

**Ann Sam, Ph.D.**  
 Frank Porter Graham Child Development Institute  
 517 South Greensboro Street  
 Carrboro, NC 27510  
 (919)966-7186  
[Ann.sam@unc.edu](mailto:Ann.sam@unc.edu)

## **EDUCATION**

---

Postdoctoral Researcher <i>3C Institute, Cary, NC</i>	2012-2014
Ph.D. in Education with a concentration in Early Childhood, Special Education, and Literacy <i>University of North Carolina, Chapel Hill</i>	2008-2012
M.A.T. in Special Education with a concentration in Early Childhood and Language Development <i>North Carolina Central University, Durham</i>	2006-2007
B.A. in Child Development and Family Studies <i>University of North Carolina, Chapel Hill</i>	2001-2005

## **PROFESSIONAL EXPERIENCES**

---

Advanced Research Scientist <i>Frank Porter Graham Child Development Institute</i>	2018-present
Adjunct Assistant Professor <i>Applied Developmental Sciences and Special Education, School of Education, University of North Carolina, Chapel Hill</i>	2017-present
Research Scientist <i>Frank Porter Graham Child Development Institute</i>	2014-2018
Research Associate II <i>3C Institute</i>	2014
Research Assistant <i>Frank Porter Graham Child Development Institute</i>	2008-2012
Instructor <i>School of Education, University of North Carolina at Chapel Hill</i>	2008-2010
Research Assistant <i>Research Triangle Institute (RTI) International</i>	2009

Preschool and Kindergarten Inclusive Teacher  
*Durham Public Schools*

2005-2008

## LICENSURE

---

Licensed Birth to Kindergarten in North Carolina (2005 - present)

Licensed Elementary Education (K-6) in North Carolina (2007- present)

Licensed English as a Second Language (K-12) in North Carolina (2013- present)

Exceptional Children: Adapted Curriculum (K-12) in North Carolina (2013 - present)

Exceptional Children: General Curriculum (K-12) in North Carolina (2013 - present)

## HONORS AND AWARDS

---

Abecedarian Award recipient: Frank Porter Graham Child Development Institute (2020)

Co-Author of most downloaded article in *Journal of Early Intervention* for 2010 (of all articles published in 2009 and 2010), *Infants and toddlers with autism spectrum disorder: Early identification and early intervention* (2010)

Recipient of Interdisciplinary Preparation in Teaching, Research, and Service focused on Young Children with Autism and Their Families Grant (\$14,000 + Tuition + Travel per year), *University of North Carolina, Chapel Hill* (2008 – 2012)

Recipient of Malloy Conference Travel Award (\$300) (2011)

Recipient of Graduate Student Association Conference Award (Total Award = \$1200) (2009, 2010, 2011)

Recipient of Model Classroom Development Scholarship (Tuition + Travel), *North Carolina Central University* (2006 – 2007)

## PUBLICATIONS

---

### Peer-Reviewed Articles

Odom, S., **Sam, A. M.**, & Tomaszewski, B. (in review). Quality of educational programs for elementary school-age students with autism.

Morin, K., Nowell, S., Steinbrenner, J., **Sam, A.**, Waters, V., & Odom, S. (in review). A survey of paraprofessionals' experiences of roles, training, and communication when working with students with autism.

**Sam, A. M.**, Odom, S. L., Tomaszewski, B., Perkins, Y., & Cox, A. (2020). Employing evidence-based practices for children with autism in elementary schools. *Journal of Autism and Developmental Disorders*. Advance online publication.

