

Kristin Walker

Curriculum Vitae

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Education

Stony Brook University (SBU), Stony Brook, NY	2021-2027 (Expected)
Ph.D., Clinical Psychology (APA & PCSAS accredited) Advanced Psychology Certificate in Quantitative Methods Research Advisors: Matthew D. Lerner, Ph.D., Jenny Singleton, Ph.D. Program Advisor: Kristin Bernard, Ph.D.	
Stony Brook University , Stony Brook, NY	2023
M.A., Psychology	
College of the Holy Cross , Worcester, MA	2018
B.A., Psychology Minors in Deaf Studies/American Sign Language and Neuroscience <i>cum laude</i> (GPA 3.62) Major GPA 3.82 Dean's List 2015-2018	

Research Interests

disability, autism, deafness, neurodevelopmental differences, neurodiversity, intersectionality, health inequities, affirmative care, diversity and inclusion

Fellowships & Grants

External

1. **National Science Foundation Graduate Research Fellowship**, 2022-2025
2. **Ford Foundation Predoctoral Fellowship**, honorable mention, 2022
3. **Fulbright Fellowship**, semi-finalist, autism education research in the United Kingdom, 2018

Internal

1. **SBU John Neale Endowed Graduate Student Excellence Fund Fellowship**, \$1500, 2022
2. **CT Institute for the Brain and Cognitive Sciences (IBACS) Seed Grant** "*Adapting the Autism Diagnostic Observation Schedule (ADOS-2) to assess Deaf individuals who use American Sign Language (ASL)*", Co-PIs: Coppola, M. & Eigsti, I-M.; **Co-I: Walker, K.**, \$18K, 2020-2021
3. **College of the Holy Cross Mellon Summer Research Grant**, eight-week paid research in deaf studies, language, and learning disabilities, faculty advisor Henner, J., \$3200, 2016

Honors & Awards

1. **SUNY Graduate Research Empowering and Accelerating Talent (GREAT) Award**, \$5000, 2023
2. **International Society for Autism Research (INSAR) Diversity Travel Award**, \$1000, 2022
3. **University of Connecticut (UConn) Provost Merit Award**, notable research contributions, \$630, 2020
4. **Autism Research Initiative Award**, attend Meeting on Language in Autism, \$1000, 2019
5. **College of the Holy Cross George J. Allen Psychology Award**, integrating scientific research and community service, \$250, 2018

Clinical Experience

SPACE (Supportive Parenting for Anxious Childhood Emotions) Group, KPC at SBU 2023
Graduation Student Clinician, Supervisor: Dina Vivian, Ph.D.

- Co-led an eight-week parent-based group treatment program for children ages 5-11 years old with anxiety and related problems based on a novel approach developed at the Yale Child Study Center by Dr. Eli Lebowitz

Deaf Allied Psychological Services

2022-present

Co-founder, Fellow Co-founders: Jenny Singleton, Ph.D., Angela Turner Dougherty, Ph.D.

- Provide direct services and evaluations in American Sign Language or English following an interdisciplinary, collaborative approach to supporting the well-being of deaf and hard of hearing youth
- Consult with schools and programs to share research-informed practices that promote healthy psychological and linguistic development among deaf and hard of hearing youth and their families

General Pediatric Clinic, Krasner Psychological Center (KPC) at SBU

2022-present

Graduate Student Clinician, Supervisors: Kristin Bernard, Ph.D., Daniel O'Leary, Ph.D.

