

CURRICULUM VITAE

Consuelo Maun Kreider, Ph.D., OTR/L

Department of Occupational Therapy
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Complete List of Published Work in MyBibliography:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/consuelo.kreider.1/bibliography/47628745/public/?sort=date&direction=ascending>

EDUCATION

2013	Doctor of Philosophy, Rehabilitation Science University of Florida, Gainesville, FL
2009	Master of Health Science, Occupational Therapy University of Florida, Gainesville, FL
1989	Bachelor of Health Science, Occupational Therapy University of Florida, Gainesville, FL

ACADEMIC APPOINTMENTS - Primary

2019 – present	Clinical Assistant Professor Department of Occupational Therapy, University of Florida, Gainesville, FL
2013 – 2019	Research Assistant Professor Department of Occupational Therapy, University of Florida, Gainesville, FL
2016 – 2013	Adjunct Lecturer Department of Occupational Therapy, University of Florida, Gainesville, FL
1993 – 1996	Assistant In Department of Occupational Therapy, University of Florida, Gainesville, FL

ACADEMIC APPOINTMENTS - Secondary

2015 – present	Graduate Faculty Member Rehabilitation Science Doctoral Program, University of Florida, Gainesville, FL
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EXPERIENCE - Clinical

- 2011 – 2012 Mederi Caretenders, Gainesville, FL. PRN occupational therapist
- 2005 – 2008 Tacachale Community, University of Florida, Gainesville, FL. Coordinator 2, Clinical Programs 2 (Occupational Therapy)
- 2006 Oak Hammock, University of Florida, Oak Hammock, Gainesville, FL. PRN occupational therapist
- 2006 Woodlands Care Center, Gainesville, FL. PRN occupational therapist
- 2003 – 2005 Consuelo Kreider, PA, Gainesville, FL. Solo practitioner
- 2000 – 2004 Gainesville Country Day School, Gainesville, FL. Consultant
- 1998 – 2002 P K Yonge Developmental Research School, College of Education, University of Florida, Gainesville, FL. Consultant
- 1998 – 2000 Einstein Montessori School, Alachua County School Board, Gainesville, FL. Consultant
- 1995 – 2002 Sensory Learning Center, Gainesville, FL. Co-owner pediatric out-patient OT/ST practice
- 1995 – 1998 State of Florida Department of Health and Rehabilitative Services District 3 and District 13 Developmental Early Intervention Clinic. Assistive technology consultant (birth – 3 years)
- 1992 – 1993 Olsten Health Care, Trenton, FL. Staff occupational therapist
- 1991 – 1992 NovaCare, Gainesville, FL. Staff occupational therapist
- 1991 – 1992 Morris Child Development Resource Center, Gainesville, FL. Staff occupational therapist
- 1989 – 1991 Shands Teaching Hospital, Gainesville, FL. Staff occupational therapist

LICENSURE & CERTIFICATION

1. Florida Division of Medical Quality Assurance, OT 2451
2. National Board for Certification in Occupational Therapy, Certification No. 4123

PROFESSIONAL AFFILIATIONS

1. American Occupational Therapy Association [member, 1990 -]
2. Florida Occupational Therapy Association [member, 1990 -]
3. Coalition for Occupational Therapy Advocates for Diversity [member 2021- ; UF Faculty Advisor, student chapter, 2019 -]
4. World Federation of Occupational Therapists [member, 2016 - 2020]
5. International Society for Research in Autism [member, 2016 - 2020]
6. Society for Research on Adolescence [member, 2009 - 2015]
7. International Network for Social Network Analysis [member, 2013 - 2015]
8. American Congress of Rehabilitation Medicine [member, 2015 - 2017]

HONORS & AWARDS

International

1. Outstanding poster presentation: *Disability Knowledge Strengthens Mentors' Abilities for Supporting Undergraduate Mentees with Learning and Attention Disorders and Others Students*. February 2019 International Mentoring Association Annual Conference.
2. Travel award: Barth Syndrome 2012 International Scientific, Medical & Family Conference [\$800.00]. June 2012

National

1. Outstanding Alumnus of the Year 2019: College of Public Health and Health Professions, University of Florida. October 2019
2. Alumnus of the Year 2019: Department of Occupational Therapy, University of Florida. October 2019

3. Invited attendee: PCORI Pipeline to Proposal Tier 1, Cycle 2 Awardee Convention, Minneapolis, MN September 10-11, 2015
4. Travel award: PCORI, administered on behalf of PCORI by the Georgia Health Policy Center. 2015
5. Recipient, NIH, Rehabilitation Research Career Development Program K12 Scholar. September 2013
6. Invited attendee: AccessSTEM Capacity Building Institute: Promoting the Successful Participation of People with Disabilities in STEM. University of Washington; Seattle, WA. February 25-March 1, 2014.
7. Travel award: Access STEM [\$1475.00] Capacity Building Institute: Promoting the Successful Participation of People with Disabilities in STEM. University of Washington; Seattle, WA. February 2014.
8. Invited attendee: National Science Foundation 2010 Directorate for Education & Human Resources Joint Annual Meeting (JAM10). Washington, DC, June 2010.
9. The Alpha Eta Society (National Honor Society for Allied Health). Membership 1989

Local

1. Dean's Citation Paper Award: University of Florida College of Public Health and Health Professions, Department of Occupational Therapy.
 - a. September 2019 (2018 publication)
 - b. September 2016 (2015 publication)
 - c. September 2015 (2014 publication)
2. Master Mentor: University of Florida Clinical Translational Science Institute (CTSI) Mentor Academy. Completion of Mentor Academy and recognized as a Master Mentor. April 23, 2019
3. Membership: University of Florida Clinical Translational Science Institute (CTSI) Academy of Research Excellence. Admitted for membership May 27, 2015
4. Travel award: University of Florida I-Cubed Program [\$1700] to attend National Science Foundation 2010 Joint Annual Meeting (JAM10). Washington, DC, June 2010.

TEACHING

COURSES TAUGHT

Doctor of Occupational Therapy Program (OTD), University of Florida

1. **OTH 6527C Occupation-based Practice and Rehabilitation: Children and Youth; Course development:** Syllabus, content & assessment; 3 credits. 45 students (2020), 52 students (2021)
 - 2020: Blended classroom model, with experiential labs; redesigned to be taught fully on-line for last 1/3 of the semester due to COVID, used asynchronous and synchronous group problem-based and case-based learning. Developed clinical competency assessment around developmental and clinical progression case-scenario.
 - 2021: Blended classroom model using Hyflex classroom due to COVID, redesigned in-person experiential labs to ensure student safety/incorporate social distancing
2. **OTH 6763 Research 1: Evidence Based Practice; Course development:** Syllabus, content & assessment; 3 credits. 46 students (2019), 52 students (2020), 56 students (2021)
 - 2019: Blended classroom model using team-based and case-based learning
 - 2020: Course re-designed due to COVID, taught on-line using asynchronous and synchronous small group problem-based and case-based learning
 - 2021: Blended (in-person) classroom using small group problem-based and case-based learning
3. **OTH 6002 Foundations of Occupational Therapy; Course development:** Syllabus, content & assessment; 3 credits. 46 students (2018), 52 students (2019)

- Course was developed around threshold concepts for occupational therapy students as reported in published literature (Nicola-Richmond, et. al. 2015. <https://doi.org/10.1111/1440-1630.12252>). Blended classroom model, with course content re-ordered in 2019 per 2018 student feedback
4. **OTH 6209 Applied Lifespan Human Development; Course development:** Syllabus, content & assessment; 3 credits. 46 students (2018)

Master of Occupational Therapy Program (MOT), University of Florida

Team Teaching [3 of more instructors; topic- & module-based teaching assignments]

1. **OTH 6635 Pediatric Principles of OT Screening and Evaluation I.** Significant revisions to content & evaluation. ~46 students.
2. **OTH 6641 Occupational Therapy Interventions I - Pediatrics.** Significant revisions to content & evaluation. ~46 students

OTH 6635 & OTH 6641 team taught as a 7-credit integrated course.

* = Content development ($n = 7$). 40 topics/modules taught: taught ≥ 4 times, $n = 10$; taught 1-3 times, $n = 30$

- Auditory interventions* (2008, 2009, 2010, 2011, 2012, 2013)
- Auditory processing disorders (2011, 2012, 2013)
- Auditory processing assessment & auditory interventions* (2014, 2018, 2019)
- Autism, Pervasive developmental disorder, & Asperger syndrome (2013)
- Case-based competency (2012, 2013)
- Cognition – Developmental* (2008, 2009, 2010, 2011, 2012, 2013)
- School-based cognitive assessments* (2014, 2015, 2016, 2017)
- Cognitive interventions (2012, 2013, 2014)
- Cognitive assessment & intervention* (2018, 2019)
- Developmental coordination disorder (2012, 2013, 2014)
- Infant intervention & service delivery (2009, 2010, 2011, 2012, 2013, 2018, 2019)
- Birth to 3 years old interventions (2014)
- Developmental Assessment: Early Intervention Developmental Profile assessment & goal development (2009, 2010, 2011, 2012, 2013)
- Developmental Assessment: Preschool Developmental Profile (2011, 2012, 2013)
- Developmental Assessment: Battelle – Cognitive & perceptual subtests (2010, 2011)
- Documentation in pediatrics (2009, 2011)
- Feeding and eating assessment and intervention (2018, 2019)
- Functional clinical skills (2009, 2010, 2011, 2012, 2013)
- Handwriting assessment and intervention (2018, 2019)
- Learning disabilities, attention disorders, & literacy* (2008, 2009, 2010, 2011, 2012, 2013, 2014, 2016, 2017, 2018, 2019)
- Manual handling techniques (2008, 2009)
- Motor Skills – Observational assessment (2010, 2011)
- Motor assessment (Bruninks) documentation & goal writing (2010, 2011, 2012, 2013)
- Motor and neuromotor assessment & intervention (2018, 2019)
- Neuromotor Approach to Clinical Observation & Neuromotor Disorder self-study (2014)
- Neuromotor intervention & neurodevelopmental treatment approaches (2014)
- Perceptual assessments & perceptual intervention planning (2009)
- Play assessments (2009, 2010, 2013)
- Play as intervention (2009, 2010, 2011, 2012, 2013)
- Play assessment & intervention (2014)
- Pediatric psychosocial dysfunction (2007)
- Sensory case & documentation of sensory interventions (2009, 2010, 2011, 2012, 2013)
- Sensory Profile, Sensory case, ALERT program, brushing protocols (2009, 2010)
- Sensory integration (2011)
- Sensory treatments: ALERT program & brushing protocols (2012, 2013)
- Sensory Modulation/Praxis/Discrimination Assessment and Intervention (2013, 2014)
- Sensory treatment planning (2014)
- Sensory assessments (2014)
- Sensory integration and processing: Assessment and intervention (2018, 2019)

- Trauma-informed pediatric occupational therapy* (2018, 2019)
 - Visual-perceptual assessment and intervention (2018, 2019)
3. **OTH 6636 Adult Principles OT Screening/Evaluation II.** Content, evaluation, & syllabus revisions. ~46 students.
 4. **OTH 6642 Occupational Therapy Intervention II – Adults.** Content, evaluation, & syllabus revisions. ~46 students

OTH 6636 & OTH 6642 team taught as a 10-credit integrated course.

