

Julie L. Feuerstein

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Education and Training

Assistant Professor	School of Communication Sciences and Disorders College of Health Professions and Sciences University of Central Florida, Orlando, FL		2019-Present
Postdoctoral	Department of Psychiatry & Behavioral Sciences The Johns Hopkins University School of Medicine Center for Autism and Related Disorders Kennedy Krieger Institute, Baltimore, MD Advisor: Rebecca Landa		2016-2019
Ph.D.	Department of Speech & Hearing Sciences University of Washington, Seattle, WA Advisor: Lesley Olswang		2009-2015
M.S.	Boston University, Boston, MA	Speech-Language Pathology	2001-2003
B.S.	Boston University, Boston, MA	Communication Disorders	1997-2001

Research Interests

My research interests include: 1) early intervention for minimally verbal children with neurodevelopmental disorders who require AAC, and 2) mechanisms for moving evidence-based interventions into routine practice.

Research Funding

Forlenza Postdoctoral Training Fellowship in Autism		2016-2019
<i>Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD</i>		
Research Training Institute on Sequential Multiple Assignment Randomized Trials (SMARTs)		Summer, 2017
<i>National Center for Special Education Research, Institute of Education Sciences, Washington, D.C.</i>		
Gatzert Child Welfare Fellowship		2015
<i>The Graduate School, University of Washington, Seattle, WA</i>		
Predocctoral Training Fellowship in Translational Research		2014-2015
NIH NCATS Award No. TL1TR000422 <i>Institute of Translational Health Sciences, University of Washington, Seattle, WA</i>		
Predocctoral Training Fellowship in Speech & Hearing Sciences		2012-2014
NIH NIDCD Award No. T32DC000032-22 <i>Department of Speech & Hearing Sciences, University of Washington, Seattle, WA</i>		

Research Experience

Postdoctoral Fellow

2016-2019

Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD

Psychiatry & Behavioral Sciences, The Johns Hopkins University School of Medicine, PI: Rebecca Landa

- *Development of an Intervention for Center-Based Early Childhood Care and Education Providers to Support Evidence-Based Instruction of Children with Developmental Disabilities* (project ongoing) (IES NCSE Award No. R324A180085)
 - Coordinate a development and innovation (Goal 2) grant to develop and evaluate the promise of a professional development intervention to support teachers' use of evidence-based instruction in inclusive childcare classrooms
- *Validation of a video-guided screening instrument for autism spectrum disorders*
 - Evaluated psychometric properties of a video-based autism screener for children ages 12-36 months
 - Coordinated recruitment and enrollment from early intervention and childcare community partners
- *Optimizing toddlers' social and communication outcomes by improving community-based service delivery* (HRSA MCH Award No. R40MC26193)
 - Coordinated a randomized controlled trial examining the effectiveness of R. Landa's interpersonal synchrony intervention for young children with social communication and language delays, when delivered by childcare teachers in community settings
 - Recruited and enrolled 27 child care centers in Baltimore, many from under-resourced communities
 - Coached teachers to implement evidence based instruction in their everyday classroom routines
 - Supervised study staff (coaches, research assistants)

Predoctoral Trainee

2012-2015

Institute of Translational Health Sciences, University of Washington, Seattle, WA

Department of Speech & Hearing Sciences, University of Washington, Seattle, WA

- *Dissertation: Clinician training on prelinguistic communication: Investigating techniques within an online approach* (NIH NIDCD Award No. T32DC000032-22 and NIH NCATS Award No. TL1TR002318)
 - Conducted a randomized controlled trial to examine the effect of training condition on clinician knowledge and skill when learning key components of Triadic Gaze Intervention
 - Developed online training modules using Canvas Learning Management System
 - Recruited and enrolled early intervention speech-language pathologists from five states in the Pacific Northwest (Washington, Alaska, Montana, Idaho, & Oregon)

Graduate Research Assistant

2009-2012

Child Language Research Laboratory, University of Washington, Seattle, WA, PI: Lesley Olswang

- *Integrating an evidence-based communication intervention for young children with physical disabilities into a community early intervention center* (NIH NCATS Award No. UL1 TR002319)
 - Conducted pilot implementation research using qualitative and quantitative methods to examine clinician training to learn Triadic Gaze Intervention in one community early intervention center
- *Communication of people with mental retardation, project II: Dynamic assessment of triadic eye gaze* (NIH NICHD Award No. P01HD018955)
 - Conducted randomized controlled trial examining the effectiveness of Triadic Gaze Intervention for young children with physical and developmental disabilities
 - Collaborated with investigators from the University of Kansas as part of the NIH program project
 - Administered Triadic Gaze Intervention protocol to children ages 12-36 months, in their homes
 - Coded and analyzed behavioral data (gaze, gesture, and vocalizations) using The Observer XT (Noldus Information Technology) behavioral coding software