<https://doi.org/10.1007/s10803-020-04706-x>

- Morin, K., **Sam, A.M.**, Tomaszewski, B., Waters, V. & Odom, S. (2020). Knowledge of evidence-based practices and frequency of selection among school-based professionals of students with autism. *Journal of Special Education*. Advance online publication.
- Sam, A. M.**, Cox, A. W., Savage, M. N, Waters, V., & Odom, S. L. (2019). Disseminating information on evidence-based practices for children and youth with autism spectrum disorder: AFIRM. *Journal of Autism and Developmental Disorders*. Advance online publication. doi:10.1007/s10803-019-03945-x
- Sam, A. M.**, Hume, K. A., & Yucesoy-Ozkan, S. (2019). Selecting evidence-based practices for your students with autism spectrum disorder. Online publication.
- Hume, K., **Sam, A.**, Mokrova, I., Reszka, S., & Boyd, B. (2019). Facilitating social interactions with peers in specialized early childhood settings for young children with ASD. *School Psychology Review*, 48(2), 123-132. doi:http://dx.doi.org/10.17105/SPR-2017-0134.V48-2
- Sam, A. M.**, Kucharczyk, S., & Waters, V. (2018). Online tools to support the delivery of evidence-based practices for students with ASD. *TEACHING Exceptional Children*, 50(3), 141-152. doi:10.1177/0040059917745654
- Hedges, S., Odom, S., Hume, K., & **Sam, A.** (2018). Technology use as a support tool for secondary students with autism. *Autism*, 22, 70-90.
- Sam, A. M.**, Reszka, S., Boyd, B. A., Pan, Y., Hume, K., & Odom, S. L. (2016). The association between adult participation and the engagement of preschoolers with ASD. *Autism Research and Treatment*, doi:http://dx.doi.org/10.1155/2016/6029837
- Sam, A.**, Reszka, S., Odom, S., Hume, K., & Boyd, B. (2015). The use of coding methods to estimate the social behavior directed toward peers and adults of preschoolers with ASD in TEACCH, LEAP, and eclectic "BAU" classrooms. *Behavioral Disorders*, 40(2), 91-101.
- Plavnick, J. B., **Sam, A. M.**, Hume, K. A., & Odom, S. L (2013). Effects of video-based group instruction on the acquisition of complex social skills by adolescents with autism. *Exceptional Children*, 80, 67-83.
- Bailey, D. B., Raspa, M., Olmsted, M. G., Novak, S.P., **Sam, A.M.**, Humphreys, B.P., Nelson, R., Robinson, N., Guillen, C. (2011). Development and psychometric validation of the family outcomes survey-revised. *Journal of Early Intervention*, 33, 6-23.
- Boyd, B., Odom, S. L., Humphreys, B. P., & **Sam, A. M.** (2010). Infants and toddlers with ASD: Early identification and early intervention. *Journal of Early Intervention*, 32, 75-98.

## Book Chapters

- Hume, K., Griffin, W., & **Sam, A.** (2019). Curriculum balance: Access to academic learning and the therapeutic curriculum. In R. Jordan, J. Roberts, & K. Hume (Eds.), *Autism & education: An international handbook*, Sage.
- Sam, A.** & Hume, K. (2019). Supports for learning. In R. Jordan, J. Roberts, & K. Hume (Eds.), *Autism & education: An international handbook*, Sage.
- Kurcharczyk, S., Odom, S. L., Cox, A., Shaw, E., & **Sam, A.** (2018). Supporting parent's use of evidence-based practices for infants and toddlers with autism spectrum disorder. In M. Siller & L. Morgan (Eds.), *Handbook of parent-implemented interventions for very young children with autism*, 405-423.
- Bailey, D. B., Raspa, M., Humphreys, B. P., & **Sam, A. M.** (2011). Promoting family outcomes in early intervention. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education*, Florence, KY: Routledge.

## Online Modules

- Sam, A.**, Savage, M., Steinbrenner, J., Morgan, W., Chin, J., & AFIRM for Paras Team. (2020). Reinforcement: Introduction & Practice. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/>
- Sam, A.**, Savage, M., Steinbrenner, J., Morgan, W., Chin, J., & AFIRM for Paras Team. (2020). Prompting: Introduction & Practice. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/>
- Steinbrenner, J., **Sam, A.**, Chin, J., Morgan, W., & AFIRM for Paras Team. (2019). Introduction to ASD. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/introduction-asd>
- Sam, A.**, Kurcharczyk, S., Waters, V., & AFIRM Team. (2018). Structured play groups. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/structured-play-groups>
- Griffin, W., **Sam, A.**, & AFIRM Team. (2016). Social skills training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/social-skills-training>
- Sam, A.** & AFIRM Team. (2016). Antecedent-based intervention. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/antecedent-based-intervention>
- Sam, A.** & AFIRM Team. (2016). Discrete trial training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center,