* = Content development ($n = 7$). 29 topics/modules taught: taught ≥ 4 times, $n = 5$; taught 1-3 times, $n = 24$

- Aging and elders in the community, Mental function assessment (MoCA/MMSE) in the community (2011, 2013)
- Americans with Disabilities Act (2011, 2012)
- Balance assessment & intervention* (2013, 2014, 2015)
- Biomechanics competency (2011, 2012, 2014)
- Cardiac & Pulmonary Impact on occupation (2011)
- Clinical simulation/clinical reasoning: TBI (2008, 2009, 2011, 2013, 2014)
- Clinical simulation/clinical reasoning: CVA (2011)
- Clinical simulation: Driving assessment and intervention (2011)
- Cognition: Overview* (2011, 2012, 2016, 2017)
- Cognitive interventions* (2006, 2007, 2008, 2009, 2011, 2012, 2013, 2014, 2015, 2016)
- Cognitive assessment (2017)
- Developmental disabilities; adult intellectual disability* (2006, 2007)
- Diabetes and obesity (2007, 2008)
- Documentation (2008)
- Documenting the occupational profile (2009, 2011)
- Documentation, treatment identification and goal-writing (2011)
- Documentation of assessment and goal-writing (2012)
- Documentation: Problem identification, goal writing, treatment activity planning & set-up - TBI, Dementia, & elder adult cases (2012)
- Functional therapeutic assessment and intervention with stroke survivors (2012)
- Independent living movement and community living (2007, 2008)
- Low vision assessment and intervention (2011, 2012)
- Neuromotor principles for retraining reach (2011, 2012)
- Oral motor, swallowing, feeding and polypharmacology (2008, 2009, 2010)
- Oral motor evaluation and treatment of feeding & swallowing* (2011, 2012, 2013, 2014, 2015, 2016, 2017)
- TBI/neurobehavioral interventions (2011, 2012)
- Trunk control – supporting functional activity post CVA* (2011, 2012)
- Trunk control – touch cues for movement* (2013)
- Work capacity evaluations and return to work (2007, 2008, 2009, 2011, 2012)
- Work assessments: Fine motor and UE functioning (2012)

Instructor or Co-instructor – MOT program

1. **OTH 6708 Issues in Occupational Therapy Practice 1;** 2 credits, 45 students (2019)
2. **OTH 6709 Issues in Occupational Therapy Practice 2;** 2 credits, 46 students (2018)
3. **OTH 5002 Foundations of Occupational Therapy;** 2 credits (Co-Instructor 2008, 2009; Guest Instructor – lecture, lab & evaluation 2010-2013; ~46 students)
 - Client/Family Centered Care: Lecture & written assessment (2008, 2009)
 - Clinical Reasoning: Lecture & written assessment (2009, 2010, 2011, 2012, 2013)
 - Clinical Interviews: Lecture, lab & written assessment (2009, 2010)
 - Introduction to Documentation: Lectures, labs & written assessment (2008, 2009)
 - OT Process: Lecture & written assessment (2009)
 - Therapeutic Relationships: Lecture & written assessment (2008, 2009)
4. **OTH 5115 Therapeutic Activities 2: Occupation Skills;** 2 credits (Co-instructor 2008, 2009, 2011, 2012; ~46 students)
5. **OTH 5435 Therapeutic Activities – Biomechanics;** 2 credits (Co-instructor 2007 – 2010; Lead instructor 2011 -2014; Guest instructor – lab & evaluation 2016; ~46 students)
6. **OTH 5722 Professional Development in Occupational Therapy;** 1 credit (2013 – 2016; ~6 students)

Guest Instructor – MOT program

1. OTH 6539 Occupational Therapy Theory (MOT Program; Guest instructor - lecture & evaluation; ~46 students)
 - Sensory Integration: Lecture & written assessment (2011, 2012)
 - Cognitive & Perceptual Models: Lecture & written assessment (2011, 2012, 2013)

Rehabilitation Science Doctoral Program (RSD), University of Florida

1. **RSD 6930 Special Topics - Disability, Occupation and Participation Science Journal Club;**
Course development: Syllabus, content, & assessment; 1 credit, 4 students (2019)
2. **RSD 6905 Individual Work;** 1 – 3 credits (2014, 2015, 2018, 2020)

Guest Lecturer – RSD program

1. RSD 6110 Rehabilitation Science Theory & Application 1, Rehabilitation Science Doctoral Program
 - Developmental neuropsychological conditions in early adulthood: Life course & chronic condition research for fostering participation (2019; Instructors: Sergio Romero, Marc Bishop)
 - Focus on Participation and Environment in Rehabilitation Research: Seminar (2017, Instructor: Sergio Romero; 2018, Instructors: Sergio Romero, Marc Bishop)
 - Weaving Social Environmental Research and Rehabilitation Research: Seminar (2015, 2016, Instructor: Sergio Romero)
 - Social Network Analysis in Rehabilitation Research: Seminar (2014, Instructor: Sergio Romero)

Bachelor of Health Science Program (BHS), University of Florida

1. **HSC 4970 Senior Honors Thesis;** 2 – 3 credits (2013, 2014, 2015, 2016, 2018, 2019)
2. **HSC 3801 Clinical Observations;** 1 – 3 credits (2015, 2016)

Guest Lectures, University of Florida

1. IDH 2930 (Un)Common Reads – Different in STEM (2019; Instructor: Nancy Ruzycki; College of Engineering, Department of Material Sciences and Engineering)
 - Invisible diversity of LD, ADHD, and ASD – Lessons learned and experiences shared from students in STEM
2. Physical Therapy in Pediatrics, Doctor of Physical Therapy Program
 - Fine Motor Development: Seminar (2012)
3. Vocational Services in Rehabilitation & Human Services, Bachelor of Health Science Program
 - Restoring competence for the worker role: OT perspective: Seminar (2009)

DIRECTED STUDENT LEARNING

PhD Students – Mentored (Chair)

1. Sharon Mburu (2019 -). Rehabilitation Science, University of Florida. Dissertation: TBD
2. Sharon Medina (2018 -). Rehabilitation Science, University of Florida. Dissertation: TBD

PhD Students – Committee (Member)

1. Jaewon Kang (2020 -). Rehabilitation Science, University of Florida. Dissertation: TBD
2. Alexandra Bitton-Bailey (PhD 2020). Higher Education Administration, University of Florida. Dissertation: *Early Career Faculty Professional Development of Teaching: a Phenomenology.*
3. Brian Orr (PhD 2020). Speech-Language Pathology and Audiology, University of Florida. Dissertation: *Differential Recruitment of Cognitive Processes as a Function of Variations in Text Difficulty, Response Format, and Question Type.*
4. Mi Jung Lee (PhD 2018). Rehabilitation Science, University of Florida. Dissertation: *Developing a Global PROMIS Self-efficacy Measure for Managing Chronic Conditions.*

Doctoral Capstone Students - Mentored

1. Rachel Furguson (OTD anticipated 2022). Occupational Therapy Doctoral Program, University of Florida. Capstone: *TBD*.
2. Anya Klump (OTD anticipated 2022). Occupational Therapy Doctoral Program, University of Florida. Capstone: *TBD*.
3. Jelani Pitts (OTD anticipated 2022). Occupational Therapy Doctoral Program, University of Florida. Capstone: *TBD*.
4. Emily Russell (OTD anticipated 2022). Occupational Therapy Doctoral Program, University of Florida. Capstone: *TBD*.
5. Min Song Young (OTD anticipated 2022). Occupational Therapy Doctoral Program, University of Florida. Capstone: *TBD*.
6. Jamie Chavez (2021). Occupational Therapy Doctoral Program, University of Florida. Capstone: *Project SAFE at Adopt-A-Family of Palm Beaches, Inc.*
7. Kayla Enea (2021). Occupational Therapy Doctoral Program, University of Florida. Capstone: *Choosing Purposeful, Occupation-Based Rehabilitation Interventions Post-Stroke.*
8. Taylor Moore (2021). Occupational Therapy Doctoral Program, University of Florida. Capstone: *Development of a Clinical Guide to Feeding in Pediatric Occupational Therapy.*
9. Kaylee Noon (2021). Occupational Therapy Doctoral Program, University of Florida. Capstone: *Promoting Resilience in Parents with Children receiving Early Intervention Services.*
10. Mackenzi Slamka (2021). Occupational Therapy Doctoral Program, University of Florida. Capstone: *Practice-Based Evidence in Rehabilitation.*

Master's Thesis Students – Committee (Member)

1. Jessica Soccoro (MS May 2018). Master of Arts in Digital Arts & Sciences, University of Florida. Thesis: *Exploring Empathetic Learning in Virtual Environments.*

Masters Capstone Students – Mentored

1. Hillary Dilks (MHS Dec. 2011). Master of Health Sciences in Occupational Therapy, University of Florida. Capstone: *Foundation Grant Development: “Acting for Empathy” a Thespian Program for Development of Empathy in Children with Attention Deficit Disorder.*
2. Joan Warren (MHS Dec. 2009). Master of Health Sciences in Occupational Therapy, University of Florida. Capstone: *Professional Awareness: Strengthening the Link between Available Services and Families with Children who have Special Health Care Needs.*

Undergraduate Honors Research – Mentored

1. Anushka Pandya. (BHS anticipated May 2022). Bachelor of Health Science Program, University of Florida. Thesis: *TBD*.
2. Sanja Dizdarevic (BHS May 2019). Bachelor of Health Science Program, University of Florida. Thesis: *Exploration of Gut Microbiota and Social and Sensory Behaviors in Autism.*
3. Emily Prins (BHS May 2019). Bachelor of Health Science Program, University of Florida. Thesis: *Occupational Identity Development in College Students with Learning and Attention Disorders: A Qualitative Analysis.*
4. Stephanie Judycki (BHS May 2019). Bachelor of Health Science Program, University of Florida. Thesis: *Misconceptions and Stigma for Higher Education Students with Learning Disabilities and ADHD.*
5. Hannah Koedam (BHS May 2019). Bachelor of Health Science Program, University of Florida. Thesis: *Communication around Problem Solving in Mentorship for Students with Learning Disabilities: A Qualitative Analysis.*
6. Jianne Apostol (BHS May 2018). Bachelor of Health Science Program, University of Florida. Thesis: *Self-efficacy in university students with learning and attention disorders.*

