F. (Co-PI), **Thompson, J. (Co-PI)**, & Knight, V. (Co-PI). Submitted February 2020

Competitive Internal Funding Awards

[Co-author & PI/Co-PI on 7 awards totaling \$167,235]

Active

Culturally Adapted Story-based Curriculum for Spanish-Speaking Children with Autism Spectrum Disorders and/or Intellectual Disabilities. Early Career Catapult Seed Grant funded by the *College of Education and Human Development.* Funded \$30,000. (2021-22).

Investigators: **Thompson, J.L. (PI)**, & Lara-Alecio, R. (Co-PI)

Completed

Comparing the Impact of Learning Multiple Languages on Literacy, Executive Function, and Self-Efficacy. Catapult Triad + 2019 funded by the *College of Education and Human Development.* Funded \$10,000. (2019).

Investigators: Mckeown, D. (PI), Wijekumar, K. (Co-PI), & **Thompson, J. (Co-PI)**

Mechanistic Insights in Tryptophan Depletion Underlying Mood and Neurocognitive Dysfunctions in Autism Spectrum Disorder. Catapult Triad + 2019 funded by the *College of Education and Human Development.* Funded \$10,000. (2019).

Investigators: Deutz, N. (PI) & **Thompson, J. (Co-PI)**

Promoting Reading and Comprehension with Multi-Modal Science Texts. 2018 Catapult Award funded by the *College of Education and Human Development.* Funded \$30,000. (2018 – 2019).

Investigators: Wijekumar, K. (PI), **Thompson, J. L. (Co-PI)**, Beerwinkle, A. (Co-PI), Sherman, L. (Co-PI), & Joshi, M. (Co-PI)

Improving quality of Life Through a Culturally Responsive Lens: Developing Social Emotional and Behavioral Supports for Culturally and Linguistically Diverse Students At-Risk for Emotional

and Behavioral Disorders. 2017 Catapult Award funded by the *College of Education and Human Development*. Funded \$30,000. (2017-2018).

Investigators: Burke, M. (PI), Hagan-Burke, S. (Co-PI), Bowman-Perrott, L. (Co-PI), **Thompson, J. L.** (Co-PI), Castro-Olivo, S. (Co-PI), Hintz, S. (Co-PI), & Paal, M. (Co-PI).

Technology-Delivered Emergent Literacy Assessment for Autism Spectrum Disorder. Program to Enhance Scholarly and Creative Activities (PESCA) Grant Program funded by the *Texas A&M University Office of Research*. Funded \$25,000. (2017 – 2018).

Investigators: **Thompson, J. L. (PI)**, Wijekumar, K. (Co-PI), & Castro-Olivo, S. (Co-PI).

Improving Literacy Treatment through Biometric Technology. 2017 Catapult Award funded by the *College of Education and Human Development*. Funded \$30,000. (2017 – 2018).

Investigators: Woltering, S. (PI), Taylor, B. (Co-PI), Liew, J. (Co-PI), Cantrell, E. (Co-PI), **Thompson J. L. (Co-PI)**, & Joshi, M. (Co-PI).

Examination of National and Local Needs Related to Literacy Instruction for Students with Autism Spectrum Disorder. 2017 CHED Undergraduate Student Research Initiative (USRI) funded by the *College of Education and Human Development Research office*. \$2235

Refereed Publications Scopus Citations (n=268) & H-index (n=7); Google Citations (n=796) & H-index (n=10) Current/former students are underlined.¹ **Titles bolded** for studies included in national autism evidence-based practice report indicating meeting quality standards for single-case design (note: studies published after 2017 were not reviewed).² Scholarly impact metrics reported when available.³ (N=22, with students=11, interventions=9, data-based=21, literature reviews or meta-analysis=6)

ORCID ID: 0000-0002-2361-1707

Campbell, A., Sallese, M. R., Thompson, J. L., Fournier, C., & Allen, M. (2023). Culturally adapted behavior support for African American male learners. *Remedial and Special Education*. Advance Online Publication. <https://doi.org/10.1177/07419325221143965> [data-based, intervention, single-case design]

Campbell, A., Sallese, M.R., Thompson, J. L., Burke, M., Allen, M. (2022). Social-emotional and behavioral support for African American learners in first and second grade at-risk for emotional and behavioral problems. *Journal of Positive Behavior Interventions*. Advanced Online Publication. <https://doi.org/10.1177/10983007221133525> [data-based, intervention, single-case design]

Lee, S., Woltering, S., Prickett, C., Shi, Q., Huilin, L., & Thompson, J. (2021). Exploring the Associations between Reading Skills and Eye Movements in Elementary Children's Silent Sentence Reading. *Reading Psychology*. Advanced Online Publication. <https://doi.org/10.1080/02702711.2021.2020189> (CS=0.34) [data-based, correlational]

Thompson, J. L., Plavnick, J. B., Bak, M. Y., Doher, P., and Skibbe, L. E. (2021). Beyond Tier Three: Individualized Levels of Support During Headsprout® Early Reading Instruction for Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 52(5), 2132-

¹ Publications co-authored with doctoral advisor are indicated with an * at the end of the reference. Note: Wood, C. L. was doctoral advisor.

² Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

³ As of March 2022: Citescore from Scopus (CS), total number of publication citations in Scopus (C_{sc}), Google Scholar (C_{gs}), and Web of Science [when Scopus inaccessible – only 10 most recent publications available in Scopus] (C_{wos})

2148. <https://doi.org/10.1007/s10803-021-05072-y> (CS=5.6) [data-based, intervention, single-case design]
- Laxmidas, K., Avra, C., Wilcoxon, C., Wallace, M., Spivey, R., Polsley, S., Kohli, P., Thompson, J. L., Ray, S., Hammond, T. (2021). CommBo: Modernizing augmentative and alternative communication. *International Journal of Human-Computer Studies*, 145, 1-15. <https://doi.org/10.1016/j.ijhcs.2020.102519> (CS=8; C_{SC}=3; C_{GS}=3) [data-based, descriptive]
- Pierson, L.M., Thompson, J. L., Ganz, J. B., Wattanawongwan, S., Haas, A.N., & Yllades, V. (2021). Helping children with developmental disabilities read to speak: Parent-implemented dialogic reading to target language skills. *American Journal of Speech-Language Pathology*, 1-18. https://doi.org/10.1044/2020_AJSLP-20-00037 (CS=2.8; C_{SC}=4; C_{GS}=8) [data-based, intervention, single-case design]
- De Wandel, S., Engelen, MP, Wierchowska-McNew, **Thompson, J. L.**, Kirschner, S., K., Cruthirds, C. L., Ten Have, G. AM., Thaden, J. J., & Deutz, N. EP. (2021) Altered Glutamate and Glutamine Kinetics in Autism Spectrum Disorder. *Current Developments in Nutrition*, 5(Suppl 2), 845. https://doi.org/10.1093/cdn/nzab047_008 (CS=3.1; C_{GS}=1) [data-based, descriptive]
- Haas, A., Vannest, K., Thompson, J. L., Fuller, M. C., & Wattawongwan, S. (2020). Peer-mediated instruction and academic outcomes for students with autism spectrum disorders: A comparison of quality indicators. *Mentoring and Tutoring: Partnership in Learning*, 28(5), 625-642. <https://doi.org/10.1080/13611267.2020.1859330> (CS=1.5; C_{SC}=5; C_{GS}=9) [data-based, literature review]
- Goodnight, C. I., Wood, C. L., **Thompson, J. L.**, & Cooke, N. L. (2020). Effects of in-service and coaching to increase teachers' use of research-based strategies in beginning reading. *Preventing School Failure*, 64(1), 67-76. <https://doi.org/10.1080/1045988X.2019.1680944> (SC=1.4; C_{GS}=9)* [data-based, intervention, single-case design]
- Thompson, J. L.**, Plavnick, J. B., Skibbe, L. E. (2019). Eye-tracking analysis of attention to an electronic storybook for minimally verbal children with autism spectrum disorder. *Journal of Special Education*, 53, 41-50. <https://doi.org/10.1177%2F0022466918796504> (SC=3.7; C_{SC}=9; C_{GS}=9) [data-based, descriptive, single-case design]
- Thompson, J. L.**, Wood, C. L., Preston, A., & Stevenson, B. (2019). Teaching unison responding during small-group direct instruction to students with autism spectrum disorder who exhibit interfering behaviors. *Education and Treatment of Children*, 42, 1-23. <https://doi.org/10.1353/etc.2019.000> (SC=1.6; C_{SC}=2; C_{GS}=10) * [data-based, intervention, single-case design]
- Perihan, C., Burke, M.D., Bowman-Perrott, L., Bicer, A. Gallup, J. Thompson, J. & Salles, M.R. (2019). Effects of cognitive behavioral therapy for reducing anxiety in children with high functioning ASD: A systematic review and meta-analysis. *Journal of Autism and Developmental Disorders*, 50, 1958-1972. <https://doi.org/10.1007/s10803-019-03949-7> (CS=5.6; C_{SC}=28; C_{GS}=47) [data-based, meta-analysis]
- Reutebuch, C. K., Roberts, G. J., **Thompson, J. L.**, El Zein, F., Mize, M., Weinberg, A. N., Austin, C. R., Forbis, A., & Rodriguez, K. (2019). Reading comprehension treatment development for high school students with autism spectrum disorder: Stakeholder considerations for feasibility. *Research in Autism Spectrum Disorders*, 57, 105-110. <https://doi.org/10.1016/j.rasd.2018.10.009> (SC=2.8; C_{WOS}=1; C_{GS}=3) [data-based, qualitative]
- Gushanas, C., & Thompson, J. L. (2019). Effect of self-monitoring on personal hygiene among individuals with developmental disabilities attending postsecondary education. *Career Development and Transition for Exceptional Individuals*, 42(4), 203-213