- University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/discrete-trial-training>
- Sam, A. & AFIRM Team.** (2016). Peer-mediated instruction and intervention. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>
- Sam, A. & AFIRM Team.** (2016). Picture Exchange Communication System. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/picture-exchange-communication-system>
- Sam, A. & AFIRM Team.** (2016). Modeling. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/modeling>
- Sam, A. & AFIRM Team.** (2016). Self-management. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/self-management>.
- Sam, A. & AFIRM Team** (2015). Functional behavior assessment. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/functional-behavior-assessment>
- Sam, A. & AFIRM Team.** (2015). Prompting. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/prompting>
- Sam, A. & AFIRM Team.** (2015). Reinforcement. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/reinforcement>
- Sam, A. & AFIRM Team.** (2015). Social narratives. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/social-narratives>
- Sam, A. & AFIRM Team.** (2015). Task analysis. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/task-analysis>
- Sam, A. & AFIRM Team.** (2015). Time delay. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/time-delay>
- Sam, A. & AFIRM Team** (2015). Visual supports. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center,

University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention>

## Resources

Hume, K., Waters, V., **Sam, A.**, Steinbrenner, J., Perkins, Y., Dees, B., Tomaszewski, B., Rentschler, L., Szendrey, S., McIntyre, N., White, M., Nowell, S., & Odom, S. (2020). *Supporting individuals with autism through uncertain times*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>

**Sam, A.**, Dees, B., Waters, V., Hume, K., Steinbrenner, J., Tomaszewski, B., Perkins, Y., White, M., Rentschler, L., McIntyre, N., Szendrey, S., Nowell, S., & Odom, S. (2020). *Supporting adults with autism through uncertain times: Companion guide*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>

Nowell, S., Waters, V., Dees, B., Perkins, Y., Tomaszewski, B., Hume, K., Steinbrenner, J., **Sam, A.**, Szendrey, S., Rentschler, L., & Odom, S. (2020). *Supporting online learning for students with autism*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>

**Sam, A.** (2017). Getting ahead of the curve: How to manage academic demands. *Finding your Way: A College Guide for Students on the Spectrum*, Organization for Autism Research College Guide.

## Curriculum

Childress, D., **Sam, A.**, Melillo, K., & Derosier, M. (2015). *Postsecondary Resilience Education Program (PREP)*. Durham, NC: 3C Institute. Retrieved from <https://prepasd.com/>

## Assessments

Odom, S., Cox, A., **Sam, A.**, & APERS Team. (in press). *Autism Program Environmental Rating Scale (Preschool/Elementary Version)*. [Assessment and manual]. Brookes Publishing.

Odom, S., Cox, A., **Sam, A.**, & APERS Team. (in press). *Autism Program Environmental Rating Scale (Middle/High School Version)*. [Assessment and manual]. Brookes Publishing.

## PRESENTATIONS (\* mentored student)

---

### Invited Presentations

**Sam, A.**, & Steinbrenner, J. (2020). *Resources to support families of children with autism during COVID*. Oral webinar at FPG Inclusion Conference. Chapel Hill, NC.

**Sam, A.** (2020). *Using evidence-based practices with fidelity: Practical e-learning tools for practitioners of children with ASD*. Webinar. National Autism Conference. State College,

PA.

**Sam, A & Steinbrenner, J. (2019).** *Peers and play: Supporting social interactions of students with autism.* Oral presentation at FPG Inclusion Conference. Chapel Hill, NC.

**Sam, A. (2018, October).** *Practical strategies to improve program quality.* Oral presentation at Thompson Center Autism Conference. St. Louis, MO.

**Sam, A. (2018, May).** *Evidence-based practices that support inclusion for children with autism.* Oral presentation at FPG Inclusion Conference. Chapel Hill, NC.

**Sam, A., \*Morin, K., & \*Savage, M. (2018, January).** *Achieving meaningful outcomes for students with autism.* Pre-conference workshop presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC. Invited Presentation.