7. Angela T. Sexton (BHS May 2017). Bachelor of Health Science Program, University of Florida. Thesis: *Mentorship as supports for students with learning and attention disorders.*
8. Nerissa A. Rampersad (BHS August 2016). Bachelor of Health Science Program, University of Florida. Thesis: *What contributes to the success of undergraduate students with a learning and/or attention disorder?*
9. Leah J. Charit (BHS May 2015). Bachelor of Health Science Program, University of Florida. Thesis: *Cardiovascular Disease Prevention in Firefighters: Effects of Individualized and Department-wide CBPR Intervention on Cardiorespiratory Fitness, Musculoskeletal Fitness, and Body Composition.* Co-Mentored with Anthony Delisle, PhD
10. Carrie Comstock (BHS May 2014). Bachelor of Health Science Program, University of Florida. Thesis: *Young Adult Experiences with Learning Disability and ADHD.*
11. Stephanie Prudencio (BHS May 2014). Bachelor of Health Science Program, University of Florida. Thesis: *Investigation of Weak Ties. of Adolescents with ADHD or Asperger's Syndrome Using Methods of Social Network Analysis*
12. Christen Fechtel (BHS May 2013). Bachelor of Health Science Program, University of Florida. Thesis: *Siblings' roles in social interactions of youth with Learning Disabilities, Attention Deficit Disorder, and/or Autism Spectrum Disorder.*

ADVISING

Doctor of Occupational Therapy Students

Occupational Therapy Professional Development

1. 2021 – 2023. 5 students, class of 2024
2. 2020 – 2022, 6 students, class of 2023
3. 2019 - 2021, 5 students, class of 2022
4. 2018 - 2020, 6 students, class of 2021

Doctor of Occupational Therapy Students

Capstone Development

1. 2021 – 2022, 5 students, class of 2021

Master of Occupational Therapy Students

Occupational Therapy Professional Development

1. 2018-2019, 5 students, class of 2019
2. 2017-2018, 6 students, class of 2018
3. 2016-2017, 6 students, class of 2017
4. 2016-2017, 6 students, class of 2016
5. 2015-2016, 6 students, class of 2015
6. 2013 - 2014, 6 students, class of 2014
7. 2012 - 2013, 6 students, class of 2013
8. 2011 - 2012, 3 students, class of 2012
9. 2010 - 2011, 4 students, class of 2011
10. 2008 - 2009, 3 students, class of 2009

WORKSHOPS DEVELOPED & TAUGHT - Continuing Education & Professional Development

1. University of Florida Center for Teaching Excellence
 - 1) *Enacting diversity, equity, and inclusion in the classroom through Universal Design for Learning (UDL): Practical strategies for implementation of UDL in teaching and mentorship. Passport to Great Teaching Series.* (Workshop, February 23, 2021)
 - 2) *Everyday UDL: Simple strategies for infusing principles of Universal Design for Learning into teaching and mentorship* (Workshop, November 19, 2019)

- 3) *Learning disabilities at the University of Florida. Video presentation through University of Florida Office of Faculty Development & Teaching Excellence* (22 minutes; [Video](#), [About](#); January 2017)
- 4) *Universal design for instruction: What works for University of Florida students with learning disabilities. Video presentation through University of Florida Office of Faculty Development & Teaching Excellence* (25 minutes; [Video](#), [About](#); January 2017)
2. Department of Occupational Therapy on-line CEU Courses
 - 1) *Leveraging Understanding from Emerging Adults with Developmental Learning Disorders in Guiding Occupational Therapy Practice* (Video, June 26, 2019)

SCHOLARSHIP

PUBLICATIONS

Refereed Journal and Conference Papers

1. **Kreider, C. M.**, Hale-Gallardo, J., Kramer, J. C., Mburu, S.[§], Slamka, M. R.[§], Findley, K. E., Myers, K. J., Romero, S. (In Press) Providers' Shift to Telerehabilitation at the U.S. Veterans Health Administration During COVID-19: Practical Applications. *Frontiers in Public Health*. Impact Factor 3.79
2. Varma, D. S., Young, M. E., **Kreider, C. M.**, Williams, K., Vaddiparti, K., Parisi, C., Semeah, L. M. (2021). Practical Considerations in Qualitative Health Research during the COVID 19 Pandemic. *International Journal of Qualitative Methods*, 20, 1-5. <https://doi.org/10.1177%2F16094069211043755> 5-year Impact Factor 5.817
3. **Kreider, C. M.**, Mburu, S.[§], Dizdarevic, S.*[§], Garvan, G.[§] Elder, J. H. (2021). Exploration of Relationships among Clinical Gastrointestinal Indicators and Social and Sensory Symptom Severity in Children with Autism Spectrum Disorder. *Pediatric Reports*, 13(4), 594-604. <https://doi.org/10.3390/pediatric13040071>
4. Ahonle, Z. J., **Kreider, C. M.**, Hale-Gallardo, J., Castañeda, G., Findley, K., Ottomanelli, L. Romero, S. (2021). Implementation and Use of Video Tele-technologies in Delivery of Individualized Community-Based Vocational Rehabilitation Services to Rural Veterans. *Journal of Vocational Rehabilitation*, 55(2), 227-233. <https://doi.org/10.3233/JVR-211159> Impact Factor 1.30
5. **Kreider, C. M.**, Koedam, H.[&], Medina S.[§] (2021). (Dis)Ability-informed mentors support occupational performance through problem solving and a strengths-based focus for college students with learning disabilities and attention deficit hyperactivity disorder. *British Journal of Occupational Therapy*, 84(5), 263-270. <https://doi.org/10.1177/0308022620937636> Impact Factor 1.50
6. Hale-Gallardo, J., **Kreider, C. M.**, Ni, Y., Semeah, L. M., Ahonle, Z. J., Cowper-Ripley, D. C., Mburu, S.[§], Delisle, A., T., & Jia, H. (2021). Serving Rural Veterans with Disabilities: A National Survey of Centers for Independent Living. *Journal of Community Health*, 46(4), 740-751. <https://doi.org/10.1007/s10900-020-00941-6> Impact Factor 2.228
7. Hale-Gallardo, J. L., **Kreider, C. M.**, Jia, H., Castaneda, G., Freytes, I. M., Ripley, D. C. C., Ahonle, Z. J., Findley, K., & Romero, S. (2020). Telerehabilitation for Rural Veterans: A Qualitative Assessment of Barriers and Facilitators to Implementation. *Journal of Multidisciplinary Healthcare*, 13, 559-570. <https://doi.org/10.2147/JMDH.S247267> Impact Factor 3.521
8. **Kreider, C. M.**, Luna C.[&], Lan, M.-F., Wu, C.-Y. (2020). Disability advocacy messaging and conceptual links to underlying disability identity development among college students with learning disabilities and attention disorders. *Disability and Health Journal*, 13(1), 100827. <https://doi.org/10.1016/j.dhjo.2019.100827> Impact Factor 2.554
9. Lim, Y., **Kreider, C. M.**, Alvarez, M., Bendixen, R. M. (2019). HRQoL in Barth Syndrome: Agreement between child self-reports and parent proxy-reports and its relationship to parental HRQoL. *Journal of Human and Clinical Genetics*, 1(2), 1 - 6. DOI: [10.29245/2690-](https://doi.org/10.29245/2690-)

[0009/2019/2.1104](#)

10. **Kreider, C. M.**, Medina, S.[§], Slamka, M. R.[§]. (2019). Strategies for coping with time-related and productivity challenges of young people with learning disabilities and attention-deficit/hyperactivity disorder. *Children*, 6, 28. <https://doi.org/10.3390/children6020028> Impact Factor 2.863
11. **Kreider, C. M.**, Medina, S.[§], Wu, C. Y., Lan, M-F., Percival, S., Byrd, C. E., Delisle, A., Schoenfelder, D., Mann, W. C. (2018). Beyond academics: A model for simultaneously advancing campus-based supports for learning disabilities, STEM students' skills for self-regulation, and mentors' knowledge for co-regulating and guiding. *Frontiers in Psychology*, 9, 1466. <https://doi.org/10.3389/fpsyg.2018.01466> Impact factor 2.990 Relative Citation Ratio 1.44 NIH Percentile 63.8 (09/14/2021)
12. Elder, J. H., **Kreider, C. M.**, Brasher, S. N., & Ansell, M. (2017). Clinical impact of early diagnosis of autism on the prognosis and parent–child relationships. *Psychology Research and Behavior Management*, 10, 283. <https://doi.org/10.2147/PRBM.S117499> Impact factor 3.235 Relative Citation Ratio 2.49 NIH Percentile 81.0 (09/14/2021)
13. **Kreider, C. M.**, Bendixen, R. M., Young, M. E., Prudencio, S. M.[&], McCarty, C., & Mann, W. C. (2016). Social networks and participation with others for youth with learning, attention, and autism spectrum disorders: Réseaux sociaux et participation avec les autres, chez des adolescents ayant des troubles d'apprentissage, de l'attention et du spectre de l'autisme. *Canadian Journal of Occupational Therapy*, 83(1), 14-26. <https://doi.org/10.1177/2F0008417415583107> Impact factor 2.218 Relative Citation Ratio .75 NIH Percentile 39.8 (09/14/2021)
14. Elder, J. H., **Kreider, C. M.**, Schaefer, N. M., & de Laosa, M. B.[&] (2015). A review of gluten- and casein-free diets for treatment of autism: 2005–2015. *Nutrition and Dietary Supplements*, 7, 87. <https://doi.org/10.2147/NDS.S74718> Relative Citation Ratio .9 NIH Percentile 46.3 (09/14/2021)
15. **Kreider, C. M.**, Bendixen, R. M., & Lutz, B. J. (2015). Holistic needs of university students with invisible disabilities: A qualitative study. *Physical & Occupational Therapy in Pediatrics*, 35(4), 426-441. <https://doi.org/10.3109/01942638.2015.1020407> Impact factor 2.831 Relative Citation Ratio .59 NIH Percentile 31.6 (09/14/2021)
16. **Kreider, C. M.**, Bendixen, R. M., Mann, W. C., Young, M. E., & McCarty, C. (2015). Mixed-method exploration of social network links to participation. *OTJR: Occupation, Participation and Health*, 35(3), 151-159. <https://doi.org/10.1177%2F1539449215578650> Impact factor 2.693 Relative Citation Ratio .11 NIH Percentile 5.4 (09/14/2021)
17. Reynolds, S., **Kreider, C. M.**, Meeley, L. E., & Bendixen, R. M. (2015). Taste perception and sensory sensitivity: Relationship to feeding problems in boys with Barth Syndrome. *Journal of Rare Disorders*, 3(1), 1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4503373/> Relative Citation Ratio .78 NIH Percentile 41.2 (09/14/2021)
18. **Kreider, C.**, Delisle, A., Lan, M.-F., Medina, S.[§], Gorske, J., Wu, C.-Y., Percival, S., Byrd, C. E., Mann, W. (2015). A multifaceted approach to supporting STEM/SBE students with learning disabilities: Highlights of engineering student participants. *QScience Proceedings*, 2015(4), 70. <https://doi.org/10.5339/qproc.2015.elc2014.70> Relative Citation Ratio .13 NIH Percentile 6.0 (09/14/2021)
19. **Kreider, C. M.**, Bendixen, R. M., Huang, Y. Y.[§], & Lim, Y.[§]. (2014). Review of occupational therapy intervention research in the practice area of children and youth 2009–2013. *American Journal of Occupational Therapy*, 68(2), e61-e73. <http://dx.doi.org/10.5014/ajot.2014.011114> Impact factor 3.220 Relative Citation Ratio .44 NIH Percentile 23.7 (09/14/2021)
20. Reynolds, S., **Kreider, C. M.**, & Bendixen, R. (2012). A mixed-methods investigation of sensory response patterns in Barth syndrome: A clinical phenotype?. *American Journal of Medical Genetics Part A*, 158(7), 1647-1653. <https://doi.org/10.1002/ajmg.a.35413> Impact factor 2.802 Relative Citation Ratio .48 NIH Percentile 25.8 (09/14/2021)
21. Bendixen, R. M., & **Kreider, C. M.** (2011). Review of occupational therapy research in the practice area of children and youth. *American Journal of Occupational Therapy*, 65(3), 351-359. <http://dx.doi.org/10.5014/ajot.2014.011114> Impact factor 3.220 Relative Citation Ratio .58 NIH