- <https://doi.org/10.1177%2F2165143418781297> (CS=2.7; C_{GS}=1) [data-based, intervention, single-case design]
- Skibbe, L. E., **Thompson, J. L.**, & Plavnick, J. B. (2018). Preschoolers' visual attention during electronic storybook reading as related to different types of textual supports. *Early Childhood Education Journal*, 46 (4), 419-426. <https://doi.org/10.1007/s10643-017-0876-4> (CS=2.7; C_{WOS}=7; C_{GS}=12) [data-based, descriptive]
- Travers, J. C., Tincani, M., **Thompson, J. L.** & Simpson, R. L. (2016). Picture exchange communication system and facilitated communication: Contrasting an evidence-based practice with a discredited method. In B.G. Cook, M. Tankersley, & T.J. Landrum (Eds.), *Advances in Learning and Behavioral Disabilities*, 29, 85-110. <http://dx.doi.org/10.1108/S0735-004X20160000029005> (CS=0.8; C_{WOS}=6; C_{GS}=16) [synthesis, conceptual, research-to-practice]
- Plavnick, J. B., **Thompson, J. L.**, Englert, C. S., Mariage, T., & Johnson, K. (2016). **Mediating access to Headsprout® early reading for children with autism spectrum disorders.** *Journal of Behavioral Education*, 25, 357-378. <https://doi.org/10.1007/s10864-015-9244-x> (CS=2.7; C_{WOS}=9; C_{GS}=22) [data-based, intervention, single-case design] Contributed to “technology-based instruction” evidence-based practice for individuals with autism
- Fleury, V. P., **Thompson, J. L.**, & Wong, C. (2015). Learning how to be a student: An overview of instructional practices targeting school readiness skills for preschoolers with autism spectrum disorder. *Behavior Modification*, 39, 69-97. <https://doi.org/10.1177%2F0145445514551384> (CS=4.9; C_{WOS}=8; C_{GS}=27) [data-based, literature review]
- Fleury, V. P., Hedges, S., Hume, K., Browder, D. M., **Thompson, J. L.**, Fallin, K., El Zein, F., Reutebuch, C. K., & Vaughn, S. (2014). Addressing the academic needs of adolescents with autism spectrum disorder in secondary education. *Remedial and Special Education*, 35, 68-79. <https://doi.org/10.1177%2F0741932513518823> (CS=5.7; C_{WOS}=72; C_{GS}=177) [data-based, synthesis, literature review]
- Odom, S, **Thompson, J. L.**, Boyd, B., Dykstra, J., Duda, M., Hedges, S., Szidon, K., Smith, L., Bord, A. (2015). Technology-aided interventions and instruction for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45, 3805-3819. <https://doi.org/10.1007/s10803-014-2320-6> (CS=5.6; C_{WOS}=88; C_{GS}=234) [data-based, conceptual, literature review]
- Plavnick, J. B., Marchand-Martella, N. E., Martella, R. C., **Thompson, J. L.**, & Wood, A. L. (2014). A review of explicit and systematic scripted instructional programs for students with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 2, 55-66. <https://doi.org/10.1007/s40489-014-0036-3> (CS=3.4; C_{WOS}=11; C_{GS}=22) [data-based, literature review]
- Thompson, J. L.**, Wood, C. L, Test, D. W., & Cease-Cook, J. (2012). **Effects of direct instruction on telling time by students with autism.** *Journal of Direct Instruction*, 12(1), 1-12. <https://www.nifdi.org/research/journal-of-di/volume-12-summer-2012/1256-effects-of-direct-instruction-on-telling-time-by-students-with-autism/file.html> (C_{GS}=19)* [data-based, intervention, single-case design] Contributed to “Direct Instruction” evidence-based practice for individuals with autism
- Manuscripts Under Peer-Review** (n=3, with students=3, interventions=0, data-based=3, meta-analysis=2) *Current/former student names are underlined.*
- Thompson, J. L.**, Root, J., Ko, E. H., Tarlow, K., Foster, M. J., & Harrod, H. (submitted). A meta-analysis and evidence-based review of reading interventions for students with autism spectrum disorder. *Exceptional Children* (revise and resubmit) [data-based, meta-analysis]

Klien, M., & **Thompson, J. L.**, Lou, W., & Baek, E. (submitted). Parental Perceptions of Social Anxiety and Social Relationships of Autistic Children During the COVID-19 Pandemic: A Lens of Literacy. *Journal of Autism and Developmental Disorders* (initial submission) [data-based, descriptive]

Pierson, L., Ganz, J. B., Thompson, C. G., Wattanwongwan, S., Yllades, V., **Thompson, J. L.** (submitted). Storybooks used as intervention anchors for children with developmental disabilities: A systematic review and meta-analysis. *Review Journal of Autism and Developmental Disorders* (initial submission) [data-based, meta-analysis]

Manuscripts in Progress [*Student names are underlined.*]

Thompson, J. L., Whiteside, E., Loflin, L., McGee, C., Devlin, M., Kaimana, K. Outcomes oriented evidence-based practices for children with autism: A translative review of the Autism Evidence-based review. [data-based, conceptual, literature review]

Thompson, J. L., Devlin, M., Whiteside, E., Loflin, L., McGee, C., Snyder, G. Program description and preliminary examination of multi-tiered system of support to teach behaviorally based instructional strategies to paraprofessionals serving students with autism. [data-based, descriptive]

Thompson, J. L., Dunn, C. Comparing the home literacy environment of children with autism spectrum disorder to their typical peers one story at a time. [data-based, descriptive]

Thompson, J. L., Devlin, M., Doher, P., & Wood, C. L. Effects of response cards during group instruction on participation and interfering behaviors with children with ASD.* [data-based, intervention, single-case design]

Thompson, J. L., Dong, X., & Dunn, C. Preliminary results of an emergent literacy program to improve the home literacy environment of children with autism spectrum disorder. [data-based, intervention, descriptive]

Thompson, J. L., Wood, C. L. Too many altered variables resulting in a failed replication.* [data-based, conceptual, intervention, single-case design]

Non-refereed Publications

Thompson, J. L. (2016). Brief 11: Literacy Instruction for Students with Autism. *Texas Education Agency*, 1-8.

Browder, D. M., **Thompson, J. L.**, & Fallin, K. (2014). *Alternate Achievement Literacy Manual*. Center for Secondary Education of Students with Autism.

Wood, A. L. & **Thompson, J. L.** (2014) Navigating the job search process: A timeline for doctoral candidates in education. *The Researcher*, 26(2), 6-14. (CGS=1)

Saunders, A. & **Thompson, J. L.** (2012). CCSS: Mathematics. *TASH Connections*, 38(3), 13-19.

Invited Book Chapters

Wood, A. L., **Thompson, J. L.**, Root, J. (2022). Development of basic academic skills in childhood. In D. Zager, D. Cihak, & A. K. Stone-MacDonald (Eds.), *Autism spectrum disorders: Identification, education, and treatment* (5th Edition). New York, NY: Routledge Taylor & Francis Group.

Wood, A. L., Root, J., & **Thompson, J. L.** (2019) Academics. In B. Jimenez, J. Shurr, & E. Bouck (Eds.), *Educating Students with Intellectual Disability and Autism Spectrum Disorder*. Arlington, VA: Council for Exceptional Children.