**Sam, A. (May, 2017).** *Using evidence-based practices for children with ASD to support effective inclusion.* Oral presentation at FPG Inclusion Conference. Chapel Hill, NC.

**Sam, A., & Shaw, E. (2016, June).** *Early intervention for autism spectrum disorders: Evidence-based practices.* Webinar at Wake AHEC. Raleigh, NC.

**Sam, A., & Cox, A., (May, 2016).** *Supporting effective inclusion through the use of evidence-based practices for preschoolers with ASD.* Oral presentation at FPG Inclusion Conference. Chapel Hill, NC.

**Sam, A., Cox, A. (2016, May).** *Autism focused intervention resources and modules (AFIRM).* Oral presentation at the Trohanis TA Projects, Carrboro, NC.

**Cox, A., & Sam, A. (2016, April).** *Interventions for ASD beyond the preschool years.* Oral presentation at the Evidence-Based Services for ASD and Related Disorders, Greensboro AHEC. Greensboro, NC.

**Sam, A., & Cox, A. (2016, March).** *Evidence-based practices for Early intervention: IFSPs to EBP.* Oral presentation at the Commonwealth Autism: 2016 Annual Conference. Richmond: VA.

### **Selected Conference Presentations**

**Sam, A., Odom, S., Perkins, Y., & White, M. (2020).** Improve use of evidence-based practices (EBPs) for children with autism through embedded coaching. Council for Exceptional Children 2020 Special Education Convention and Expo. Portland, OR. [Oral Presentation]

**Sam, A., Steinbrenner, J., \*Nowell, S. W., \*Szendrey, S., & Odom, S. L. (June, 2020).** Developing e-learning modules and resources to support the learning of paraprofessionals

working with students with ASD. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.

\*Morin, K., \*Nowell, S. W., Steinbrenner, J., **Sam, A.**, Waters, V., & Odom, S. L. (June, 2020). Experiences of paraprofessionals in public school settings. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.

**Sam, A.**, Steinbrenner, J. R., \*Nowell, S. W., \*Szendrey, S., & Odom, S. (May, 2019). Providing professional development through interactive, game-based, E-learning modules. Poster presentation at International Society for Autism Research (INSAR) convention, Montréal, QC.

**Sam, A.**, & Odom, S. “Roles and responsibilities of elementary paraprofessionals working with students with ASD.” Council for Exceptional Children. 2019 Special Education Convention and Expo. Indianapolis, IN. [Oral Presentation]

Odom, S. L., \*Morin, K., & **Sam, A.** (2019, January). “From research to practice: Finding what works for students with autism.” North Carolina Council for Exceptional Children 32<sup>nd</sup> Annual Conference. Wilmington, NC. [Workshop]

Steinbrenner, J., **Sam, A.**, \*Savage, M. “Paraprofessionals’ use of evidence-based practices for students with autism spectrum disorder in elementary schools.” Council for Exceptional Children 2019 Special Education Convention and Expo. Indianapolis, IN. [Oral Presentation]

**Sam, A.**, Odom, S., & \*Morin, K. (2018, February). *Use of evidence-based practices in elementary schools for students with ASD*. Oral presentation presented at the Council for Exceptional Children 2018 Special Education Convention and Expo. Tampa, FL.

**Sam, A.**, Cox, A., \*Morin, K., & Odom, S. (2018, January). *Combining online modules with coaching to increase teachers’ use of evidence-based practices for learners with autism spectrum disorder*. Poster presented at the Institute for Education Sciences (IES) Annual Principal Investigators Meeting. Arlington, VA.

**Sam, A.**, Cox, A., Odom, S., \*Zembo, A., & Waters, V. (2017, May). *Autism focused interventions resources and materials (AFIRM): Supporting teachers use of EBPS*. Poster presented at IMFAR, San Francisco, CA.

**Sam, A.** Cox, A., & Odom, S. (2017, April). *Evidence-based practices: Practical e-learning tools for teachers of students with ASD*. Oral presentation presented at the Council for Exceptional Children Convention (CEC). Boston, MA.

**Sam, A.** Cox, A. & Odom, S. (2017, January). *From IEPs to EBPs: Evidence-based practices for students with ASD*. Oral presentation presented at the North Carolina Council for Exceptional Children, Wilmington, NC.