- Deliver evidence-based therapy to children and adolescents (aged 4 to 14) and their caregivers via weekly in-person and telehealth services, addressing psychological difficulties in childhood, including: anxiety, Attention-Deficit/Hyperactivity Disorder, oppositionality, anger, interpersonal difficulties, and suspected autism
- Utilize evidence-based treatments including Cognitive Behavioral Therapy, Parent Management Training, Parent-Child Interaction Therapy, and Exposure Therapy
- Conduct 90-minute intakes for each client prior to starting therapy, using structured and unstructured assessment to identify treatment goals, motivation, understand psychosocial history and assess fit for outpatient clinic services
- Coordinate care with school staff, psychiatrists, pediatricians, and therapists to best support each family and maximize treatment gains
- Document services in electronic medical record and manage bill for service after each session

Adult Anxiety and Depressive Disorders Clinic, KPC at SBU

2022-present

Graduate Student Clinician, Supervisor: Joanne Davila, Ph.D.

- Deliver evidence-based individual therapy to adults via weekly in-person and telehealth services. Adults presented with difficulties related to anxiety, depression, interpersonal difficulties, and suicidality
- Develop treatment plans using an integrative approach across multiple evidence-based therapies, including: Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, and Dialectical Behavior Therapy
- Conduct 90-minute intakes for each client prior to starting therapy, using structured and unstructured assessment to identify treatment goals, motivation, understand psychosocial history and assess fit for outpatient clinic services
- Document services in electronic medical record and manage bill for service after each session

Adult Neuropsychological Evaluation and Testing Clinic, KPC at SBU

2022-present

Graduate Student Clinician, Supervisors: Brady Nelson, Ph.D., Dina Vivian, Ph.D.

- Administer diagnostic interviews, cognitive testing, academic achievement testing, and various self-report and other-report rating scales
- Score and interpret tests, write comprehensive reports, generate recommendations, and provide feedback to individuals
- Received group didactics in year-long course on the principles of evidence-based assessment, ethics of neuropsychological testing, and rigorous hands-on training of core intellectual performance and achievement testing batteries

Social Competence & Treatment Lab (SCTL), SBU

2021-present

Graduate Research Assistant and Interventionist, Supervisor: Matthew Lerner, Ph.D.

- Write integrated clinical reports for research participants based on clinical assessments and self- and parent-report measures
 - Co-led a weekly social skill and emotional regulation group for school-aged individuals on the autism spectrum. Responsibilities included preparing session materials weekly and attending weekly group supervision
 - Proctored on-site visits and administer psychodiagnostic assessments for autistic and non-autistic youth and their parents
 - Trained undergraduate research assistants in the administration of the KBIT-2 and EVT-2
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Certifications & Trainings

Clinical

- Research Reliable on the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Modules 1, 2, 3, & 4, Center for Autism and the Developing Brain, Weill Cornell Medicine, July 2023
- Selected for a specialized research training, a 2-part Autism Research Equity Training conducted by Family Voices, February 2023
- Completed online certification in Counseling on Access to Lethal Means, Mandated Reporter, and Principles of Prevention Trainings, September 2022
- Participated in advanced training in child abuse, suicidality, and interpersonal violence under the supervision of Dr. Dina Vivian, SBU, August 2022
- Introductory Clinical Training for Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Center for Autism and the Developing Brain, Weill Cornell Medicine, July 2021

Assessment

Cognitive & Achievement Tests

- Expressive Vocabulary Test, Second Edition (EVT-2); Kaufman Brief Intelligence Test, Second Edition (KBIT-2); Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4); Differential Ability Scales, Second Edition (DAS-2); Woodcock Johnson Tests of Achievement, Fourth Edition (WJ-IV-ACH); Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition (WJ-IV-COG); Woodcock Johnson Tests of Oral Language, Fourth Edition (WJ-IV-OL); Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV); Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

Neuropsychological Assessment

- Brief Observation of Symptoms of Autism (BOSA)

Clinical Interviews

- Autism Screening Interview (ASI); Mini International Neuropsychiatric Interview, Seventh Edition (MINI-7); Structured Clinical Interview for DSM Disorders, Fifth Edition, Attention Deficit Hyperactivity Disorder module (SCID-5-ADHD)

Publications

($N = 6$ published; 2 under review; 3 in prep; * = co-first authorship)