Wood, A. L., **Thompson, J. L.**, Root, J. (2016). Development of basic academic skills in childhood.

In D. Zager, D. Cihak, & A. K. Stone-MacDonald (Eds.), *Autism spectrum disorders: Identification, education, and treatment* (4th Edition). New York, NY: Routledge Taylor & Francis Group. (CGS=2)

Thompson, J.L., & Knight, V. (2015). Chapter 10: Teaching students with Autism Spectrum Disorder. In C. O'Brien & J. Beatties (Eds.), *Teaching Students with Special Needs* (2nd Edition). Dubuque, IA: Kendall Hunt Publishing.

Thompson, J. L., Bethune, K. S., Wood, C. L., & Pugalee, D. K. (2014). Teaching grade-aligned math skills. In D. Browder & F. Spooner (Eds.), *MORE language arts, math, and science for students with severe disabilities*. Baltimore, MD: Paul H. Brooks.*

Technical Research Reports Prepared for Federal Agencies

Browder, D. M., Wood, L., **Thompson, J. L.,** & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDAR) website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/> (CGS=153) [cited in Office of Special Education Programs grant application packages for Leadership Personnel]

Educational Materials

Trela, K., Jimenez, B., Saunders, A., & Schreiber, L. (2018) *Access Algebra Math Curriculum*, Attainment Company: Verona, WI. [**Thompson, J. L.** Role: Contributor – wrote descriptive statistics unit.]

Thompson, J.L, Browder, D., & Kliche, W. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Data analysis*. Retrieved from National Center and State Collaborative website: https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Data_Analysis

Thompson, J.L, Browder, D., & Lehew, A. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Ratio and proportions*. Retrieved from National Center and State Collaborative website: https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Ratio_and_Proportions

Thompson, J.L, Browder, D., Lehew, A., & Kliche, W. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Equations*. Retrieved from National Center and State Collaborative website: https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Equations

Thompson, J.L, Browder, D., & Polly, D. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Fractions and decimals*. Retrieved from National Center and State Collaborative website: https://wiki.ncscpartners.org/index.php/Fractions_and_Decimals

Thompson, J.L, Browder, D., & Polly, D. (2013). *NCSC curriculum resource to prepare students for AA-AAS mathematics content: Measurement and geometry*. Retrieved from National Center and State Collaborative website: https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Measurement_and_Geometry

Invited Discussant

Spooner, F. S., Root, J., Davis, L., Brosh, C., & **Thompson, J. L.** (2017, May). *Pictorial self-instruction to teach chained mathematical tasks to students with severe disabilities*. Discussant for Symposium at 43rd Annual Association for Behavior Analysis Convention, Denver, CO.

Scholarly Conference Presentations n = 54

- Campbell, A. R., Thompson, J. L., Sallèse, M. R., Calhoun, T. E. (2022, September). *Culturally adapted behavioral support for African American male learners in an urban school centered in an underserved community*. Paper presentation at the 2022 Society for Research on Educational Effectiveness Conference *From Reckoning to Racial Justice: Centering Underserved Communities in Research on Educational Effectiveness*.
- Thompson, J. L.** (2022, March) *Increasing active responding during academic instruction for autistic students/students diagnosed with autism spectrum disorder and limited vocal communication*. Poster presentation at the 16th Annual Autism Conference, Association for Behavior Analysis International, Seattle, WA.
- Thompson, J. L.** (2022, January). *Beyond tier three: Individualized levels of support to promote access and progression through technology-based interventions for students with autism and intellectual disabilities*. Division of Autism and Developmental Disabilities' 23rd International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater, FL.
- Whiteside, E., Devlin, M., Thompson, J. L. & Loflin, L. (2022, January). *Supporting ASD from every angle: Workshops in ABA for Paraprofessionals*. Division of Autism and Developmental Disabilities' 23rd International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater, FL.
- Whiteside, E. & **Thompson, J. L.** (2021, February). *Getting Everyone on the Same Page: Workshops in ABA for Paraprofessionals*. Texas Association for Behavior Analysts 36th Annual Conference on Behavior Analysis, Virtual Conference.
- Thompson, J. L., & Root, J.** (2021, January). *A meta-analysis and evidence-based review of reading interventions for students with autism spectrum disorder*. Division of Autism and Developmental Disabilities' 22nd International Conference on Autism, Intellectual Disability & Developmental Disabilities, Virtual Conference.
- Lee, S., Prickett, C., Shi, Q., Sun, H., Thompson, J. L., & Woltering, S. (2020, April) *The Relationship Between Text Reading Fluency and Online Reading Behaviors in Silent Sentence Processing: An Eye-Tracking Study* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vgvg84c> (Conference Canceled)
- Prickett, C., Dunn, C., & Thompson, J. L. (2020, February). *Service provision factors affecting caregivers' experiences with autism treatment: A focus group summary*. Poster presentation at the Annual Autism Conference, Association for Behavior Analysis International, Miami, FL.
- Dunn, C., Dulas, H., Thompson, J. L., Bowman-Perrott, L. (2020, February). Check-in-check-out program in Spanish on Latino youth immigrant ELL's with or at risk of EBD. Poster presentation, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Thompson, J. L., Dunn, C.** (2019, October). *Improving language and literacy skills of children with autism via parent coaching*. Division for Early Childhood's 35th Annual International Conference on Young Children with Special Needs and their Families, Dallas, Texas.
- Thompson, J. L.** (2019, August). *Improving language and early reading skills through shared-story reading*. 27th Annual Texas Autism Conference, San Antonio, Texas.
- Lee, S., Prickett, C., Shi, Q., Sun, H., Thompson, J. L., & Woltering, S. (2019, April). *The relationship between eye movements and reading skills in elementary school children: An exploratory study*. 2019 Annual meeting of American Educational Research Association (AERA), Toronto, Canada.