- Sam, A., & Cox, A.** (2016, May). *Using technology to promote the implementation of evidence-based practices in the United States and internationally for learners with ASD*. Poster presented at IMFAR, Baltimore, MD.
- Sam, A., Alpi, J., Ross, A., & Cox, A.** (January, 2016). *Autism focused intervention resources and modules: Collaboration with IT web services*. Oral presentation presented at FPG Child Development Center, Chapel Hill, NC.
- Sam, A., Childress, D., Melillo, K., Coleman, I., & DeRosier, M.** (2014, May). *Stakeholder perspectives on the utility of a web-based resilience skills building program for students with high functioning autism transitioning to postsecondary education*. Innovative Technology Demonstration presented at the International Meeting for Autism Research, Atlanta, GA.
- Childress, D., **Sam, A.**, Melillo, K., Henry, T., Cassell, B., Wood, P., Hehman, C., & McMillen, J.S. (2014, May). *Stories in Motion: A Pilot Study of a Social Visualization and Progress Monitoring Program for Elementary Students with High Functioning Autism*. Innovative Technology Demonstration presented at the International Meeting for Autism Research, Atlanta, GA.
- Plavnick, J. B., **Sam, A. M.**, & Ferreri, S. J. (2012, January). *Video modeling and group instructional methods for adolescents with autism spectrum disorders*. Paper presented at the Hawaiian International Education Conference, Honolulu, HI.
- Sam, A. M., Reszka, S. S., Odom, S. L.** (May, 2011). *Comparing the accuracy of coding methods for a low-incidence behavior*. Poster presented at International Meeting for Autism Research (IMFAR), San Diego, CA.
- Sam., A. M.** (May, 2011). *Ecobehavioral analysis of comprehensive treatment models for preschoolers with autism spectrum disorder*. Poster presented at International Society on Early Intervention, New York, NY.
- Sam, A., Humphreys, B., Odom, S. L., Boyd, B., Hume, K., Alessandri, M., Gutierrez, A., & Sperry, L.** (June, 2010) *Key structural features of comprehensive treatment models for young children with autism*. Poster presented at Institute of Educational Sciences, Washington, D.C.
- Sam, A., Humphreys, B., & Odom, S.** (February, 2010). *Key structural features of comprehensive treatment models for young children with autism*. Poster presented at Conference on Research Innovations in Early Intervention, San Diego, California.
- Sam, A., Humphreys, B., Hume, K., McDonough, S.** (May, 2009). *Ecobehavioral assessment of social behaviors of young children with autism across treatment models*. Poster presented at International Meeting for Autism Research, Chicago, IL.

## GRANTS

---

### Funded

Institute of Education Sciences (sub contract \$480,868; awarded; 9/1/20-8/31/2024)

*Developing an Empirically-Based Adaptation and Training Model for Intervention Scale-Up of Classroom Pivotal Response Training (CPRT)*

Goal 2 Application

PI: Suhrheinrich

Role: PI of Subcontract

Office of Special Education Programs (OSEP; \$7,250,000; 1/01/2019-12/31/2023)

*Center for the Advancement of Early STEM Education (STEM Innovation for Inclusion in Early Education Center)*

PI: Vinh & Lim

Role: Investigator

Institute of Education Sciences (\$1,399,984; awarded; 7/1/17-6/30/20)

*Supporting Paraprofessionals' Use of Evidence-Based Practices for Students with ASD*

Goal 2 Application

PI: Odom

Role: Co-PI, Project Director

Institute of Education Sciences (\$3,498,529; 7/1/2015-6/30/2020)

*An Efficacy Study of the School-based National Professional Development Center on Autism Spectrum Disorder (NPDC)*

PI: Odom

Role: Co-PI, Project Director

Vanderbilt University / Office of Special Education Programs (OSEP; \$398,000; 10/01/2014-09/30/2016)

*Online Module Development of Evidence-based Practices for Learners with Autism Spectrum Disorder (Autism Focused Intervention Resources and Modules, AFIRM)*

PI: Odom

Role: Investigator

Institute of Education Sciences (\$1,050,000; 6/2013 – 12/2015).

