

Cumulative VITA – 2019-22

December, 2022

Personal Data

Name: Cynthia J. Cress

Hire Date: August 17, 1998

Academic Rank: Associate Professor

Received Tenure:

XX Yes: August 2005

Biographical Data

Educational History:

<u>Degree</u>	<u>Year</u>	<u>Institution</u>	<u>Field</u>
B.A.	1982	University of Michigan	Psychology/Sp & Hrng Sci
M.A.	1990	Univ of Wisconsin-Madison	Com Dis: Lang Dev & Dis.
Ph.D.	1993	Univ of Wisconsin-Madison	Com Dis: Aug Communic.
Post-Doc	1995	University of Nebraska Medical Ctr.	Augmentative Communication

Graduate Faculty Status:

Member, 1998, Graduate Faculty distinctions eliminated by UNL in 2002

Professional Experience/Appointments at UNL

8/05 to present, Associate Professor, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln

2/16 to present, Adjunct Associate Professor, Department of Biomechanics, University of Nebraska-Omaha.

8/98-7/05, Assistant Professor, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln.

8/95- 7/98, Research Assistant Professor, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln.

6/95-7/95, Lecturer, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln.

Agreed to Responsibilities This Year (2022)

Teaching - 90 %
Service - 10

Teaching

Courses Taught in 2019-2022

SLPA 251: Language Development, Undergraduate, 4 cr. 42 (Fall '22), 67 (Spring '22), 47 (Fall '21), 67 (Spring '21), 51 (Fall '20), 68 (Spring '20) 67 (Fall '19),

SLPA 461/861 & 461/861 lab: Preschool Language Disorders, Undergraduate/Graduate, 3+1 cr., Fall, enrollment 48 (Fall '22), 35 (Fall '21), 61 (2020), 53 (2019),

SLPA 488/888: Linguistic Diversity in Bilingual & Bicultural, Undergrad/Grad, 3 cr., Spring, enrollment, 29 (Spring 2022), 53 (2021), 50 (2020), 37 (2019),

SLPA 862A: Communication Assessment and Intervention: Birth to Three, graduate, 2 cr., Spring, enrollment, 19 (Spring 2022), 7 (2021), 8 (2020), 8 (2019),
 SLPA 862J: Communication Assessment and Intervention: Severe Disabilities and Autism, graduate, 2 cr., Fall, enrollment: 12 (2022), 12 (2021), 14 (2020), 7 (2019),
 SLPA 864: Language Disorders 5-21 (co-taught, I taught 9 out of 28 classes): 4 cr., Spring semester, graduate enrollment 35 (Spring 2022), 28 (2021).
 SLPA 875: Clinical Decision Making II (Lead instructor in all classes, co-taught, I taught 14 of 16 classes), Graduate, Summer 2 cr. Enrollment 39 (summer 2022), 32 (2021)
 SLPA 890: Research into Practice in Autism (co-taught) – I shared leadership and was present in all classes, I took primary instructor lead in half of the sessions. 1 cr. Enrollment: 8 (summer 2022)
 SLPA 892: Counseling and Behavior Issues, (Lead instructor, co-taught, led for 11 of 16 sessions), Graduate, 1-2 cr., Summer Remote instruction, enrollment, 48 (2020)
 SLPA 983A/499H/496 Infant Communication Analysis Seminar, 2-3 cr. Spring, enrollment 7 (2019),

Masters/Undergraduate Honors Theses Directed in 2019-2022

2021 to 2022: Kaylie Trumble, Undergraduate Honors Thesis, Characteristics, Assessment and Intervention of Executive Control Functions for Children with Language Impairments.
 2021 to 2022: Riha Karney, Undergraduate Honors Thesis, Applications of Language Intervention Strategies to Home-Based Practice for Children with Language Concerns
 2021 to 2022: Alysha Heinrichs, Undergraduate Honors Thesis, Early Predictors of Autism in Infants 12 months and Younger.
 2019-2020: Addison Goerl, Undergraduate Honors Thesis, “Barriers and Strategies for Parents to Seek Early Intervention for Toddlers with Communication Concerns”. Literature review paper.

Masters Thesis Committees in 2019-2022

PhD/Dissertation Programs Directed in 2018-2021

PhD/Dissertation Committees in 2018-2021

Independent Study/Directed Research Projects in 2019-2022

Graduate Directed Research:

Research

Publications (*with student)

Papers Published 2019-22

Peer Reviewed

Peer-Reviewed Newsletters and Conference Proceedings, 2019-22

Accepted/Invited/In Press 2022

Submitted/Resubmitted 2022

Chapters, 2019-22

Presentations (research-based) (*with student), 2019-22

Research Grants (2019-22)

Submitted (title, funding agency, amount), 2022

Funded (title, funding agency, amount, years, * with student), 2019-22

Cress, C.J. (2015-2019). Infant Screening of Early Communication Risk: The CISS. Phase II STTR (Technology Transfer Research) Grant, NIDCD/National Institutes of Health. (PI: Cress). \$1,086,638 total; \$600,123 UNL subcontract from Brookes Publishing (Small Business Applicant). Received funding June 2015-May 2019; funding with UNL discontinued as of January 2019.