- Thompson, J. L.** (2019, February). *Examining effects of a parent-delivered shared story reading intervention on active engagement and communication of children with autism spectrum disorder*. 27th Annual Pacific Coast Research Conference, Coronado, CA.
- Thompson, J. L.** (2018, July). *Comparing the home literacy environment of children with autism spectrum disorder with their typical peers one story at a time*. Society for the Scientific Study of Reading Twenty-Fifth Annual Meeting, Brighton, England.
- Thompson, J. L., Ko, E. H.** (2017, July). *Far too few literacy interventions for students with autism spectrum disorder: A meta-analysis*. Society for the Scientific Study of Reading Twenty-Fourth Annual Meeting, Halifax, Nova Scotia.
- Thompson, J. L.** (2016, December). *Increasing active responding during academic instruction for students with autism spectrum disorder*. Paper presentation at 41st Annual TASH Conference, St. Louis, MO.
- Thompson, J. L.** (2016, November). *Challenges and innovations related to literacy assessment and instruction for minimally-verbal students with autism spectrum disorder*. Presentation for Literacy Studies Group at Texas A&M.
- Thompson, J. L.** (2016, May). *Current status and future directions of Headsprout Early Reading and Headsprout Reading Comprehension for individuals with autism and intellectual disabilities*. Chair of Symposium at 42nd Annual Association for Behavior Analysis Convention, Chicago, IL.
- Thompson, J. L., Bak, M. Y. S., Plavnick, J. B.** (2016, May). *Supporting progression through Headsprout Early Reading using systematic prompt fading*. Paper Presentation at 42nd Annual Association for Behavior Analysis Convention, Chicago, IL.
- Plavnick, J. B., **Thompson, J. L., Bak, M. Y. S.** (2016, May) *Mediating access to Headsprout Early Reading for children with autism spectrum disorder*. Paper Presentation at 42nd Annual Association for Behavior Analysis Convention, Chicago, IL.
- Bak, M. Y. S., Plavick, J. B., Thompson, J. L.** (2016, May). *Verbal behavior of minimally vocal children with autism across school environments*. Paper Presentation at 42nd Annual Association for Behavior Analysis Convention, Chicago, IL.
- Bak, M. Y. S., Thompson, J. L., Goodell, H. C., & Plavnick, J. B.** (2016, February). *Behavioral support for students with autism spectrum disorder in conjunction with computer-delivered reading instruction*. Paper presentation at the 2016 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Wood, A. L., **Thompson, J. L., Root, J.** (2016, January). *Implementing evidence-based practices to promote academic content learning for students across the autism spectrum*. Panel presentation at the 17th International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Honolulu, HI.
- Plavnick, J. B., **Thompson, J. L., Bouck, E., Mariage, T., & Englert, C. S.** (2016, January). *Academic interventions for children with autism spectrum disorder*. Panel presentation at the 17th International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Honolulu, HI.
- Thompson, J. L.** (2015, December). *Teaching meaningful mathematics while still aligning to the common state core standards*. In Workshop: Common Core Assessment, Building Capacity for Inclusion at 40th Anniversary TASH Conference, Portland, OR.

- Wood, A. L., **Thompson, J. L.**, Ribuffo, C. (2015, December). *Evidence-based practices for students with severe disabilities: The CEEDAR center report*. Paper presentation at 40th Anniversary, TASH Conference, Portland, OR.
- Skibbe, L. E., Plavnick, J. B., **Thompson, J. L.**, Mariage, T. (2015, July). *Eye-tracking analysis of attention to text for children with autism spectrum disorders*. Spoken paper presentation at the Twenty-Second Annual Meeting Society for the Scientific Study of Reading, The Big Island, HI.
- Plavnick, J. B., Skibbe, L. E., & **Thompson, J. L.** (2015, May). *Eye tracking analysis of attention to text for children with Autism Spectrum Disorders*. Technology Demonstration Session presented at the annual International Meeting for Autism Research, Salt Lake City, UT.
- Thompson, J. L.**, Root, J. (2015, May). *Technology interventions for culturally and linguistically diverse individuals with autism spectrum disorder*. Individual symposium presentation at the 2015 Applied Behavior Analysis International 41st Annual Convention, San Antonio, TX.
- Thompson, J. L.** (2015, March). *Teaching common core math to students with severe disabilities*. Lecture at the 75th Annual Michigan Council for Exceptional Children Conference, Grand Rapids, MI.
- Plavnick, J., Bak, M. Y. S., & **Thompson, J. L.** (2015, February). *Are my data accurate? Improving data collection in applied behavior analysis*. Paper presentation at the 2015 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Thompson, J. L.** (2015, February). *Using antecedent strategies to support active participation during small group instruction in mathematics with students with autism spectrum disorder*. Paper presentation at the 2015 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Thompson, J. L.** (2015, February). *Aligning behavior analytic mathematics instruction to the common core state standards for students with moderate to severe disabilities*. Paper presentation at the 2015 Behavior Analysis Association of Michigan Annual Convention, Ypsilanti, MI.
- Bartholemew, A., & **Thompson, J. L.** (2014, November). *What do we know about online teacher preparation for special education?* Paper presentation at the 2014 Teacher Education Division Annual Conference, Indianapolis, IN.
- Browder, D., **Thompson, J. L.**, Allison, C. (2014, December). *Alternate achievement literacy in inclusive settings for students with autism spectrum disorders*. Paper presentation at 2014 TASH Conference, Washington, D.C.
- Plavnick, J. B., Marchand-Martella, N. E., Martella, R. C., **Thompson, J. L.**, & Wood, L. (2014, May). *Explicit academic instructional programs and students with autism spectrum disorder: A review of the literature*. Individual symposium presentation at the 2014 Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.
- Thompson, J. L.** (2014, May). *Increasing responding during Direct Instruction mathematics using antecedent strategies with students with autism*. Individual symposium presentation at the 2014 Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.
- Thompson, J. L.**, Wood, C. L., & Preston, A. (2014, April). *Effects of direct instruction enhancements on group responding by students with autism*. Poster presentation at the 2014 Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA.
- Wood, C. L., Cooper, A., Schnorr, C. I., & **Thompson, J. L.** (2014, April). *Using explicit instruction to teach test-taking vocabulary to students with disabilities*. Poster presentation at the 2014 Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA.