Abstracts

1. **Kreider, C. M.**, Slamka, M.^g, Hale-Gallardo, J., Kramer, J., Mburu, S.^g, Findley, K., Myers, K., Romero, S. (Accepted for publication). Clinical Considerations and Practical Strategies in Implementing Telerehabilitation by Veterans Health Administration Rehabilitation Providers. *American Journal of Occupational Therapy*
2. Slamka, M.^g, **Kreider, C. M.** (Accepted for publication). Occupational Therapy Clinicians' Perspectives on Contributing to Practice-Based Evidence: A Preliminary Analysis. *American Journal of Occupational Therapy*
3. **Kreider, C.**, Ahonle, Z. J., Hale-Gallardo, J. L., Castaneda, G., Findley, K., Romero, S. (2021). A Role for OT Collaboration with Vocational Rehabilitation Specialists Providing Individualized Community-Based Services to Younger Rural Veterans? *American Journal of Occupational Therapy*. Vol. 75(Supplement_2), 7512510252p1. doi: <https://doi.org/10.5014/ajot.2021.75S2-RP252>
4. **Kreider, C.**, Mburu, S.^g, Dizdarevic, S., Elder, J. H. (2021). Relationships Among Parent-Reported Gastrointestinal Factors and Social Behaviors in Children with Autism Spectrum Disorder: An Exploratory Study. *American Journal of Occupational Therapy*. Vol. 75(Supplement_2), 7512505166p1. doi: <https://doi.org/10.5014/ajot.2021.75S2-RP166>
5. Slamka, M.^g, Medina, S.^g, **Kreider, C.** (2021). Time Challenges and Well-Being for College Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder: A Qualitative Study. *American Journal of Occupational Therapy*. Vol. 75(Supplement_2), 7512505128p1. doi: <https://doi.org/10.5014/ajot.2021.75S2-PO128>
6. Medina, S.^g, **Kreider, C.** (2021). Providing Support for College Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder through Disability-Informed Mentorship. *American Journal of Occupational Therapy*. Vol. 75(Supplement_2), 7512505198p1. doi: <https://doi.org/10.5014/ajot.2021.75S2-RP198>
7. Ahonle, Z., **Kreider, C.**, Hale-Gallardo, J., Castaneda, G., Findley, K., Ottomanelli, L., Romero, S. (2021). Using Remote Technology to Enhance Face-to-Face Community-Based Vocational Rehabilitation Services to Rural Veterans. *Archives of Physical Medicine and Rehabilitation*, 102(4), e18. <https://doi.org/10.1016/j.apmr.2021.01.057>
8. **Kreider, C. M.**, Medina, S.^g, Slamka, M.^g, Apostol, J.^g (2020). Personalized Understanding of One's Disability Supports the Occupational Performance of Young People With Learning Disabilities (LD) or Attention Deficit Hyperactivity Disorder (ADHD) Transitioning Through College. *American Journal of Occupational Therapy*, 74, 7411505127. <https://doi.org/10.5014/ajot.2020.74S1-PO3123>
9. **Kreider, C. M.**, Medina, S.^g, Benner, H. G.[&], Dillon, K.[&] (2020). Skills & Attributes for Meeting Expectations of Self & Others as Used by Undergraduates with Learning Disabilities (LD) & Attention Deficit Hyperactivity Disorder (ADHD): Preliminary Analysis. *American Journal of Occupational Therapy*, 74, 7411505085p1. <https://doi.org/10.5014/ajot.2020.74S1-PO2130>
10. **Kreider, C. M.**, Apostol, J. M.^g, Lan, M.-F., Wu, C.-Y., Percival, S., Byrd, C. E. (2019). Emergence of Self-Efficacy during Psychoeducational Group Meetings and Discussions for Undergraduates with Learning and Attention Disorders. *American Journal of Occupational Therapy*, 73, 7311505200. <https://doi.org/10.5014/ajot.2019.73S1-PO7041>
11. **Kreider, C. M.**, Luna, C.^g, Lan, M.-F., Wu, C.-Y., Percival, S., Byrd, C. E. (2019). Progression and Changes in Disability Identity during Transition to Adult Roles for College Students with Learning and Attention Disorders. *American Journal of Occupational Therapy*, 73, 7311505216. <https://doi.org/10.5014/ajot.2019.73S1-PO8040>
12. **Kreider C. M.**, Slamka M.^g, Medina S.^g (2019). Multidimensional strategies for overcoming time-related challenges of transition-age students with learning and attention disorders. *American Journal of Occupational Therapy*, 73, 7311505096p1. <https://doi.org/10.5014/ajot.2019.73S1-PO2012>

13. **Kreider, C.**, Medina, S.^g (2018). Development of an Organization-Level Model of Intervention for College Students With Learning Disabilities. *American Journal of Occupational Therapy*, 72, 7211515228. <https://doi.org/10.5014/ajot.2018.72S1-PO2026>
14. **Kreider, C.**, Slamka, M.^g (2018). Temporal experiences of college students with learning and attention disorders: A qualitative analysis. *American Journal of Occupational Therapy*, 72, 7211505117p1. <https://doi.org/10.5014/ajot.2018.72S1-PO5012>
15. **Kreider, C. M.**, Sexton, A.[&], Schneider, M. K.^g, Whittaker, Z. L.^g, Medina, S.^g (2017). Supporting occupational performance of undergraduate students with learning and attention disorders through formal mentorship: Preliminary analysis. *American Journal of Occupational Therapy*, 7, 7111505102p7111505101. <https://doi.org/10.5014/ajot.2017.71S1-PO2130>
16. Lim, Y., **Kreider, C.**, Bendixen, R. (2017). Raising a child with congenital muscular dystrophy: Impact on the family. *American Journal of Occupational Therapy*, 71, 7111505142. <https://doi.org/10.5014/ajot.2017.71S1-PO3019>
17. Lan, M. F., **Kreider, C.**, Delisle, A., Gorske, J., Wu, C. Y., Percival, S., Byrd, C., & Mann, W. (2016). Applying a strengths-informed multifaceted approach for supporting university students with learning disabilities. *International Journal of Psychology*, 51, 472. <http://dx.doi.org/10.1002/ijop.12313>
18. **Kreider, C. M.**, Medina, S.^g, de Laosa, M.[&], Comstock, C. M.^g, & Mann, W. C. (2016). Dual needs, dual strategies: Academic and life needs of university students with learning disabilities. *International Journal of Qualitative Methods*, 15(1), 1609406915625569. <https://doi.org/10.1177/1609406915625569>
19. **Kreider, C. M.**, Delisle, A., Wu, C. Y., Percival, S., Lan, M. F., Stenberg, M. A., & Mann, W. (2015). Engaging university students with learning disabilities in targeting individual-and institutional-level change. *American Journal of Occupational Therapy*, 69(Supplement_1), 6911520175. <https://doi.org/10.5014/ajot.2015.69S1-PO3094>
20. Reynolds, S., **Kreider, C. M.**, Bendixen, R. M. (2015). Chemical taste sensitivity, food preferences, and feeding behaviors in children with Barth syndrome. *American Journal of Occupational Therapy*, 69, 6911505121. <https://doi.org/10.5014/ajot.2015.69S1-PO5079>
21. **Kreider, C. M.**, Comstock, C.^g, Medina, S.^g, Mann, W. C. (2015). Habits and routines of academically progressing university students with learning and attention disorders. *American Journal of Occupational Therapy*, 69(Supplement_1), 6911505204. <https://doi.org/10.5014/ajot.2015.69S1-PO6101>

Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Periodicals - Non-refereed

1. Reynolds, S., **Kreider, C.**, & Bendixen, R. M. (2011). Sensory-based Issues in Children with Barth Syndrome. *Barth Syndrome Journal*, 11(9), 9.
- Key [count]: Senior/principal author(s) = Underline; Self = bold; Graduate Student = g [n/a]; Undergraduate student = & [n/a]

Chapter Contributions

1. Developing mouth skills for the child who is not eating, part III: Care provision – technical, section: Feeding tubes & therapies, pp 1-2. In: Moffitt, K., Reiss, J. and Nackashi, J., Eds. *Special Care, Special Children*. 1992. Tampa, FL: Florida Developmental Disabilities Planning Council, University of South Florida.
2. Positioning and adaptive equipment, part II: Care provision – general, section: General, pp. 1-4. In: Moffitt, K., Reiss, J. and Nackashi, J., Eds. *Special Care, Special Children*. 1992. Tampa, FL: Florida Developmental Disabilities Planning Council, University of South Florida.

Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Manuscripts Submitted for Publication

1. **Kreider, C. M.**, Judycki, S.^g, Lan, M.-F., Wu, C.-Y., Medina, S.^g Stigma and Resilience to Stigma for College Students with Learning Disabilities and Attention-Deficit/Hyperactivity Disorder: The Role of the Person and the Campus Social Environment. In review *Journal of American College Health*.
 2. **Kreider, C. M.**, Medina, S.^g, Comstock, C. M., Slamka, M., R.^g, Wu, C.-Y., Lan, M.-F. Disability-Informed Graduate-Student Mentors Foster Co-Regulation for Undergraduates with Learning and Attention Disabilities. In review *Journal of Post-secondary Education and Disability*.
 3. Castañeda, G., Hale-Gallardo, J., **Kreider, C. M.**, Ahonle, Z. J., Findley, K., Romero, S. Kaufman, M. S., Examining Patient and Caregiver Telerehabilitation Satisfaction in the Veterans Health Administration. In review *Federal Practitioner*.
 4. **Kreider, C. M.**, Medina, S.^g, Garvan, G.^g, Kollar, L. M., Wu, C.-Y., Lan, M.-F., Percival, S. S. Disability-informed Mentorship Supports the Whole Student for Undergraduates with Learning Disabilities and Attention-Deficit/Hyperactivity Disorder. In revision for resubmission *Journal of Postsecondary Education and Disability*.
- Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Manuscripts in Preparation

1. **Kreider, C. M.**, Medina, S.^g, Everyday advocacy: Subtle and embedded actions of self-advocacy. In preparation for OTJR: Occupation, Participation and Health.
2. **Kreider, C. M.**, Slamka, M.^g, Medina, S.^g. Temporal experiences are multi-dimensional: Implications for time management interventions for college students with learning disabilities and attention deficit hyperactivity disorder. OTJR: Occupation, Participation and Health.
3. **Kreider, C. M.**, Apostol, J. M. P.^g, Medina, S.^g. Self-efficacy and occupational role performance facilitated during psychoeducational groups supporting the academic and health needs of college students with learning and attention disorders. In preparation for OTJR: Occupation, Participation and Health
4. **Kreider, C. M.**, Koller, L., Garvan, C., Hardomon, T. Everyday UDL: Strategies for incorporating principles of Universal Design for Learning (UDL) into teaching, office hours, and mentoring.
5. **Kreider, C. M.**, Mburu, S.^g, Medina, S.^g, Slamka, M. Supporting undergraduates with learning and attention disorders through learning, doing, and mentorship: Use of a continuous improvement approach to develop a health-supported post-secondary intervention. In preparation for OTJR: Occupation, Participation and Health

Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

PRESENTATIONS

Juried Conference Presentations – International

1. **Kreider, C. M.**, Medina, S.^g (March 11-12, 2019). Learning Disability-informed STEM Mentorship: Mentorship Mechanics and Supports that Extended beyond Academic and Professional Development to Communication and Problem Solving. 2019 International Mentoring Association Conference, Gainesville, FL. USA
2. **Kreider, C. M.**, Medina, S.^g (March 11-12, 2019). Disability Knowledge Strengthens Mentors' Abilities for Supporting Undergraduate Mentees with Learning and Attention Disorders and Others Students. 2019 International Mentoring Association Conference, Gainesville, FL. USA
3. Lan, M.-F., **Kreider, C.**, Wu, C.-Y. (July 5-7, 2017). Walking in my Shoes: What I Wish Others Understood About Learning and Attention Disorders. The 38th STAR Conference: Stress, Anxiety and Resilience, University of Hong Kong, Hong Kong.
4. Elder, J., Brasher, S. N., **Kreider, C.** (May 10-13, 2017). Results of a Patient-Centered Outcomes Research Initiative (PCORI) Approach to Engaging ASD Stakeholders in Rural Underserved Areas.

International Society for Autism Research International Meeting for Autism Research – IMFAR 2017, San Francisco, CA. USA

5. Lan, M-F., **Kreider, C.**, Delisle, A., Gorske, J., Wu, C-Y., Percival, S., Byrd, C. E., Schneider, M.^g, Mann, W. (July 24-29, 2016). Applying a strengths-informed multifaceted approach for supporting university students with learning disabilities. The 31st International Congress of Psychology (ICP 2016), Yokohama, Japan.
6. Lim, Y., **Kreider, C.**, Bendixen, R. (July 18-23, 2016). Raising a Child with Barth Syndrome: Impacts on the family. Barth Syndrome Foundation 8th International Scientific, Medical and Family Conference, Clearwater, FL. USA
7. Lim, Y., **Kreider, C.**, Bendixen, R. (July 18-23, 2016). HRQoL in Barth Syndrome: Agreement between child self-reports and parent proxy-reports and relationship to parental HRQoL. Barth Syndrome Foundation 8th International Scientific, Medical and Family Conference, Clearwater, FL.
8. **Kreider, C. M.**, Medina, S.^g, de Laosa, M.[&], Comstock, C. M.^g, Mann, W. C. (October 19-21, 2015) Dual needs, dual strategies: Academic and life needs of university students with learning disabilities. University of Alberta International Institute for Qualitative Methodology 2015 Qualitative Health Research (QHR), Toronto, Canada
9. **Kreider, C. M.**, de Laosa, M.[&], Mikaiel, C. S.[&] (June 23-28, 2015) Peer-networks and relationships to health-related quality of life (HRQoL) for youth with learning, attention and autism disorders. International Network of Social Network Analysis (INSNA) Sunbelt XXXV, Brighton, United Kingdom.
10. Lim, Y., **Kreider, C. M.**, Huang, Y-Y, Bendixen, R. B. (June 25-29, 2014). Health-related Quality of Life in Boys with Barth Syndrome: Using Both Child Self-reports and Parent Proxy-reports. 7th International Scientific, Medical and Family Conference on Barth Syndrome, Clearwater, FL. USA
11. Huang, Y-Y., **Kreider, C. M.**, Lim, Y., Bendixen, R. B. (June 25-29, 2014). Differences in Extracurricular Activity Participation between Children with and without Barth Syndrome. 7th International Scientific, Medical and Family Conference on Barth Syndrome, Clearwater, FL. USA
12. Reynolds, S., Bendixen, R. M., **Kreider, C. M.**, Meeley, L. E. (June 25-29, 2014). Oral sensory sensitivity and taste perception: Relationship to feeding and nutritional issues in boys with Barth Syndrome. 7th International Scientific, Medical and Family Conference on Barth Syndrome, Clearwater, FL. USA
13. **Kreider, C. M.**, Reynolds, S., Bendixen, R. (June 25-30, 2012) Sensory processing in boys with Barth syndrome. Barth Syndrome Foundation 6th International Scientific, Medical & Family Conference. St. Pete Beach, FL. USA
14. **Kreider, C. M.**, Bendixen, R. M. (May 17-21, 2011). Understanding and broadening post-secondary participation and educational support for students with disability. Seventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL. USA
15. **Kreider, C. M.**, Bendixen, R. M. (May 17-21, 2011). Mixed Methods Analysis of the Needs of Postsecondary Students with Disability. Seventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL. USA
16. Bendixen, R. M., **Kreider, C. M.** (May 17-21, 2011). Assessing the Link Between Health and Social Networks of Youth with Disability. Seventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL. USA

Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Invited Conference Presentations & Talks - International

1. **Kreider, C. M.** (June 25, 2014). What you need to know about Barth Syndrome but were afraid to ask – Occupational therapy concerns. Barth Syndrome 7th International Scientific, Medical & Family Conference, Clearwater, FL. USA

Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Juried Conference Presentations – National

1. **Kreider, C. M.**, Slamka, M.[§], Hale-Gallardo, J., Kramer, J., Mburu, S.[§], Findley, K., Myers, K., Romero, S. (Accepted for presentation March 31 – April 3, 2022). Clinical Considerations and Practical Strategies in Implementing Telerehabilitation by Veterans Health Administration Rehabilitation Providers. American Occupational Therapy Association Inspire 2022 Annual Conference, San Antonio, TX.
2. Slamka, M.[§], **Kreider, C. M.** (Accepted for presentation March 31 – April 3, 2022). Occupational Therapy Clinicians' Perspectives on Contributing to Practice-Based Evidence: A Preliminary Analysis. American Occupational Therapy Association Inspire 2022 Annual Conference, San Antonio, TX.
3. Medina, S.[§], Pandya, A., S.[&], **Kreider, C.M.** (June 23-25, 2021). Subtle and Intentional Self-advocacy Behaviors of Undergraduates with Learning Disabilities and ADHD. Occupational Therapy Summit of Scholars 2021.
4. Mburu, S. N.[§], Garvan, G.g, **Kreider, C. M.** (June 23-25, 2021). Relationships among Clinical Indicators of Gastrointestinal Status and Social Symptom Severity in Children with Autism Spectrum Disorders. Occupational Therapy Summit of Scholars 2021.
5. Castaneda, G., **Kreider, C. M.**, Ahonle, Z., Findley, K., Romero, S. (May 4-7, 2021). Tracking the Impact of the ORH Tele-Rehabilitation Enterprise-Wide Initiative by Rurality Prior to and During COVID-19. National Rural Health Association's 44th Annual Rural Health Conference. Virtual Conference.
6. Castaneda, G., Subhash, S. S., **Kreider, C. M.**, Hale-Gallardo, J. (May 4-7, 2021). Trends in the Veterans Health Administration Whole Health Program: Examining Veteran Reach and Utilization by Rurality. National Rural Health Association's 44th Annual Rural Health Conference. Virtual Conference.
7. Slamka, M.[§], Medina, S.[§], **Kreider, C. M.** (April 6-9, 2021). Time Challenges and Wellbeing for College Students with Learning Disabilities and Attention-Deficit/ Hyperactivity Disorder: A Qualitative Study. Inspire: 2021 American Occupational Therapy Association Annual Conference & Expo. Virtual Conference.
8. Hale-Gallardo, J., Castaneda, G., **Kreider, C. M.**, and Subhash, S. (March 22-27, 2021). Reaching Rural Veterans in Times of a Pandemic: The VA Whole Health Program. Society for Applied Anthropology 2021 Annual Meeting. Virtual Conference.
9. Mburu, S.[§], **Kreider, C. M.** (June 17-19, 2020). Personalized Understanding of Disability-Related Knowledge in College Students with LD/ADHD: A Preliminary Conceptual Model of How Knowledge is Personalized for Action. Occupational Therapy Summit of Scholars 2020. *Not presented due to COVID-19.*
10. Medina, S.[§], Mburu, S.[§], **Kreider, C. M.** (June 17-19, 2020). Mentoring the Whole Student: Considerations for Mentoring College Students with Learning Disabilities and Attention-Deficit/Hyperactivity Disorder. Occupational Therapy Summit of Scholars 2020. *Not presented due to COVID-19*
11. **Kreider, C. M.**, Medina, S.[§], Slamka, M.[§], Apostol, J. M.[§] (April 4-8, 2019). Multidimensional approaches for addressing time-related challenges of transition-age individuals with learning and attention disorders. 2019 American Occupational Therapy Association Annual Conference & Expo, New Orleans, LA.
12. Medina, S.[§], **Kreider, C. M.** (April 4-8, 2019). Mentors act as co-regulators for college students whose occupations are constrained by learning disability and/or attention disorders. 2019 American Occupational Therapy Association Annual Conference & Expo, New Orleans, LA.
13. **Kreider, C. M.**, Apostol, J. M.[§], Lan, M-F., Wu, C-Y., Percival, S., Byrd, C. E. (April 4-8, 2019). Emergence of Self-Efficacy during Psychoeducational Group Meetings and Discussions for Undergraduates with Learning and Attention Disorders. 2019 American Occupational Therapy Association Annual Conference & Expo, New Orleans, LA.
14. **Kreider, C. M.**, Luna, C.[§], Lan, M-F., Wu, C-Y., Percival, S., Byrd, C. E. (April 4-8, 2019).