*Dynamic E-Learning to Improve Postsecondary Transition Outcomes for Secondary Students with High Functioning Autism.*

PI: Childress

Role: Co-Principal Investigator from 6/2013-11/2014

APPLES Service-Learning Course Grant Awarded (\$1,000; February, 2010).

Awarded grant to fund purchasing Barnes and Noble gift cards for families participating in the Family Mentorship Project for course: Education 403: Working with Socioculturally Diverse Families.

## Under Review

Institute of Education Sciences (\$1,999,990; August 2020; Under Review)  
*Autism-Family School Partnerships: A Virtual Toolkit for Supporting Culturally Responsive Family-School Partnerships*  
Development and Innovation Application  
PI: Sam

Institute of Education Sciences (\$1,999,990; August 2020; Under Review)  
*Project REACH: Reaching Educators of Students with ASD through Coaching*  
Development and Innovation Application  
PI: Sam

Institute of Education Sciences (\$3,790,000; August 2020; Under Review)  
*AFIRM for Paraprofessionals: A Blended Learning Approach for Supporting Paraprofessionals in Using Evidence-Based Practices for Students with Autism*  
Initial Efficacy and Follow-Up Application  
PI: Steinbrenner  
Role: Co-PI

Institute of Education Sciences (\$3,799,990; August 2020; Under Review)  
*Project EXPRESS: EXamining Interventions to Promote Executive Functioning and Social Skills*  
Initial Efficacy and Follow-Up Application  
PI: Steinbrenner  
Role: Co-PI

## Not Funded

Institute of Education Sciences (\$1,399,996; August 2019; Not Funded)  
*Project REACH: Reaching Educators of Students with ASD Through Coaching*  
Development and Innovation Application  
PI: Sam  
Scored: 2.23

Institute of Education Sciences (\$3,299,700; August 2019; Not Funded)  
*Project EXPRESS: EXamining Interventions to Promote Executive Functioning and Social Skills*  
Initial Efficacy and Follow-up Application  
PI: Steinbrenner  
Role: Investigator  
Scored: 2.13

Institute of Education Sciences (\$3,297,359; August 2017; Not Funded)  
*Project EXPRESS: Examining INterventions to Promote RELationships and Social Skills*  
Goal 3 Application

PI: Steinbrenner  
Role: Investigator  
Scored: 2.38

Organization for Autism Research (\$30,000; August 2016; Not Funded)  
*Transitioning Together Plus Technology: Supporting Families of Adolescents with ASD*  
Applied Research Competition  
Role: PI

Institute of Education Sciences (\$1,400,000; August 2014; Not Funded)  
*Development of a Social Visualization Interactive System to Promote Social Emotional Learning.*  
Goal 2 Application  
PI: DeRosier, Co-PI: Childress  
Role: Investigator

Institute of Education Sciences (\$1,400,000; August 2014; Not Funded)  
*Promoting ASAP Collaboration through Technology.*  
Goal 2 Application  
PI: Boyd  
Role: PI of 3C Institute Subcontract

## **COLLEGIATE TEACHING EXPERIENCE**

---

### **Instructor, University of North Carolina at Chapel Hill**

Experienced Teacher Education (EDMX) 709 – Teacher as Researcher II (Graduate Level Course; Spring 2018; Spring 2020)

Education 664 – Families and Teams in Early Childhood Intervention: Interdisciplinary and Sociocultural Perspectives (Graduate Level Course; Fall, 2010)

Education 403 – Working with Socioculturally Diverse Families (Undergraduate Course; Spring, 2010)

### **Teaching Assistant, University of North Carolina at Chapel Hill**

Education 403 – Working with Socioculturally Diverse Families (Undergraduate Course; Spring, 2009)

## **SERVICE**

---

Grant Reviewer for Organization for Autism Research Applied Research Grants (2016; 2017; 2018; 2019; 2020)

Article Reviewer for *Journal for Autism and Developmental Disorder* (2014-)

Member of Editorial Board for *Topics in Early Childhood Special Education* (2016-)

Voting Scientist on the 3C IRB Board (2016-)

State Employee Combined Campaign Committee at FPG (2015-)