- Thompson, J. L.** (2014, February). *Technology interventions for culturally and linguistically diverse individuals with autism spectrum disorder: A review of the literature*. Poster presentation at the Eight Annual Autism Conference, Association for Behavior Analysis International, Louisville, KY.
- Thompson, J. L.** (2014, January). *Teaching students with autism to group respond during Direct Instruction: Effects of proximity fading, task breaks, and stipulated signals*. Poster presentation at the 15th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, CEC-DADD, Clearwater, FL.
- Anderson, A. & **Thompson, J. L.** (2013, November). *Using active student response to improve student and teacher outcomes*. Paper presentation at the 2013 Teacher Education Division Conference, Fort Lauderdale, FL.
- Test, D. W., Konrad, M., **Thompson, J. L.**, & Chan, P. (2013, May). *Current status and future directions in secondary transition: Why we need behavior analysis now*. Symposium at the 2013 Association for Behavior Analysis International Annual Convention, Minneapolis, MN.
- Schnorr, C. I., **Thompson, J. L.**, & Wood, C. L. (2013, April). *Using multilevel support to increase kindergarten teachers' implementation of research-based strategies during beginning reading instruction*. Paper presentation at the 2013 Council for Exceptional Children Annual Convention and Expo, San Antonio, TX.
- Spooner, F. S., Hudson, M., **Thompson, J. L.**, & McDonnell, J. (2012, May). *Innovations in literacy and science instruction for students with severe disabilities*. Symposium at the 2012 Association for Behavior Analysis International Annual Convention, Seattle, WA.
- Thompson, J. L.** (2012, May). *Effects of direct instruction on telling time by students with autism*. Poster presentation at the 2012 Association for Behavior Analysis International Annual Convention, Seattle, WA.
- Wood, C. L., Schnorr, C. I., **Thompson, J. L.**, Spooner, F., & Taylor, H. (2012, April). *Effects of preprinted response cards on participation and off-task behavior by students with autism spectrum disorder*. Poster presentation at the 2012 Council for Exceptional Children Annual Convention and Expo, Denver, CO.
- Thompson, J. L.**, Wood, C. L., Test, D. W., & Cease-Cook, J. (2012, April). *Effects of direct instruction on telling time by students with autism*. Poster presentation at the 2012 Council for Exceptional Children Annual Convention and Expo, Denver, CO.
- Wood, A., Root, J., & **Thompson, J. L.** (2014, February). *Comprehension for students who access alternate achievement literacy*. Paper presentation at the 2014 North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.
- Thompson, J. L.** (2013, February). *Effects of direct instruction with enhancements on group response behaviors of students with autism*. Student Symposium at the 2013 North Carolina Association for Behavior Analysis Conference, Wilmington, NC.
- Thompson, J. L.** & Wood, A. (2013, February). *Using explicit instruction to teach common core state standards to students with autism and developmental disabilities*. Poster presentation at the 2013 North Carolina Association for Behavior Analysis Conference, Wilmington, NC.
- Wood, C. L., Bethune, K. S., Schnorr, C. I., & **Thompson, J. L.** (2013, February). *Using in-service and coaching to support teachers and practitioners*. Paper presentation at the 2013 North Carolina Association for Behavior Analysis Conference, Wilmington, NC.

Wood, C. L., **Thompson, J. L.**, Bethune, K. S., & Schnorr, C. I. (2012, February). *Academic interventions for students with autism spectrum disorders*. Paper presented at the 2012 North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.

TEACHING

College Teaching

Texas A&M University

(14 graduate courses, 1 undergraduate course)

Advanced Applied Behavior Analysis (SPED 699 - *graduate*)

Semester: Fall 2021

Classroom Management (SPED 471 - *undergraduate*)

Semester: Fall 2021

Single-Case Experimental Design Research Methodology (EPSY 660 - *graduate*)

Semester: Spring 2021

Single-Case Experimental Design (EPSY 630 – *graduate*)

Semester: Spring 2018, Spring 2019, Spring 2021, Spring 2022

Directed Studies in Single-Case Research (SPED 685 – *graduate*)

Semester: Spring 2017

Preparation for the Professoriate in Special Education and Allied Fields (SPED 618 – *graduate*)

Semesters: Fall 2016, Fall 2017, Fall 2018

Practicum in Applied Behavior Analysis (SEFB 630 – *graduate*)

Semesters: Fall 2016, Spring 2017, Fall 2017, Spring 2018

Michigan State University

(5 graduate courses)

Practicum 1 in Applied Behavior Analysis (CEP 894 – *graduate*)

Semester: Spring 2016

Single-Case Experimental Research Design (CEP 942 – *graduate*)

Semesters: Spring 2015, Fall 2015, Spring 2016

Applied Behavior Analysis 1 (CEP 844 – *graduate*)

Semester: Fall 2014

University of North Carolina at Charlotte

(1 undergraduate & 2 graduate courses)

Program Design and Development for Autism Spectrum Disorders (SPED 6272 – *graduate*)

Semester: Spring 2014

Classroom Management (SPED 5270 – *graduate*)

Semester: Fall 2013

Introduction to Students with Special Needs (SPED 2100 – *undergraduate*)