- Progression and Changes in Disability Identity during Transition to Adult Roles for College Students with Learning and Attention Disorders. 2019 American Occupational Therapy Association Annual Conference & Expo, New Orleans, LA.
15. **Kreider, C. M.**, Slamka, M.[§], Medina, S.[§] (April 4-8, 2019). Multidimensional strategies for overcoming time-related challenges of transition-age students with learning and attention disorders. 2019 American Occupational Therapy Association Annual Conference & Expo, New Orleans, LA.
 16. **Kreider, C. M.**, Slamka, M.[&], Roland, B. (April 19-22, 2018). Temporal experiences of college students with learning and attention disorders: A qualitative analysis. 2018 American Occupational Therapy Association Annual Conference & Expo, Salt Lake City, UT.
 17. **Kreider, C. M.**, Medina, S.[§], Percival, S., Bryd, C., Wu, C-Y., Lan, M-F., Schoenfelder, D. (April 19-22, 2018). Development of an organization level model of intervention for college students with learning disabilities. 2018 American Occupational Therapy Association Annual Conference & Expo, Salt Lake City, UT.
 18. **Kreider, C. M.**, Wu, C-Y., Percival, S., Lan, M. F., Byrd, C. E., Delisle, A., Mann, W. C. (June 2-3, 2017). Comprehensive Support Model for College Students with Learning Disorders. 6th Annual Occupational Therapy Summit of Scholars 2017: From Tradition to Innovation. Boston University, Boston, MA.
 19. Arthur, P., **Kreider, C.** (June 2-3, 2017). Engaging Stakeholders in Research and Evaluation: Challenges and Opportunities. 6th Annual Occupational Therapy Summit of Scholars 2017: From Tradition to Innovation. Boston University, Boston, MA.
 20. **Kreider, C. M.**, Sexton, A.[&], Schneider, M. K.[§], Whittaker, Z. L.[§], Medina, S.[§] (March 30-April 2, 2017). Supporting Occupational Performance of Undergraduate Students with Learning and Attention Disorders Through Formal Mentorship: Preliminary Analysis. 2017 American Occupational Therapy Association Annual Conference & Expo, Philadelphia, PA.
 21. Lim, Y., **Kreider, C.**, Bendixen, R. (July 24-29, 2016). Raising a Child with Congenital Muscular Dystrophy: Impact on the Family. 2017 American Occupational Therapy Association Annual Conference & Expo, Philadelphia, PA.
 22. **Kreider, C. M.**, Medina, S.[§], Brasher, S., Elder, J. H. (April 7-10, 2016). PCORI Pipeline to Proposal Tier 1: Experiences and lessons learned in working with rural families living with autism. 2016 American Occupational Therapy Association Annual Conference & Expo, Chicago, IL.
 23. **Kreider, C. M.**, Delisle, A., Wu, C-Y., Percival, S., Lan, M-F., Steinberg, M. A., Mann, W. C. (April 16-19, 2015) Engaging University Students with Learning Disabilities in Targeting Individual and Institutional Level Change. 2015 American Occupational Therapy Association Annual Conference & Expo, Nashville, TN.
 24. **Kreider, C. M.**, Comstock, C.[§], Medina, S.[§], Mann, W. C. (April 16-19, 2015) Habits and Routines of Academically Progressing University Students with Learning and Attention Disorders. 2015 American Occupational Therapy Association Annual Conference & Expo, Nashville, TN.
 25. Reynolds, S., **Kreider, C. M.**, Bendixen, R. M. (April 16-19, 2015) Chemical Taste Sensitivity, Food Preferences, and Feeding Behaviors in Children With Barth Syndrome. 2015 American Occupational Therapy Association Annual Conference & Expo, Nashville, TN.
 26. Steinberg, M. A., **Kreider, C. M.**, Hart, M., Lan, M-F., Mann, W. C. (January 27-31, 2015). Avatars and Self Efficacy. Assistive Technology Industry Association (ATiA) Conference 2015. Orlando, FL.
 27. **Kreider, C. M.** (2014, April 3-6). Perceptions, understanding of, and response to visually mapped social networks of youth with cognitive impairment. 2014 American Occupational Therapy Association Annual Conference & Expo, Baltimore, MD.
 28. Fechtel, C., **Kreider, C. M.** (April 3-6, 2014). Siblings' roles in social interactions of youth with disabilities. 2014 American Occupational Therapy Association Annual Conference & Expo, Baltimore, MD.
 29. Comstock C.[&], **Kreider, C. M.** (April 3-6, 2014) Occupational Performance Needs and Strengths of Young Adults with Learning Disabilities or Attention Deficit Disorder. 2014 American Occupational Therapy Association Annual Conference & Expo, Baltimore, MD.

30. Prudencio, S. & **Kreider, C. M.** (March 20-22, 2014). Peer networks of youth with disability: A multi-methods study using qualitative and personal network analysis. Society for Research in Adolescence Biennial Meeting, Austin, TX.
 31. **Kreider, C. M.** (April 25-28, 2013) Visually mapping the social networks of youth with and without disability: Qualitative investigation of social network perceptions and understandings. American Occupational Therapy Association 93rd Annual Conference & Expo. San Diego, CA.
 32. **Kreider, C. M.**, Bendixen R. (April 26-29, 2012) Occupational Performance Beyond the Classroom: The Needs of Post-secondary Students With Disability. American Occupational Therapy Association 92nd Annual Conference & Expo. Indianapolis, ID.
 33. Ferree, N., **Kreider, C. M.** (April 14-17, 2011). Bringing the evidence into hi-def: Defining and applying strategies to find and critically assess the research. American Occupational Therapy Association 91st Annual Conference & Expo. Philadelphia, PA.
 34. **Kreider, C. M.**, Ferree, N. (April 14-17, 2011). Where do practicing occupational therapists get their evidence? American Occupational Therapy Association 91st Annual Conference & Expo. Philadelphia, PA.
 35. **Kreider, C. M.** (March 11-13, 2010). Social networks of youth with hidden disability: A case series utilizing personal network visualization & analysis. Society for Research on Adolescence Biennial Meeting. Philadelphia, PA.
- Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Invited Presentations & Talks – National

1. Ahonle, Z. J., **Kreider, C.**, Ottomanelli, L. Kostas, S. P., Romero, S. (October 27, 2021). Telerehabilitation Services to Rural Veterans. Research to Practice [Webinar]. Association of People Supporting Employment First (APSE), Journal of Vocational Rehabilitation Series. <https://apse.site-ym.com/store/ListProducts.aspx?catid=672196>
2. **Kreider, C. M.** (October 27, 2015) Early Career Development Course panel: Successfully obtaining early career funding. American Congress of Rehabilitation Medicine (ACRM) 92nd Annual Conference, Dallas, TX.
3. Deslisle, A., Gorske, J., **Kreider, C. M.** (February 26, 2014) Mentorship support model for students with learning disabilities in STEM. Capacity Building Institute, University of Washington, Seattle, WA.
4. **Kreider, C. M.** (April 10, 2010). Enhancing sensory experiences naturally and nurturally. National Tay-Sachs & Allied Diseases Association 32nd Annual Family Conference: Support, Research & Education, St. Petersburg, FL.

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Juried Conference Presentations – State

1. **Kreider, C. M.**, Slamka, M.^g, Medina M.^g (November 13-14, 2021). Understanding and Addressing Time Challenges and Impacts on Wellbeing for College and College-bound Students with Learning Disabilities and ADHD. Florida Occupational Therapy Association 2021 Annual Conference (Virtual).
2. Pandya, A.[&], Waldman, M.[&], Garvan, G.^g, Schachner, R.^g, Slamka, M.^g, **Kreider, C. M.** (November 13-14, 2021). Knowledge Needs for Bolstering Occupational Performance Expectations as College Students with LD/ADHD. Florida Occupational Therapy Association 2021 Annual Conference (Virtual).
3. Waldman, M.[&], Pandya, A.[&], Ward, E.[&], Duenas, E.[&], Medina, S.^g, **Kreider, C. M.** (November 13-14, 2021). Strategies for Meeting Holistic Needs of University Students with Learning Disabilities and Attention-Deficit Hyperactivity Disorder. Florida Occupational Therapy Association 2021 Annual Conference (Virtual).
4. Klumpp, A.^g, Kobza, K.^g, Mburu, S.^g, **Kreider, C. M.** (Accepted for Presentation November 13-14, 2021). Illustrative Case Studies of Process used by Students with Learning/Attention Disorders in

- Understanding for Themselves Disability-related Knowledge. Florida Occupational Therapy Association 2021 Annual Conference (Virtual).
5. Medina, S.[§], **Kreider, C. M.** (November 14-15, 2020). Using an occupational lens in guiding mentors without disabilities in their mentorship of undergraduates with learning disabilities and ADHD. Florida Occupational Therapy Association 2020 Annual Conference (Virtual).
 6. Pandya A.[&], Dillon K.[§], Medina, S.[§] **Kreider, C. M.** (November 14-15, 2020). Identifying Dimensionality in Salient Skills Used by College Students with Learning Disabilities and ADHD for Successful Occupational Performance. Florida Occupational Therapy Association 2020 Annual Conference. (Virtual).
 7. Mburu, S.[§], Kobza, K.[§], Medina, S.[§] **Kreider, C. M.** (November 14-15, 2020). College Students' Personalized Understanding of Learning Disabilities and Attention-Deficit/ Hyperactivity Disorder: A Qualitative Study. Florida Occupational Therapy Association 2020 Annual Conference. (Virtual).
 8. Mburu, S.[§], **Kreider, C.M.**, Hale-Gallardo, J. (November 14-15, 2020). Exploring Potential Roles for Occupational Therapists to Leverage CIL Services for Community-based Veterans with Disabilities. Florida Occupational Therapy Association 2020 Annual Conference. (Virtual).
 9. DiFino, S., Poojary, P., Focazio, K.[&], **Kreider, C.M.** (November 14-15, 2020). Articulation Beyond Language: Clinical Collaborations Between Occupational Therapy and Speech Therapy. Florida Occupational Therapy Association 2020 Annual Conference. (Virtual).
 10. DiFino, S., Poojary, P., Focazio, K.[&], **Kreider, C.M.** (November 14-15, 2020). Verbal Language Errors Persist into Adulthood and Impact Social Functioning. Florida Occupational Therapy Association 2020 Annual Conference. (Virtual).
 11. **Kreider, C. M.**, Medina, S.[§], Apostol, J.[§], Slamka, M.[§] (November 16-17, 2019). Group process for supporting occupations of college students with learning disabilities & attention-deficit/hyperactivity disorder: Lessons learned. Florida Occupational Therapy Association 2019 Annual Conference. Orlando, FL.
 12. Medina, S.[§], Benner, H.[&], Dillon, K.[&], Slamka, M.[§], **Kreider, C. M.** (November 16-17, 2019). Group process for supporting occupations of college students with learning disabilities & attention-deficit/hyperactivity disorder: Lessons learned. Florida Occupational Therapy Association 2019 Annual Conference. Orlando, FL.
 13. Slamka, M.[§], Focazio, K.[&], Medina, S.[§], Garvan, G. J.[§], **Kreider, C. M.** (November 16-17, 2019). Exploration of factors impacting occupational performance related to productivity expectations for undergraduates with learning disabilities and ADHD. Florida Occupational Therapy Association 2019 Annual Conference. Orlando, FL.
 14. Kobza, K.[&], Garvan, G. J.[§], Medina, S.[§], Apostol, J.[§], **Kreider, C. M.** (November 16-17, 2019). Preliminary Analysis of Social Word Use for Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder. Florida Occupational Therapy Association 2019 Annual Conference. Orlando, FL.
 15. **Kreider, C. M.**, Medina, S.[§], Slamka, M.[§], Apostol, J.[§] (October 26-27, 2018). Strategies for managing multidimensional time-related challenges for college students with learning and attention disorders. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL.
 16. Medina, S.[§], **Kreider, C. M.** (October 26-27, 2018). Knowledge about occupations and learning disabilities supports mentors as co-regulators for college students with disabilities. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL.
 17. **Kreider, C. M.**, Poojary-Mazzotta, P., Elder, J. (October 26-27, 2018). Collaborating with rural families with autism gives them a voice in setting occupational therapy research priorities. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL.
 18. **Kreider, C. M.** (October 26-27, 2018). Trauma-informed community-based occupational therapy: A practice model used with children and youth receiving out-patient psychological services. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL.
 19. Koedam, H.[&], Garvan, G.[§], **Kreider, C. M.** (October 26-27, 2018). Mentorship supports for problem solving and self-advocacy for undergraduates with learning disabilities and attention disorders.

- Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL
20. Prins, E.[&], Prins, K.[&], **Kreider, C. M.** (October 26-27, 2018). Classroom related self-perception in college students with developmental learning and attention disorders. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL
 21. Judycki, S.[&], **Kreider, C. M.** (October 26-27, 2018). Misunderstandings about learning differences in higher education: Pervasive yet subtle sources of stigma. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL
 22. Apostol, J.[§], **Kreider, C. M.** (October 26-27, 2018). Group process and self-efficacy for occupational role performance of transition-age college students with clinical learning and attention differences. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL
 23. Dizdarevic, S.[&], **Kreider, C. M.**, Elder, J. (October 26-27, 2018). Patient-engagement informs research exploring gut microbiota and social and sensory behaviors in autism. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL
 24. Slamka, M.[&], Benner, H.[&], Luna, C.[§], Villareal, L.[&], Medina, S.[§], **Kreider, C. M.** (October 26-27, 2018). Identifying information needs of college students with learning disabilities and attention disorders. Florida Occupational Therapy Association 2018 Annual Conference. Orlando, FL
 25. Slamka, M.[&], Medina, S.[§], **Kreider, C. M.** (Nov 3-4, 2017) Qualitative Analysis of Temporal Experiences for College Students with Learning Disabilities and Attention Disorders. Florida Occupational Therapy Association 2017 Annual Conference. Orlando, FL.
 26. Apostol, J. M.[&], Park, Y-H.[&], **Kreider, C. M.** (Nov 3-4, 2017) Vicariously Experiencing Other Peoples' Struggles and Successes to Further Understand One's Own Learning Disability. Florida Occupational Therapy Association 2017 Annual Conference. Orlando, FL.
 27. Luna, C. F.[&], Abdin, D. V.[§], **Kreider, C. M.** (Nov 3-4, 2017) Creating a Comprehensive Toolkit to Promote College Campus Supports for Students with Learning Disabilities/Attention Disorders. Florida Occupational Therapy Association 2017 Annual Conference. Orlando, FL.
 28. **Kreider, C. M.** (Nov 3-4, 2017) A systems approach to supporting the person, environment and salient tasks of college students with developmental disorders of learning and attention. Florida Occupational Therapy Association 2017 Annual Conference. Orlando, FL.
 29. Medina, S.[§], Harrington, N.[&], Lim, Y., **Kreider, C. M.** (Nov 4-5, 2016). Institutional Integration of Students with Learning Disabilities Participating in a Study Implementing a Comprehensive Model of Support. Florida Occupational Therapy Association 2016 Annual Conference. Orlando, FL.
 30. Schneider, M. K.[§], Healey, R.[&], Brewin, H. H., **Kreider, C. M.** (Nov 4-5, 2016). If you have to ask, it's too late! When should school-based OT/PT services begin supporting the development of self-advocacy skills in students with disabilities? Florida Occupational Therapy Association 2016 Annual Conference. Orlando, FL.
 31. Schneider, M. K.[§], Whittaker, Z.[§], Sexton, A. T.[&], **Kreider, C. M.** (Nov 4-5, 2016). Undergraduate students' with learning and attention disorders: Perceptions and experiences regarding teachers' supports and impacts on students' participation in the classroom setting. Florida Occupational Therapy Association 2016 Annual Conference. Orlando, FL.
 32. Unger, E.[&], de Laosa, M.[&], Ramersad, N.[&], Medina, S.[§], Kellison, A.[§], **Kreider, C. M.** (November 6-7, 2015). How do University Students with Learning Disabilities Advocate for Themselves through Video Public Service Announcements? Florida Occupational Therapy Association 2015 Annual Conference. Orlando, FL.
 33. Rampersad, N.[&], **Kreider, C. M.** (November 6-7, 2015). How do Undergraduate Students with Learning and Attention Disorders Describe Supports from a Novel University Program? Florida Occupational Therapy Association 2015 Annual Conference. Orlando, FL.
 34. Huang, Y-Y.[§], **Kreider, C. M.** (November 7-8, 2014). Influences of participation in extracurricular activities between Taiwanese children with and without physical disabilities. Florida Occupational Therapy Association 2014 Annual Conference. Fort Myers, FL.
 35. Lim, Y.[§], **Kreider, C. M.**, Huang, Y-Y.[§] (November 7-8, 2014). Community engaged research for parents of boys with Barth syndrome. Florida Occupational Therapy Association 2014 Annual

Conference. Fort Myers, FL.

36. **Kreider, C. M.**, Bendixen, R., Mann, W. (November 2-3, 2012) Addressing broad-ranged needs of college students with learning disability: A comprehensive program providing personal, interpersonal and environmental supports at the University of Florida. Florida Occupational Therapy Association Conference 2012. Tampa, FL.
37. Fechtel, C.[&], **Kreider, C. M.**, Bendixen, R. (November 2-3, 2012) Sibling location within the social network of youth with autism spectrum disorder: A case series with comparison to matched typically-developing youth. Florida Occupational Therapy Association Conference 2012. Tampa, FL.
38. Lim, Y., **Kreider, C. M.**, Bendixen R. (November 2-3, 2012) Social participation of a boy with Duchenne muscular dystrophy and his family: A qualitative analysis. Florida Occupational Therapy Association Conference 2012. Tampa, FL.

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Juried Conference Presentations – Local

1. Medina, S.^g, Pandya, A.[&], **Kreider, C. M.** (February 11, 2021). Intentional and Subtle Self-advocacy Behaviors of Undergraduates with Learning Disabilities and Attention-Deficit/ Hyperactivity Disorder: A preliminary Analysis. 2021 College of Public Health and Health Professions Diversity Day, Gainesville, FL.
2. Mburu, S.^g, Garvan, G.^g, **Kreider, C. M.** (February 11, 2021). An Exploratory Study of Relationships among Gastrointestinal Clinical Indicators, and Sensory and Social Behaviors in Children with Autism Spectrum Disorder. 2021 College of Public Health and Health Professions Diversity Day, Gainesville, FL.
3. Mburu, S.^g, **Kreider, C. M.** (Feb 6, 2020). Personalized understanding of disability-related knowledge in college students with LD/ADHD. 2020 College of Public Health and Health Professions Research Day, Gainesville, FL.
4. Medina, S.^g, **Kreider, C. M.** (Feb 6, 2020). Skills and attributes that college students with LD/ADHD use for meeting expectations of self and others. 2020 College of Public Health and Health Professions Research Day, Gainesville, FL.
5. Judycki, S.[&], **Kreider, C. M.** (April 4, 2019). Diversity in understanding: Actions and their impacts on students with learning and attention disorders. 2020 College of Public Health and Health Professions Research Day, Gainesville, FL.
6. Kaedam, H. M.[&], **Kreider, C. M.** (April 4, 2019). What is the role of mentorship in problem solving and self-advocacy for undergraduates with learning and attention disorders? 2020 College of Public Health and Health Professions Research Day, Gainesville, FL.
7. Prins, E. J.[&], **Kreider, C. M.** (April 4, 2019). Factors affecting occupational identity development in college students with learning and attention disorders: A qualitative analysis. 2020 College of Public Health and Health Professions Research Day, Gainesville, FL.
8. Judycki, S.[&], **Kreider, C. M.** (January 31, 2019). Diversity in understanding: Actions of others and their impacts on students with learning and attention disorders. University of Florida PPHP Diversity Week 2019. Gainesville, FL.
9. Abdin, D.^g, Luna, C.^g, Roland, B., Brown, A., **Kreider, C. M.** (Feb 8, 2018). Toolkits for supporting students with learning disabilities and/or attention disorders. 2018 College of Public Health and Health Professions Diversity Day, Gainesville, FL
10. **Kreider, C. M.**, Roland, B., Jacobs, A., Lan, M-F, Luna, C.^g, Sexton, A.[&], Slamka, M.[&], Newland, R.[&] (January 30, 2017) Lessons from students with learning disabilities at the University of Florida. Advising Conference, University of Florida University Advising Council 11th Annual Advising Conference. Gainesville, FL.
11. **Kreider, C. M.**, DeSantis, A., Schneider, M. K.^g (August 16, 2016). Learning disabilities (LD) at the University of Florida: Current initiatives, resources, and strategies for supporting students with LD and related disorders. University of Florida College of Agricultural and Life Sciences 17th Annual Teaching Enhancement Symposium, Gainesville, FL