Not Funded 2019-22 (title, funding agency, amount)

Cress, C.J. (2019-2022). Assessing Skills and Treatment Progress in Basic Communicators of all Ages: The BCBS. Phase II STTR (Technology Transfer Research) Grant, NIDCD/National Institutes of Health. (PI: Cress). \$1,486,686 total; \$547,145 UNL subcontract from Brookes Publishing (Small Business Applicant). Proposed funding June 1, 2019-May 31, 2022. Not funded

Lai, P. & Cress, C.J. (2019). Program planning grant for NIDCD R15 application addressing social communication and executive control function in young children with ASD (PI Lai, co-PI Cress). University of Nebraska Collaboration Initiative Planning and Proposal Generation Grants, \$20,000. Proposed funding July 1, 2019-June 30, 2020. Not funded

Cress, C.J. (2019-2020). Infant Screening of Early Communication Risk: The CISS, Phase II Supplement for Down syndrome. (PI: Cress). \$149,438 proposed funding. Administrative Supplement grant submitted for competition in Trans-NIH project on Down syndrome, INCLUDE (INvestigation of Co-occurring conditions across the Lifespan to Understand Down syndromeE). Not Funded.

Service (2019-2022)

Professional Activities/Consultations

National/International

- 2022, Grant Review Panels for NIH SBIR/STTR: March, July, November (chair).
- 2022, External faculty review for promotion and tenure, University of Oregon.
- 2022, Book Reviewer & Request for Endorsement, Cognella Publishing
- 2022, Media Consultation on first word acquisition & AAC, Michael Erard, Atlantic Magazine
- 2022, Journal article review AJSLP
- 2022, Journal article review, WHO Bulletin.
- 2021, Grant Review Panel for NIH SBIR/STTR (July, November).
- 2021, External faculty review for promotion and tenure, University of Arkansas.
- 2021, External review and revision as a Subject Matter Expert for ASHA Practice Portal on Intellectual Disabilities.
- 2021, Book Reviewer & Request for Endorsement, Brookes Publishing.
- 2020, Grant Review Panel for ASHFoundation Student Research Grants – Early Childhood Language, ASHA.
- 2020, Grant Review Panel for NSF SBIR/STTR Small Grant Panel.
- 2020, External faculty review for promotion and tenure, University of Kentucky.
- 2020, Journal article reviews for AJSLP.
- 2019, External faculty review for promotion and tenure, University of Minnesota-Duluth.

Journal Editor:

State/Regional

- 2022, Invited presentations for SLP Cadre on early communicators and autism, ESU #9 Hastings; Jan. & Nov.

Local

University

2022-2025: Appointment to UNL Teaching Council
 2022 to present, Teacher Support Network mentor, Center for Transformative Teaching.
 2021 to present, Reflective Practitioner Program, Gold Level, Center for Transformative Teaching.
 2021 to present, Husker Power Survey Trial for Instructors, CAS Teaching Academy.
 2017-2022, UNL-ASD Network Partnership Board member.
 2020, Invited CASNR workshop presenter on effective strategies for hybrid classroom instruction, December.
 2018, Faculty grant writing mentor, Philip Lai, UNK, Communication Disorders
 2016-18, Nebraska Academy for Early Childhood Research steering committee representative for SECD.

College

Department

2022-23, Search Committee Member, SLP Clinic Lecturer position
 2021-22– Graduate Governance Committee Chair, Communication Disorders
 2019-2021: Barkley Graduate Governance Committee member, Communication Disorders.
 2019-2022: Teaching Mentor, Naomi Rogers.
 2017-present: Teaching Mentor, Yingying Wang.