Semester: Summer 2013

New Course Development

Single Case Experimental Design Research Methodology (EPSY 660 – Graduate)

Adapting General Curriculum for Learners with Extensive Support Needs (SPED 412 – Undergraduate)

Course Redesign

Single-Case Experimental Design (EPSY 630 – Graduate)

Advanced Applied Behavior Analysis (SPED 699 – Graduate)

Prevention, Support, and Intervention for students with Emotional and Behavior Problems (SPED 642 - Graduate)
 Assessment in School Settings (SPED 601 – Graduate)

Supervision

Applied Behavior Analysis Practicum

Texas A&M University

2016 – 2018	Cynthia Xin Dong	Board Certified Behavior Analyst awarded 2018
2017 – 2018	Christopher Prickett	Board Certified Behavior Analyst awarded 2021

Michigan State University

2016	Amber Dale Paul Doher Kate Walworth	Board Certified Behavior Analyst awarded 2016
2014	Erica Weber Addam Wawrzonek	Board Certified Behavior Analyst awarded 2017 Board Certified Behavior Analyst awarded 2017

University of North Carolina at Charlotte

2013-2014	Caryn Alison Kimberly Bunch-Crump Amy Kemp-Inman Jenny Root	Board Certified Behavior Analyst awarded 2016 Board Certified Behavior Analyst awarded 2017 Board Certified Behavior Analyst awarded 2015
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School-Based Teaching Practicum

University of North Carolina at Charlotte

2013	Two Special Education Undergraduates
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Student Research Supervision

Texas A&M University

2017	Angela Kang – <i>undergraduate</i>
2016 – 2019	Hope Harrod – <i>undergraduate</i>
2020 – 2021	Grayson Snyder – <i>undergraduate</i>
2020 – 2021	Kat Kaimana – <i>undergraduate</i>
2020 – 2021	Rebecca Ard – <i>undergraduate</i>
2020 – Present	Caitlyn McGee – <i>undergraduate</i>

Michigan State University

2014 – 2015	Jessica Osos – <i>undergraduate</i>
2014 – 2016	Hannah Goodell – <i>undergraduate</i>
2015	Rachel Vanpopp – <i>undergraduate</i>
2014 – 2016	Savana Bak – <i>graduate</i>

Graduate Committees

Doctoral Advisor/Dissertation Chair

- Claudia Dunn (co-chair w/L. Bowman-Perrott), 2021
 Recipient, *College of Education and Human Development*, Strategic Research Award, \$34,000 (2020-2021) *nominated by Julie L. Thompson (myself)

Visiting Assistant Professor San Diego State University

- Aaron Campbell, (Chair), 2021
Assistant Professor of Special Education, Penn State University
- Christina Gushanas (co-chair w/M. Burke), 2020
Eleanor and Charles Garrett Endowed Assistant Professor, Sam Houston State University
Recipient, *Graduate Student Research Scholarship*, Council for Exceptional Children:
Division on Career Development and Transition, 2018-2019
Recipient, *College of Education and Human Development*, Strategic Research Award, \$34,000
(2018-2019) *nominated by Dr. Hagan-Burke
- Leily Ziglari (co-chair w/W. Rupley), 2020
- Humberto Pena (co-chair w/C. Gilson), *in progress*
- Ileana Umana, (co-chair w/Castro-Olivo) *in progress*
- Meaghan Devlin (Chair w/E. Whiteside as co-chair), *in progress*
- Lindsey Loflin, (Chair) *in progress*
- Matthew Klein (Chair) *in progress*

Doctoral Committee member

- Andrea Beerwinkle, 2018
- Cynthia Xin Dong, 2019
- April Haas, 2020
- Sanikan Wattanawonwan, 2020
- Zhou Chen, 2021
- Julie Owens, 2020
- Christopher Prickett, 2021
- Mary Whirley, 2021
- Lauren Trocejak, 2021
- Eun Hye Ko, *in progress*
- Huilin Sun, *in progress*
- Gertrude Georgio, *in progress*
- Sehrish Shikarpuriya, *in progress*
- Amarachi Yoro, *in progress*

Co-Chair of Master's Research Thesis

- Audrey Cooper, M.Ed. awarded 2012, UNC-Charlotte

Scorer

2014 – 2015 edTPA Special Education portfolios

EXTERNAL SERVICE

State/National Board/Committee

2021 Member, Texas State Steering Committee with Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center

Peer Review Activities

Editorial Review Board

Focus on Autism and Other Developmental Disabilities, 2016 – Present

Field Reviewer Assignments

Review Journal of Autism and Developmental Disorders 2022

Australian Journal of Learning Difficulties	2021 – Present
Quarterly Journal of Experimental Psychology	2021 – Present
Journal of Autism and Developmental Disorders	2019 – Present
Reading and Writing	2017 – Present
Remedial and Special Education	2017 – Present
Exceptional Children	2016 – Present
Journal of Positive Behavior Interventions	2014 – Present
Disability and Rehabilitation	2015
Focus on Autism and Developmental Disabilities	2015
Journal of International Special Needs Education	2015 - Present
Education and Treatment of Children	2011 - Present
The Journal of Special Education	2013 - Present
Autism	2014 - Present
Mexican Journal of Behavior Analysis	2014
Research and Practice for Persons with Severe Disabilities	2012

National Evidence-based Practice Review

The National Clearinghouse on Autism Evidence & Practice	2018
National Professional Development Center on ASD	2013

Memberships

Association for Behavior Analysis International
Council for Exceptional Children (CEC)
Division for Research (CEC-DR)
Division on Autism and Developmental Disabilities (DADD)
Division for Early Childhood (DEC)
Teacher Education Division (TED)

Invited Presentations, Workshops, and Trainings for School Systems and Governmental Agencies

2020 to present, **Project TAPP (Teaching, Autism, and Practitioner Preparation) Workshops** [see external funding above] have served:

- **57 independent school districts or charter schools across Texas**
- **587 paraprofessionals**
- **servicing 2899 students with autism**

2019, August, *Comprehension instruction for students with autism and moderate to severe intellectual disabilities*. 5th Annual Special Education Academy Conference, Early Childhood Special Education Service Center, Region 20, San Antonio, TX.