1. **Walker, K.**, Carrigan, E. & Coppola, M. (2024). Early access to language supports number mapping skills in deaf children. *Journal of Deaf Studies and Deaf Education*, 29(1), 1-18. <https://doi.org/10.1093/deafed/ena013>
2. Singleton, J.L., **Walker, K.**, Meier, R.P., & Shield, A. (2023). A case study of the American Sign Language patterns of a natively-exposed Deaf autistic signer. *Language Acquisition*, 1-36. <https://doi.org/10.1080/10489223.2023.2272837>
3. Mishra, A.*, **Walker, K.***, Oshiro, B., Langdon, C. & Coppola, M. (2022). Mathematics anxiety in deaf, hard of hearing, and hearing college students. *Annals of the New York Academy of Sciences*, 1513(1), 89-107. <https://doi.org/10.1111/nyas.14773>
4. Goodwin, C., Carrigan, E., **Walker, K.** & Coppola, M. (2021). Language experience, auditory experience, and parent-reported executive function in deaf and hard of hearing children. *Child Development*, 0(0), 1-16. <https://doi.org/10.1111/cdev.13677>
5. Anderson, M., Wolf Craig, K., Hostovsky, S., Bligh, M., Bramande, E., **Walker, K.**, Biebel, K. & Byatt, N. (2021). Creating the capacity to screen deaf women for perinatal depression: A pilot study. *Journal of Midwifery*, 92, 102867. <https://doi.org/10.1016/j.midw.2020.102867>
6. Anderson, M., Wolf Craig, K., Hostovsky, S., Bligh, M., Bramande, E., **Walker, K.**, Biebel, K. & Byatt, N. (2019). New measure to screen deaf women for perinatal depression. *Psychiatry Information in Brief*, 16(5), 1138. <https://doi.org/10.7191/pib.1138>
7. Gentry, A., Henner, J., **Walker, K.** & Hoffmeister, R. (under review). Factors contributing to specific learning disabilities for deaf and hard-of-hearing students in the United States.
8. Quam, M., Santos, S., **Walker, K.** Carrigan, E., Shusterman, A. & Coppola, M. (under review). Delayed first language exposure negatively impacts object tracking: Evidence from deaf and hard of hearing children.
9. **Walker, K.**, Gates, J.A., Boateng, S., Gerber, A., Gurba, A., Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A. & Lerner, M.D. (in prep). Exploring the intersection of race and autism in adversity assessment: Do provider trauma and adversity inquiries differ based on patient race?

10. Abu-Ramadan, T., **Walker, K.**, Gerber, A., Kang, E. & Lerner, M.D. (in prep). Conjoint effects of ASD status and ADHD symptom severity on inflated social self-perception in youth.
11. Carrigan, E., Shusterman, A., **Walker, K.**, & Coppola, M. (in prep). Early exposure to language (in any modality) supports number concept development: Insights from deaf children acquiring signed and spoken language.

Presentations

Peer-reviewed Paper Presentations ($N = 8$; $u =$ undergraduate students received mentorship)

1. **Walker, K.** & Singleton, J.L. (2024). *Examining facial expressions: A case study of a deaf autistic adolescent's American Sign Language*. Meeting on Language in Autism.
2. Singleton, J.L., **Walker, K.**, Quinto-Pozos, D., Decker-Wright, P. (2024). *Bilingual languaging patterns among Deaf ASL-signing students with developmental disabilities: Implications for classroom and interventionist practice*. Association of College Educators- Deaf and Hard of Hearing.
3. Singleton, J.L., **Walker, K.**, Meier, R. & Shield, A. (2022). *Fluent but repetitive ASL signing in a Deaf native signer with autism spectrum disorder*. International Conference on Sign Language Acquisition.
4. **Walker, K.**, Carrigan, E. & Coppola, M. (2021). *Deaf children's number mapping skills: Later language exposure, not deafness, explains delays*. American Educational Research Association.
5. **Walker, K.**, Langdon, C., Dicker, M., Carrigan, E., Goodwin, C., Santos, S., Quam, M. & Coppola, M. (2020). *Early robust language access is critical for mathematics development*. Home Mathematics Environment Conference.
6. Quigley, M. (u), **Walker, K.**, Santos, S. & Coppola, M. (2020). *Magnitude comparison and arithmetic skills: Effects of language experience in typically hearing, deaf, and hard of hearing children*. Home Mathematics Environment Conference.
7. Hebert, C. (u), **Walker, K.**, Carrigan, E. & Coppola, M. (2020). *Effects of language experience on spontaneous counting as an augmentative tool for mapping*. Home Mathematics Environment Conference.
8. **Walker, K.** & Henner, J. (2017). *Language deprivation: The neglected factor in learning disability diagnosis in deaf children*. American Educational Research Association.