Workshops/Inservices (all are invited presentations), 2019-22

Cress, C.J. (2022, November). Windows of intervention for children with Autism: Incorporating multiple approaches to social communication intervention. Invited workshop for ESU #9, Hastings, NE.
 Cress, C.J. (2022, January). How to use a communication signal inventory to assess and plan intervention for early communicators. Invited workshop for ESU #9, Hastings, NE.
 Cress, C.J. (2021, December – repeat of May conference). Building Early Communication Skills: Matching AAC Strategies to Developmental Needs. Online presentation and live chat session at ASHA conference, Expanding AAC: Accessible Strategies for Functional Communication.
 Cress, C.J. (2021, May). Building Early Communication Skills: Matching AAC Strategies to Developmental Needs. Online presentation and live chat session at ASHA conference, Expanding AAC: Accessible Strategies for Functional Communication.
 Cress, C.J. (2021, February). Single Case Research Adaptations for Children with Complex Communication Needs. Invited online colloquium at the University of Louisiana – Lafayette.
 Cress, C.J. (2019, June). Augmenting Communication Interactions for Basic Communicators of all Ages: Pre-Intentional to Symbolic Communication. Two-Day Invited Workshop, Communication Center Kipinä Oy, Helsinki, Finland.
 Cress, C.J. (2019, June). Practical AAC Strategies for Early Communicators with Autism and Other Disabilities. Two-Day Invited Workshop, Communication Center Kipinä Oy, Helsinki, Finland.
 Cress, C.J. (2019, April). Augmenting Communication Interactions for Basic Communicators of all Ages: Pre-Intentional to Symbolic Communication. Invited full-day workshop for Columbia Regional Program, Portland, OR.
 Cress, C.J. (2019, April). Practical AAC Strategies for Early Communicators with Autism and Other Disabilities. Invited full-day workshop for Columbia Regional Program, Portland, OR
 Cress, C.J. (2019, March). Practical Strategies for Supporting Very Early AAC in Young Children with Autism. Keynote invited workshop for ISAAC Denmark, Vingsted, Denmark.
 Cress, C.J. (2019, March). Incorporating Multiple Modalities and Multiple Instructional Approaches for Young Children with Autism. Invited workshop for ISAAC Denmark, Vingsted, Denmark.

- Cress, C.J. (2019, March). Incorporating Multiple Modalities and Multiple Instructional Approaches for Young Children with Autism. Invited workshop for ISAAC Denmark, Vingsted, Denmark.
- Cress, C.J. (2019, March). How to use a communication signal inventory to assess and plan intervention for early communicators. Invited workshop for ISAAC Denmark, Vingsted, Denmark.

Conference Presentations (not data-based) (* with student)

- Cress, C.J. (2022, November). Building early communication skills: Matching AAC strategies to developmental needs. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA. Withdrawn for technical barriers for virtual session.
- Cress, C.J. (2021, July). Adapting second language instruction for children who have speech and/or language impairments. Teleconference keynote presentation, at the Foreign Language Learning in Special Education conference, Aristotle University of Thessaloniki, Greece.
- Cress, C.J. (2021, May). Strategies for Effective Hybrid Course Instruction. Presentation at NU Amplify Online Conference, NU system.
- Cress, C.J. (2020, November). Working on spoken communication sideways for young children with autism. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention Cancelled).
- Cress, C.J. (2020, November). How to use a Communication Signal Inventory to assess and plan intervention for early communicators. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention Cancelled).
- Cress, C.J. (2019, November) Planning AAC strategies and IEP goals for basic communicators with autism and CCN. Workshop at the 94th Annual ASHA conference, Orlando, FL.

Administrative Duties

Awards, Certifications, Memberships, Elected Offices

Awards

- 2022, Travel scholarship, UNL Center for Transformative Teaching, \$3000
- Named professorship, Alan Seagren Professorship in CEHS, 2015-2018.
- ASHA Award for Continuing Education (ACE), 5th award, 2017-18.
- Parent's Association Certificate of Recognition for Contributions to Students, 2007, 2009, 2010, 2011, 2012, 2014, 2016, 2017.

Certifications/Licensures

- Nebraska State Licensure, Speech-Language Pathology
- ASHA Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP)

Professional Memberships

- International Society for Infant Congress (ISIC)
- International/United States Society for Augmentative and Alternative Communication (ISAAC/USSAAC)
- American Speech-Language-Hearing Association (ASHA)
- Special Interest Group: Language Development and Disorders
- Special Interest Group: Augmentative Communication
- Nebraska Speech-Language-Hearing Association (NSHLA)
- The Council for Exceptional Children (CEC)
- Special Interest Group: Early Childhood
- Special Interest Group: Children with Communication Disorders
- Special Interest Group: Developmental Disabilities
- The Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)

Special Interest Group: Computer Access & Communication Technologies
Professional Interest Group: Speech-Language Pathologists.

Appointed/Elected Offices, 2019-22

Professional Development Activities, 2019-22

Professional Workshop/Conference/Course Participation

2021, online ASHA conference, Expanding AAC: Accessible Strategies for Functional Communication, May & December.

2020, 2-week workshop, Summer Institute for Online Teaching, UNL, Lincoln, NE.

2019, 3 day conference, American Speech-Language-Hearing Conference, Orlando, FL.

Areas of Specialization

Language Development

Language Disorders: Infants and Preschool Children

Augmentative Communication

Significant Disabilities

Autism: Early Communication & Intervention