Publications

- [J1] **Feuerstein, J.** & Landa, R. (2020), Implementation of early achievements for childcare providers: A cluster-randomized controlled trial. *Early Childhood Research Quarterly*, 53, 520-533.
- [J2] **Feuerstein, J.** & Olswang, L. (2020). A randomized controlled trial investigating online training for prelinguistic communication. *Journal of Speech Language, and Hearing Research*, 63(3), 827-833.
- [J3] Azad, G., Dillon, E., **Feuerstein, J.**, Kalb, L., Neely, J., Landa, R. (2020). Quality of life in school-aged youth referred to an autism specialty clinic: A latent profile analysis. *Journal of Autism and Developmental Disorders*, 50(4), 1269 – 1280.
- [J4] **Feuerstein, J.**, Olswang, L., Greenslade, K., Pinder, G. L., Dowden, P., & Madden, J. (2018). Implementation research: Embracing practitioners' views. *Journal of Speech Language, and Hearing Research*, 61(3), 645-657.
- [J5] **Feuerstein, J.**, Olswang, L., Greenslade, K., Pinder, G. L., Dowden, P., & Madden, J. (2017). Moving Triadic gaze intervention into practice: Measuring clinician attitude and implementation fidelity. *Journal of Speech, Language, and Hearing Research*, 60(5), 1285-1298.
- [J6] Olswang, L., Dowden, P., **Feuerstein, J.**, Greenslade, K., Pinder, G. L., & Fleming, K. (2014). Triadic gaze intervention for young children with physical disabilities. *Journal of Speech, Language, and Hearing Research*, 57(5), 1740-1753.
- [J7] Olswang, L., **Feuerstein, J.**, Pinder, G. L., & Dowden, P. (2013). Validating dynamic assessment of triadic gaze for young children with severe disabilities. *American Journal of Speech-Language Pathology*, 22(3), 449-462.

Under Review

- [J8] Pfeiffer, D., **Feuerstein, J.**, Herman, D., Landa, R. (Submitted 2021, February). Early childhood providers' perceptions of effective professional development components: A qualitative study. *Infants and Young Children*.
- [J9] Douglas, N., **Feuerstein, J.**, Oshita, J., Schliep, M., & Danowski, M. (Submitted 2021, April). Implementation science research in communication sciences and disorders: A scoping review. *American Journal of Speech Language Pathology*.

Conference Presentations

Invited Talks

- [C1] **Feuerstein, J.** (2018, November). Partnering with practitioners in implementation research. *American Speech-Language-Hearing Association Annual Convention*, Boston, MA.
- [C2] Landa, R. & **Feuerstein, J.** (2018, April). Impact of researcher and early childhood educator collaboration on outcomes for young children with developmental delays. *National Black Association for Speech-Language Hearing Convention*, Washington, D.C.

- [C3] Olswang, L., & **Feuerstein, J.** (2017, June). Getting started in implementation research: Key considerations for determining research focus, questions, methodology, and funding. *36th Annual Symposium on Research in Child Language Disorders*, Madison, WI.
- [C4] Dowden, P. & **Stratton,* J.** (2011, April). Shaping early communication signals in young children with severe motor impairment, *32nd Annual Duncan Seminar: "I've Got Something to Say!" Communication Strategies for Young Children with Physical Disabilities*, Seattle Children's Hospital, Seattle, WA.