Peer-reviewed Poster Presentations ($N = 6$)

1. Honovic, S., **Walker, K.**, Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., Lerner, M.D. (2023). *Student SES influences autism school-based providers' use of school-based interventions*. Annual meeting for the American Psychological Association (APA), Washington, DC, USA.
2. **Walker, K.**, Singleton, J., Meier, R. & Shield, A. (2023). *Repetition and handshape intrusion in the fluent signing of an autistic, Deaf adolescent*. Meeting on Language in Autism (MoLA), Durham, NC, USA.
3. **Walker, K.**, Gates, J.A., Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., & Lerner, M.D. (2022). *Autism providers' adversity inquiries (AI) differ by patient race and socioeconomic status*. Autism Spectrum and Developmental Disabilities (ASDD) Special Interest Group (SIG) Exposition at the Annual Meeting of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY, USA.
4. **Walker, K.**, Gates, J.A., Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., & Lerner, M.D. (2022). *Exploring the intersection of race and autism in young adults: Do provider adverse childhood experience (ACE) inquiries differ based on patient race?* International Society for Autism Research Conference, Austin, TX, USA.
5. Honovic, S., Gates, J. A., **Walker, K.**, Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., Lerner, M.D. (2022). *Usual Care Settings and Differences in Screening and Treatment of Trauma for Autistic Youth*. International Society for Autism Research Conference, Austin, Texas, USA.
6. Quam, M., Santos, S., **Walker, K.**, Carrigan, E., Shusterman, A. & Coppola, M. (2020). *Delayed first language exposure negatively impacts object tracking: Evidence from deaf and hard of hearing children*. Mathematical Cognition and Learning Society Conference.

Non-Refereed Presentations ($N = 13$, $u =$ undergraduate students received mentorship)

1. Perera, C. (u), **Walker K.** & Lerner, M.D. (2022). *Examining influences on informant agreement across parents and clinicians regarding autism spectrum disorder assessment* [Virtual poster]. SBU's Undergraduate Research & Creative Activities (URECA).