2019, February, *Reducing problem behavior during instruction using evidence-based practices with students with moderate to severe intellectual disability and/or autism*. TXABS 5th Annual Conference, Texas Association of Behavior Specialists, Round Rock, TX.

2017, September. *Promoting Literacy and Content Learning for Students with Autism Spectrum Disorder*. Literacy Learning for All 3rd Annual Conference, Brownsville ISD, Brownsville, TX.

2017, June. *Providing positive behavior supports and increasing active student responding with students with disabilities*, Caldwell ISD, Caldwell, Texas.

2017, April. *Promoting Literacy for Students with Autism Spectrum Disorder*. Summit for Meaningful Impact of Learning and Education sponsored by the Center for Urban School Partnerships, San Antonio, TX.

- 2016, April. *Eye gaze analysis of visual attention to an electronic storybook by children with autism spectrum disorder*. Paper Presentation for Department of Educational Psychology at Texas A&M.
- 2015, February. *Applying alternate achievement literacy strategies with high school students with autism spectrum disorder*. Workshop for San Diego State University partners in Center For Secondary Education of Students with Autism.
- 2013, March. *Direct Instruction: Everyday applications to increase active student responding*. Workshop for Union County Public Schools, Monroe, NC.
- 2013, February. Event Organizer, *Panel de Autismo: Los Recursos Locales para el Autismo* (Autism Panel: Local Resources for Autism), Charlotte, NC
- 2012, November. *Aligning instruction to the common core state standards for students with severe disabilities*. Full Day Workshop for Darlington County School District, Darlington, SC.
- 2012, November. *Accessing common core state standards for students with severe disabilities*. Full Day Workshop for ECHO Joint Agreement, South Holland, IL.
- 2012, August. *An overview of the common core state standards for ELA and math and supporting resources*. Keynote presentation for ECHO Joint Agreement, South Holland, IL.
- 2012, August. *Meaningful access to common core mathematics*. Presentation for ECHO Joint Agreement, South Holland, IL.

INTERNAL SERVICE

Texas A&M University Service

University Level

- 2021 Member, 2021 Women’s Progress Award Selection Committee
- 2016 – Present Member, Steering Committee, TAMU Women’s Faculty Network
- 2017, 2018 Grant Proposal Reviewer, TAMU VPR’s Office: Program to Enhance Scholarly and Creative Activities (PESCA) Grant Program

College Level

- 2021 – Present Member, Aggie Achieve Program Redesign Committee
- 2017 Voices of Impact Speaker, 1st Annual CEHD Voices of Impact Speaker Series, Engaging Children with Autism in Reading
<https://voi.education.tamu.edu/project/engaging-children-with-autism-in-reading-julie-thompson/>
- 2016 – Present Affiliated Faculty Member, Center on Disability and Development

Department/Program Level

- 2021 – Present Chair, Special Education Division
- 2021 – Present Member, Undergraduate Program Redesign Committee
- 2021 – Present Member, Special Education Undergraduate Program Committee
- 2021 Search Committee Member, Tenure-Track Severe Disabilities Assistant/Associate Professor Position
- 2021 Search Committee Member, Tenure-Track Early Childhood Special Education Assistant Professor Position

2019 – 2020	<u>Co-Chair of Search Committee Assistant/Associate Early Childhood Special Education Professor Faculty Position, Department of Educational Psychology</u>
2018 – 2019	<u>Co-Leader, Pre-Tenure Writing Group, Department of Educational Psychology</u>
2018 – 2019	<u>Co-Developer, Special Education Master’s Committee Redesign</u>
2018 – 2019	<u>Search Committee Member, Clinical Special Education Assistant Professor Faculty Position, Department of Educational Psychology</u>
2017 – 2018	<u>Search Committee Member, Tenure-Track Reading and Learning Disabilities Faculty Position, Department of Educational Psychology</u>
2016 – 2017	<u>Search Committee Member, Tenure-Track Low-Incidence Faculty Position, Department of Educational Psychology</u>
2016 – 2021	<u>Member, Special Education Master’s Committee</u>
2016 - Present	<u>Member, Special Education Emphasis Doctoral Committee</u>

MEDIA COVERAGE

- “How to be more inclusive when it comes to developmental disabilities” Jackson A. Thomas, May 7th, 2019, Community Health, http://www.communityhealthmagazine.com/how-to-be-more-inclusive-when-it-comes-to-developmental/article_45088c98-70f5-11e9-a1b7-8745d90d6bab.html
- “What is Autism?”, Twin City Talk, WKBTX, Bryan, TX, January 2019, <https://www.youtube.com/watch?v=pHYcd1131OM&feature=youtu.be>
- “Improving Home Literacy”, Twin City Talk, WKBTX, Bryan, TX, January 2019, <https://www.youtube.com/watch?v=XdzM3efLrSc&feature=youtu.be>
- “Literacy and Disabilities”, Twin City Talk, WKBTX, Bryan, TX, January 2019, https://www.youtube.com/watch?v=a51r6vMab_g&feature=youtu.be
- “New Grant: Parent-Directed Comprehensive Language and Literacy Supports (L²): Providing Universally Designed Community Based Literacy Experiences for Children with Autism (TX UCEDD), December 7th, 2017 https://www.aucd.org/template/news.cfm?news_id=13207&parent=964&parent_title=View%20All%20News&url=/template/page.cfm?id%3D964