Oral Presentations

- [C5] Schliep, M., Barton-Hulsey, A., Binger, C., Caron, J., Davidson, M., **Feuerstein, J.**, Morris, M., Alonzo, C., Bridges, M., Douglas, N., Oshita, J., Olswang, L. (2020, November). Framing implementation science in CSD: determining and developing opportunities. Proposal accepted at the *Annual Convention of the American Speech-Language-Hearing Association*, San Diego, CA (Convention canceled).
- [C6] Dowden, P., **Feuerstein, J.**, & Olswang, L. (2016, August). PoWRRS Play communication protocol for young children with physical disabilities: Moving evidence into practice. *17th Biennial Conference of the International Society for Augmentative and Alternative Communication*, Toronto, CA.
- [C7] Olswang, L., Greenslade, K., **Feuerstein, J.**, & Dowden, P. (2014, November). Step-by-step: Moving from efficacy to implementation in early intervention. *American Speech-Language-Hearing Association Annual Convention*, Orlando, FL.
- [C8] **Feuerstein, J.**, Olswang, L., & Dowden, P. (2013, November). Acquisition of triadic gaze by young children with severe disabilities: Examining growth trajectories. *American Speech-Language-Hearing Association Annual Convention*, Chicago, IL.
- [C9] Dowden, P., & **Feuerstein, J.** (2012, July-August). Dynamic assessment in early intervention: Advancing early communication signals in children with significant motor impairments. *15th Biennial Conference of the International Society for Augmentative and Alternative Communication*, Pittsburg, PA.
- [C10] Dowden, P., **Feuerstein, J.**, Olswang, L., & Pinder, G.L. (2012, November). Early intervention for intentional communication in children with severe disabilities. *American Speech-Language-Hearing Association Annual Convention*, Atlanta, GA.
- [C11] Olswang, L., **Stratton,* J.**, Pinder, G.L., & Dowden, P. (2011, November). Planning intervention for young children with severe impairments: Dynamic assessment. *American Speech-Language-Hearing Association Annual Convention*, San Diego, CA.
- [C12] **Stratton,* J.**, Greenslade, K., Pinder, G.L., Olswang, L., & Dowden, P. (2011, May). Structuring intervention for preverbal children with developmental disabilities. *Infant and Early Childhood Conference*, Tacoma, WA.
- [C13] **Stratton,* J.**, Greenslade, K., Pinder, G.L., Olswang, L., & Dowden, P. (2010, October). Structuring intervention for preverbal children. *Washington Speech-Language-Hearing Association Annual Convention*, Spokane, WA.

Poster Presentations

- [P1] **Feuerstein, J.**, & Landa, R. (March, 2018). Measuring early intervention outcomes: a novel book sharing approach. *Conference on Research Innovations in Early Intervention*, San Diego, CA.

- [P2] Landa, R., & **Feuerstein, J.** (March, 2018). Professional development for childcare providers serving young children with developmental delays: an RCT. *Conference on Research Innovations in Early Intervention*, San Diego, CA.
- [P3] **Feuerstein, J.**, Olswang, L., Greenslade, K., Dowden, P., Pinder, G.L., & Madden, J. (November, 2017). Partnering with practitioners: Implementing Triadic Gaze Intervention into practice. *American Speech-Language-Hearing Association Annual Convention*, Los Angeles, CA.
- [P4] **Feuerstein, J.**, Greenslade, K., Baker, E., & Landa, R. (November, 2017). Measuring young children's social-communication in a book share context: Preliminary reliability & validity evidence. *American Speech-Language-Hearing Association Annual Convention*, Los Angeles, CA.
- [P5] **Feuerstein, J.**, Olswang, L., & Dowden, P. (2016, August). Training SLPs to recognize early communicative behaviors in children with physical disabilities: Which techniques work? *17th Biennial Conference of the International Society for Augmentative and Alternative Communication*, Toronto, CA.
- [P6] **Feuerstein, J.**, Olswang, L., Greenslade, K., Dowden, P., & Pinder, G.L. (2015, June). Implementation fidelity: moving an evidence-based communication intervention into practice. *35th Annual Symposium on Research in Child Language Disorders*, Madison, WI.
- [P7] **Feuerstein, J.**, Olswang, L., Greenslade, K., & Dowden, P. (2015, April). Implementing an evidence-based communication intervention for young children with physical disabilities into one community based early intervention center: Lessons learned from a pilot project. *Translational Science Meeting of the Association for Clinical and Translational Science*, Washington, D.C.
- [P8] **Feuerstein, J.**, Dowden, P., & Olswang, L. (2013, June). Patterns of growth in learning an early signal of intentional communication by children with severe disabilities. *34th Annual Symposium on Research in Child Language Disorders*, Madison, WI.
- [P9] **Stratton,* J.**, Olswang, L., Dowden, P., & Pinder, G.L. (2011, June). Shaping early communicative signals: Exploring child variability. *Symposium on Research in Child Language Disorders*, Madison, WI.
- [P10] **Stratton,* J.**, Olswang, L., Dowden, P., & Pinder, G.L. (2011, May). Structuring intervention for preverbal children with developmental disabilities. *Infant and Early Childhood Conference*, Tacoma, WA.
- [P11] **Stratton,* J.**, Olswang, L., Dowden, P., & Pinder, G.L. (2010, November). Shaping early communication signals in preverbal children with severe motor impairment. *American Speech-Language-Hearing Association Annual Convention*, Philadelphia, PA.

Teaching Interests

My primary teaching interests include: assessment and treatment of child language disorders; early intervention; augmentative and alternative communication; research methodology, including implementation science; and clinical methods/evidence-based practice.