2. McCarron, J. (u), Day, T., **Walker K.** & Lerner, M.D. (2021). *The relationship between the P300, LPP, and autism symptoms in youth with and without autism spectrum disorder* [Virtual poster]. SBU's URECA.
3. **Walker K.**, Carrigan, E. & Coppola, M. (2021). *Deaf children's number mapping skills: Later language exposure, not deafness, explains delays* [Virtual lighting talk and poster]. UConn's Language Fest.
4. Quam, M., Carrigan, E., **Walker, K.**, Shusterman, A. & Coppola, M. (2021). *The role of language in object tracking: Evidence from deaf, hard-of-hearing and typically hearing children* [Virtual poster]. UConn's Language Fest.
5. Mishra, A. (u), **Walker, K.**, Langdon, C. & Coppola, M. (2021). *Correlates of math anxiety in deaf and hard of hearing college students* [Virtual poster]. UConn's Language Fest.
6. Hebert, C. (u), **Walker, K.**, Carrigan, E. & Coppola, M. (2021). *Effects of language experience on spontaneous counting as an augmentative tool for mapping* [Virtual poster]. UConn's Language Fest.
7. Shaw, M. (u), **Walker, K.**, Santos, S. & Coppola, M. (2021). *Relationship between cardinal principle mastery and approximation development in hearing and deaf/hard of hearing children* [Virtual poster]. UConn's Language Fest.
8. Shaw, M. (u), **Walker, K.**, Santos, S. & Coppola, M. (2021). *Relationships between cardinal principle mastery and approximation development in hearing, deaf, and hard of hearing children* [Virtual lightning talk]. UConn's Frontiers.
9. Quigley, M. (u), **Walker, K.**, Santos, S. & Coppola, M. (2020). *Magnitude comparison and arithmetic skills: Effects of language experience in typically hearing, deaf, and hard of hearing children* [Virtual lightning talk]. UConn's Frontiers.
10. Hebert, C. (u), **Walker, K.**, Carrigan, E. & Coppola, M. (2020). *Effects of language experience on spontaneous counting as an augmentative tool for mapping* [Virtual lightning talk]. UConn's Frontiers.
11. Hebert, C. (u), **Walker, K.**, Carrigan, E. & Coppola, M. (2019). *Interrelationships among representational formats of number in school-aged children*. [Poster]. UConn's Language Fest.
12. **Walker, K.** & Henner, J. (2018). *Language deprivation: The neglected factor in learning disability diagnosis in deaf children* [Poster]. College of the Holy Cross Annual Conference for Advanced Research in Psychology, Worcester, MA.
13. **Walker, K.** & Henner, J. (2017). *Language deprivation: The neglected factor in learning disability diagnosis in deaf children* [Poster]. College of the Holy Cross Summer Research Symposium, Worcester, MA.

Research Experience

Social Competence & Treatment Lab (SCTL), SBU

2021-2023

Graduate Research Assistant, Principal Investigator: Dr. Matthew D. Lerner

- Conducted ongoing research studies which include performing literature reviews, data analysis, and writing presentation abstracts and manuscripts
- Led the outreach team: supervise a team of undergraduate research assistants responsible for community outreach
- Mentored undergraduate and master's level students in conference abstract construction and presentation
- Co-led the electroencephalography (EEG) team: supervise a team of undergraduate research assistants responsible for proctoring EEG study visits
- Co-led the data management team: supervised a team of undergraduate research assistants responsible for building REDCap data dictionaries, maintaining the database, and scoring questionnaires

Language Creation Lab: Study of Language and Math (SLaM), UConn

2018-present

Affiliate, Principal Investigator: Dr. Marie Coppola

2021-present

Research Assistant II (full-time)

2020-2021

Research Assistant I (full-time)

2018-2020

- Write manuscripts for publication; analyze data and create graphical representations using R
- Coordinated a complex research project "*The impact of language experience on the development of number concepts in deaf, hard of hearing, and hearing children*", \$1.2M award from the National Science Foundation (NSF)
- Prepared conference presentations and posters
- Prepared and wrote grant proposals for submission to the Institute of Education Sciences and the NSF
- Managed approximately 10 undergraduate research assistants and provided supplemental mentorship for 4 thesis projects and 14 undergraduate grants totaling \$16,500

- Traveled across the US to collect data from hearing, hard-of-hearing, and deaf students ages 3-9 years
- Facilitated project development: contributed to experimental design; developed stimuli; created protocols, manuals, and testing materials; designed REDCap informed consent and background questionnaire
- Prepared and submitted IRB applications and wrote annual reports to the NSF
- Created coding spreadsheets and implemented data validation
- Served on a search committee for a postdoctoral fellow in our lab
- Designed and maintained Language Creation Lab and Study of Language and Math websites

Concealable Stigmatized Identities (CSI) Lab, College of the Holy Cross 2015-2018

Lab Manager, Principal Investigator: Dr. Stephenie Chaudoir 2016-2018

Undergraduate Research Assistant

2015-2016

- Led a semester-long research projects course (taught Excel and learned R)
- Ran weekly lab meetings; trained, managed, and evaluated lab members' activities
- Guided participants through the entire study, collected saliva samples, debriefed and recorded answers

Social Motor Coordination Lab, College of the Holy Cross 2017-2018

Undergraduate Research Assistant, Principal Investigator: Dr. Richard Schmidt

- Organized and analyzed data (Datavyu) to investigate the interpersonal bodily coordination and parent-child conversations of children with autism or schizophrenia

Deaf Yes: Center for Deaf Empowerment and Recovery, UMASS Medical School 2017-2018

Undergraduate Research Assistant, Principal Investigator: Dr. Melissa Anderson

- Created recruitment advertisement video script for the perinatal depression project, which aims to create an ASL tool to identify perinatal depression among deaf women
- Edited script for a training program video to improve the informed consent process with deaf participants

Center for Research and Training, Boston University 2016-2017

Undergraduate Research Assistant, Principal Investigator: Dr. Jeanne Reis, Supervisor: Dr. Jon Henner

- Reviewed literature and compiled key findings for the American Sign Language STEM Concept Learning Resource (ASL Clear), an online resource of STEM units in ASL aimed at fostering deaf people's interest in STEM fields

Skills

- **Electrophysiology:** Application of high-density EGI HydroCel electrode caps and Brain Products 32-channel actiCAP classic and SnapCap electrode caps; Use of Brain Vision Analyzer and Brain Vision Recorder software for EEG data acquisition; Running system and paradigm timing tests using StimTrak
- **Statistical software:** R; R Markdown; SPSS
- **Data management software:** REDCap; Qualtrics
- **Editing software:** Aurora (website design); iMovie
- **Microsoft Office applications:** Excel; PowerPoint; Word
- **Languages and Cultural Competence:** English (native); American Sign Language (intermediate)

Teaching Experience

Stony Brook University

Graduate Instructor Summer 2023

- Advanced Statistics (40 students)

Graduate Recitation Instructor

- Research and Writing in Psychology (25 students) Spring 2023

Guest Lecturer

- Human Diversity Issues in Psychology: Neurodiversity in Research (~15 students) Spring 2023

Guest Lecturer

- Autism Spectrum Disorder: Autism and Deafness (~150 students) Spring 2023

Graduate Teaching Assistant & Supervised Directed Instruction

- Autism Spectrum Disorder (160 students) Spring 2022
- Graduate Teaching Assistant*
- Survey in Abnormal and Clinical Psychology (253 students) Fall 2021
- College of the Holy Cross**
- Undergraduate Teaching Assistant, Biology Laboratory (~25 students)* 2015-2018
- Sargent Rehabilitation Center, Warwick, RI (full-time)** Summer 2015, 2017
- Intern*
- Monitored and cared for children ages 4-21 years with disabilities in the Day School during the summer
 - Assisted teachers in providing instructional and recreational activities

Mentorship

Independent Research Projects (* = co-mentor)

1. Chaya Perera (Undergraduate, SBU) Spring 2022
2. *Jack McCarron (Undergraduate, SBU) Fall 2021
3. Saathvika Diviti (High Schooler, Farmington High School) 2020-2021

Undergraduate Theses

1. *Maryann Quigley, UConn Fall 2020
2. Akriti Mishra, UConn Spring 2020
3. *Justin Slifer, UConn Spring 2020
4. *Abeer Mohamed, UConn Spring 2020