Mentoring and Teaching Experience

Mentoring

Research Supervision

Emily Baker, *Early Intervention Specialist, Kennedy Krieger Institute*
 Natasha Lawson, *Research Assistant, Kennedy Krieger Institute*

2016-2019

Student Mentoring

- Brittany Thompson, *Doctoral Student Intern, George Mason University* **2017**
 Victoria Connors, *Undergraduate Student Internship, University of Maryland, College Park* **2017**
 Shirley Green, *Undergraduate Student Internship, Morgan State University* **2016**
- NIH-sponsored BUILD program: *A Student-Centered, Entrepreneurship Development (ASCEND) Training Model to Increase Diversity in the Biomedical Research Workforce*
 - Student author on two peer-reviewed poster presentations at national conferences

Committee Member

- Katie Christenson, *Graduate Student, University of Washington* **2014**
 Honor's thesis: *Assessing intentional communication in typically developing infants using the communication complexity scale.*

Teaching**Instructor**

- School of Communication Sciences and Disorders, University of Central Florida*
 SPA 6559: Augmentative and Alternative Communication (25 graduate students) **2021, Spring**
 SPA 6401: Language Disorders in Infants and Toddlers (35 graduate students) **2021, Spring**
2020, Fall

Co-Instructor

- Department of Speech & Hearing Sciences, University of Washington* **2015**
 SPHSC 599: Special Topics in Speech, Language, & Hearing
 Two-day inter-professional course for graduate students and community-based clinicians

Co-Instructor

- Department of Speech & Hearing Sciences, University of Washington* **2014**
 SPHSC 529: Assessment and Treatment of Communication Disorders: Birth-to-Four

Guest Lecturer

- Department of Speech & Hearing Sciences, University of Washington* **2010-2013**
 SPHSC 250: Human Communication and Its Disorders
 SHPSC 549: Clinical Forum in Speech-Language Pathology
 SPHSC 531: Neurogenic Motor Speech Disorders

- Department of Early Childhood & Family Studies, University of Washington*
 ECFS 200: Introduction to Early Childhood and Family Studies
 ECFS 302: Survey of Infants and Children at Risk

Service**Departmental/School**

- Member: Scholarship Committee, Admissions Committee **2020-2021**

National

- Co-chair: American Speech-Language-Hearing Association Annual Convention **2018-2019**
Language in Infants through Preschoolers Topic Committee
- Committee member: American Speech-Language-Hearing Association Annual Convention
Language in Infants through Preschoolers Topic Committee **2015, 2016**
Augmentative and Alternative Communication Topic Committee **2014**

Professional Memberships

Member

American Speech-Language-Hearing Association (ASHA)
 Augmentative and Alternative Communication, Special Interest Group 12 (ASHA SIG 12)
 International Society for Augmentative and Alternative Communication (ISAAC)
 Neuro-Developmental Treatment Association (NDTA)

Professional Certification and Licensure

Licensed Speech-Language Pathologist

State of Maryland	2017-Present
State of Washington	2004-2015
State of Massachusetts (CFY Temporary License)	2003-2004

Certificate of Clinical Competence in Speech-Language Pathology

American Speech-Language-Hearing Association	2003-Present
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Neuro-Developmental Treatment Certification

Neuro-Developmental Treatment Association	2013-2016
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Awards

American Speech-Language-Hearing Association

<i>Pathways Program</i>	2018
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American Speech-Language-Hearing Association

<i>Research Mentoring-Pair Travel Award</i>	2017
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University of Washington Graduate Student Travel Awards

<i>Lesley B. and Steven G. Olswang Graduate Student Conference Fund (2014, 2013, 2011, & 2010)</i> <i>Graduate School's Fund for Excellence and Innovation (2013, 2011, & 2010)</i> <i>Graduate and Professional Student Senate (2013, 2011, & 2010)</i>	2010-2014
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Symposium on Research in Child Language Disorders

<i>Mayor Paul National Travel Award</i>	2013
<i>Student Travel Award Conference Grant</i>	2011

International Society for Augmentative and Alternative Communication

<i>Emerging Research Travel Award</i>	2012
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American Speech-Language-Hearing Foundation

<i>Graduate Student Scholarship</i>	2011
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Clinical Work Experience

Pediatric Speech-Language Pathologist	2007-2013
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Seattle Children's Hospital, Seattle, WA

Research Treatment Clinician

2007-2009

University of Washington, Seattle, WA

Early Intervention Speech-Language Pathologist

2007-2009

Encompass Northwest, North Bend, WA

Pediatric Speech-Language Pathologist

2004-2007

Puget Sound Therapy Services, Tacoma, WA

Clinical Fellow, Speech-Language Pathology

2003-2004

Communication Enhancement Center, Boston Children's Hospital, Boston, MA

*Note: Legal name was changed in 2011 from Julie Stratton to Julie Feuerstein.