Undergraduate Awards

1. Caroline Hebert, UConn Summer Undergraduate Research Fund (SURF) Award 2020
2. Maryann Quigley, UConn SURF Award 2020
3. Meghan Shaw, UConn Social Sciences, Humanities, and Arts Research Experience (SHARE) Award 2019
4. Caroline Hebert, UConn SHARE Award 2018
5. Abeer Mohamed, UConn Psychological Sciences Research Grant (PCLB) Fall 2019
6. Alexis Cleri, PCLB Fall 2019
7. Meghan Shaw, PCLB Fall 2019
8. Tiffani Brophy, PCLB Fall 2019
9. Caroline Hebert, CT Institute for the Brain and Cognitive Sciences (IBACS) Spring 2020
10. Akriti Mishra, CT IBACS Spring 2020
11. Alexis Cleri, CT IBACS Fall 2019
12. Christina Deoss, CT IBACS Fall 2018
13. Caroline Hebert, CT IBACS Fall 2018
14. Corine Sylvain, CT IBACS Fall 2018

Leadership & Service

- Founder and Co-Organizer, Students Providing Social Support (SPSS) Group, SBU* 2022-present
- Manage funds (\$300 budget per semester) and organize bi-weekly peer-led support meetings for psychology graduate students
- Volunteer Organizer, Diversity Seminar Committee, SBU* 2022-present
- Develop and implement a department-wide seminar on diversity-related issues; Help with the overall management of other SBU Psychology department diversity committees; Earned a Diversity, Equity, and Inclusion (DEI) Badge in Psychology for demonstrating an understanding of key principles of implementing DEI initiatives
- Co-organizer, Translational Science Challenge Team, UConn* 2020
- Created and organized planning materials; Facilitated a virtual presentation (more than 100 attendees) with two translational scientists to share and discuss basic principles of translational science
- Notetaker, Pragmatic Language Skills Workshop, Radcliffe College at Harvard University* 2018

- For two days, recorded and organized extensive notes to enable discussions on pragmatic language skills in deaf and hard of hearing children to continue after the workshop
- Listened to and learned from deaf and hearing scholars who addressed pragmatic language skill development, discussed developing a measurement tool for pragmatic language abilities, and planned their dissemination efforts

Volunteer, Boston University Conference on Language Development, Boston University 2018

- Provided directions, in English and American Sign Language, and distributed conference materials

Volunteer Organizer, Community Engagement in Deafness & Autism Research, UConn Avery Point 2018

- Helped prepare materials, set up and cleaned up after event, signed people in and answered questions, worked with caterer, participated in discussions about how to improve research with deaf and autistic communities (cedar.uconn.edu)

Co-Chair, Student Advisory Council Language Department 2017-2018

- Prepared reports for faculty meetings to evaluate professors for tenure and hiring new faculty

Vice-president, American Sign Language Club 2017-2018

Volunteer, YMCA Special Olympics, Middletown, RI 2010-2017

- Coached Special Olympics basketball, softball, swim, and bowling teams; coordinated fundraising (\$2000)

Volunteer, Worcester Public School Transition Program, Worcester, MA 2016-2017

- Taught American Sign Language to a high school student with limited communication

Volunteer, Deaf Senior Center, Worcester, MA 2016-2017

- Facilitated activities and played games with the deaf and elderly community

Volunteer, Newport Hospital, Newport, RI 2014-2015

- Provided patient transportation support and companionship

Professional Memberships & Affiliations

- **American Deafness and Rehabilitation Association (ADARA)** 2023-present
- **Autism Spectrum and Developmental Disabilities Special Interest Group for ABCT** 2022-present
- **International Society for Autism Research (INSAR)** 2021-present
- **Association for Behavioral and Cognitive Therapies (ABCT)** 2021-present
- **The Connecticut Institute for the Brain and Cognitive Sciences, UConn** 2020
- **Psi Chi** (The National Honor Society in Psychology) 2017-present

Media & Public Appearance

Sign language supports the development of executive functioning in deaf children 2021

- Video accompanying research article in *Child Development* <https://www.youtube.com/watch?v=TaUzeZlyQz0>

25-year-old stroke survivor advocates the importance of awareness at any age 2020

- Wrote a blog for the American Stroke Association to spread the importance of stroke awareness https://easternstates.heart.org/worldstrokedaysurvivor_kristinwalker