12. Fechtel, C.&, **Kreider, C. M.**, Bendixen, R. (April 16, 2013). Siblings' roles in social interactions of youth with learning disabilities, attention deficit disorder, and/or autism spectrum disorder. 26th Annual Public Health and Health Professions Research Day. Gainesville, FL.
 13. Saldana, P. S., **Kreider, C. M.**, Pomeranz, J., Bendixen, R. (March 23, 2011). Disability and the higher education Experience: The issue of time. 24th Annual 2011 Public Health and Health Professions Research Day. Gainesville, FL.
 14. Lim, Y., **Kreider, C. M.**, Reynolds, S, Bendixen, R. (March 23, 2011). Quality of life in boys with Barth Syndrome & parent proxy report. 24th Annual 2011 Public Health and Health Professions Research Day. Gainesville, FL.
 15. **Kreider, C. M.** (October 25, 2010). Beyond the classroom: Understanding needs of university students with disability. 2010 National Science Foundation Research Day. Gainesville, FL.
 16. Saldana, P. S., **Kreider, C. M.** (October 25, 2010). Juggling responsibilities: Managing time and disability-related needs during the higher education experience. 2010 National Science Foundation Research Day. Gainesville, FL.
 17. **Kreider, C. M.** (October 23, 2010). Disability-related needs and experiences at the University of Florida. Society for the Social Sciences 6th Annual Conference of the Social Sciences. Gainesville, FL.
 18. **Kreider, C. M.** (October 5, 2009). Exploring personal networks of youth with disability. Society for the Social Sciences 5th Annual Conference of the Social Sciences. Gainesville, FL.
- Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Invited Conference Presentations – Local

1. **Kreider, C. M.**, Medina, S.^g (January 26, 2019). Supporting Participation of Emerging Adults with Learning and Attention Disorders Across Social and Community Contexts. Sandra Edwards Colloquium 2019. University of Florida, Gainesville, FL.
 2. **Kreider, C. M.** (February 18, 2017). Supporting College Students with Learning Disabilities: The Person, Environment and the Salient-Tasks. Inaugural Sandra Edwards Colloquium, University of Florida, Gainesville, FL.
 3. **Kreider, C. M.** (October 13, 2009). Moderator: Broader impacts panel. 2009 National Science Foundation Research Day. University of Florida, Gainesville, FL.
- Key Senior/principal author(s) = Underline; Self = bold; Graduate Student = g; Undergraduate student = &

Invited Talks – Local: Teaching and Mentorship

1. **Kreider, C. M.**, Hardemon, T. (March 9, 2021). UDL as an Entry Point for Enacting DEI in the Classroom: Practical Strategies. PPHP Diversity, Equity & Inclusion Week Workshop, University of Florida, Gainesville, FL.
2. **Kreider, C. M.**, Hardemon, T. (February 23, 2021). Enacting diversity, equity, and inclusion in the classroom through Universal Design for Learning (UDL): Practical strategies for implementation of UDL in teaching and mentorship. Passport to Great Teaching Series. Office of Faculty Development and Teaching Excellence, University of Florida, Gainesville, FL.
3. **Kreider, C. M.**, Kollar, L. M.^g, Garvan, C. (November 19, 2019). Everyday UDL: Simple strategies for infusing principles of Universal Design for Learning into teaching and mentorship. Passport to Great Teaching Series. Office of Faculty Development and Teaching Excellence, University of Florida, Gainesville, FL.
4. **Kreider, C. M.** (April 24, 2018). Supporting biology students with learning differences in the classroom, research laboratory, and academic advisement: Leveraging insights from STEM students with learning disabilities and their mentors. Biology Seminar Series, Department of Biology, University of Florida, Gainesville, FL.
5. **Kreider, C. M.** (February 28, 2017). Facilitating diverse talents in individuals with learning and related disabilities. First Year Faculty Teaching Academy, Office of Faculty Development and Teaching Excellence, University of Florida, Gainesville, FL

6. **Kreider, C. M.**, Whittaker, Z.^g (December 9, 2016). Universal design for instruction: Guidance from students with learning disabilities. Faculty Development and Teaching Excellence Beyond the Podium Series. Office of Faculty Development and Teaching Excellence, University of Florida, Gainesville, FL.

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Invited Talks – Local: Rehabilitation Clinical Practice & Related Research

1. **Kreider, C. M.** (April 11, 2018). Supporting psychosocial and academic needs of undergraduates with learning disabilities: Implications for rehabilitation interventions. Rehabilitation Science Seminar Series, University of Florida, Gainesville, FL.
2. **Kreider, C. M.** (July 19, 2017). A systems approach to supporting the person, environment and salient tasks of college students with developmental disorders of learning and attention. Department of Occupational Therapy, University of Pittsburgh, Pittsburgh, PA.
3. **Kreider, C. M.** (June 15, 2017). Next Steps for Students with Learning Disabilities at the University of Florida. Disability Resource Center, University of Florida, Gainesville, FL.
4. **Kreider, C. M.** (December 1, 2016). Autism spectrum disorders: Functioning, families, supports and interventions. College of Medicine Retired Faculty Quarterly Meeting. University of Florida, Gainesville, FL.
5. **Kreider, C. M.** (January 19, 2016). Occupational therapy in community-based pediatric severe trauma recovery. North Central Florida Occupational Therapy Forum. Gainesville, FL.
6. **Kreider, C. M.** (May 19, 2015; May 20, 2014). Transitioning from clinician and entrepreneur to OT researcher. North Central Florida Occupational Therapy Forum. Gainesville, FL.
7. **Kreider, C. M.** (April 6, 2013). Moving towards the explicit: The value in articulating even the obvious. TEDxUF: Technology and Education in Autism Conference. University of Florida, Gainesville, FL.
8. **Kreider, C. M.** (February 9, 2010). Everyday sensory: Understanding, managing and using the sensory system everyday for individuals with autism spectrum disorder. Center for Autism and Related Disorders, University of Florida. Gainesville, FL.
9. **Kreider, C. M.** (November 5, 2010). Disability needs and management within the University of Florida experience: Summary report to the University of Florida I-Cubed Program, Broadening Participation Disability Working Group, University of Florida I-Cubed Program, University of Florida. Gainesville, FL
10. **Kreider, C. M.** (June 24, 2010). Growth and development: Developmental stages and the developmental educator's role. Baby Gator Child Development and Research Center, University of Florida. Gainesville, FL.
11. **Kreider, C. M.** (October 10, 2006). *Behaviors and the use of sensory interventions in the adult intellectual disability population.* University of Florida Master of Occupational Therapy students at Tacachale Community, Gainesville, FL.
12. Rodriguez, E., **Kreider, C. M.** (November 1, 2006). *Auditory-somatosensory Integration: A case presentation.* Florida Agency for Persons with Disabilities. Tacachale Community Gainesville, FL. (1 hour)
13. **Kreider, C. M.** (October 11, 2005). *Sensory interventions in the adult developmental disability populations.* University of Florida Master of Occupational Therapy students at Tacachale Community. Gainesville, FL. (2 hour)
14. **Kreider, C. M.** (November, 2002). *Recognizing sensory seeking and sensory defensive behaviors in the classroom.* Corinth Christian Academy. Jasper, FL. (1 hour)
15. **Kreider, C. M.** (March, 2000). *Classroom accommodations for the student with sensory processing difficulties.* P. K. Yonge Developmental Research School. Gainesville, FL. (1 hour)
16. **Kreider, C. M.** (April, 1999). *Multi-sensory learning.* P. K. Yonge Developmental Research School. Gainesville, FL. (1 hour)

17. **Kreider, C. M.**, Ramey, S. (February, 1998). *Sensory seeking and sensory defensive behaviors in the young child*. Suwannee Valley 4 C's. Lake City, FL. (1 hour)
 18. Ramey, S., **Kreider, C. M.** (1998). *Arousal state modulation and multi-sensory learning*. Alachua County Nurse Practitioners Forum Quarterly Meeting. Gainesville, FL. (0.5 hour)
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RESEARCH

CURRENT GRANT/CONTRACT SUPPORT

1. AGR DTD 11-29-2019 (PD-Romero)
 US Department of Veterans Affairs, Gainesville Medical Center, Veterans Rural Health Resource Center (VRHRC) VISN 8
 - 1) Tele-Rehabilitation Partnered Evaluation.
 PI: Romero
 Goal: The goal of this partnered evaluation is to better inform broader efforts to implement tele-rehabilitation by evaluation of two large, VA-wide initiatives (TR-EWI & RVTRI) on tele-rehabilitation delivery and comparing implementation strategies.
 Role: Co-investigator & Qualitative lead (11/1/19 - 9/30/21)
 - 2) Improving Home Safety and Functioning for Rural Veterans
 PI: Lee, Mi Jung
 Goal: Characterize VA home assessments and modifications for rural Veterans.
 Role: Co-investigator & Qualitative lead (10/1/21 - 9/30/24)
 Role: Co-Investigator (10/1/20 - 9/30/21)
 Cost: \$41,149
 Effort: 20% (11/1/19-12/31/19); 40% (1/1/20-9/30/20)
 Role: IPA – VRHRC Research Health Scientist

2. American Occupational Therapy Foundation (PI- Liu) 07/01/20 – 6/30/22
 Implementing 3-Step Workout for Life to improve ADL outcomes in home health
 Goal: Implementation of the evidence-based 3-Step Workout for Life intervention within a home health delivery model.
 Cost: \$200,000
 Effort: 2%
 Role: Co-Investigator

COMPLETED FUNDED RESEARCH & CONTRACTS

1. VHA National Rural Needs Assessment Enterprise-Wide Initiative
 PI: Romero
 Goal: The goal is to develop and execute an iterative model for assessing the health needs and priorities of Veterans and their caregivers living in rural communities. This project was initiated in 2018.
 Role: Qualitative co-lead (2/1/20 - 9/30/21; no-cost extension 2/1/2022)

2. US Department of Veterans Affairs, Gainesville Medical Center, Veterans Rural Health Resource Center (VRHRC) VISN 8 (Co-PIs: Hale-Gallardo & Castaneda). 10/1/20 - 9/30/21
 A Study on Whole Health Outreach Efforts for Rural Veterans-Phase II Goal: The ultimate goal of this project is to optimize the VHA's Whole Health Program's reach to rural Veterans. Focus of Phase II is to survey the range of Whole Health Coaches' rural Veteran outreach strategies implemented nationwide and identify best practices in Coaches' outreach to rural Veterans. Role: Co-Investigator

3. HRD-1246587 (PI-Kreider) 02/01/2013 - 01/31/17; No-cost extension to 9/21/2018
National Science Foundation
Comprehensive support for STEM students with learning disabilities (CS3LD)
Goal: Develop and test a multi-level cross-campus model of support for undergraduate STEM/SBE students with learning and attention disorders at the University of Florida
<http://stemscholar.phhp.ufl.edu/>
Co-PIs: Susan Percival, Chang-Yu Wu, Mei-Fang Lan, Anthony Delisle (through 2015), William Mann (through 2016)
Total costs: \$846,000
Effort: 2 person months/17%
Role: Co-PI 2013-June 2016; PI June 2016-September 21, 2018

4. SP00097094-14 (PD-Elder) 07/01/2017 - 06/30/2018
Patient-Centered Outcomes Research Institute
Tier 3 - Building Capacity and Forging Collaborations in Autism Research for Underserved Families. Tier 3 Pipeline-to-Proposal Award, administered on behalf of PCORI by the Georgia Health Policy Center
Goal: The goal is to empower, expand, and enhance the advisory and Community Autism Research Engagement (CARE) groups that were developed in Tiers 1 and 2 to develop a fundable comparative effectiveness research (CER) proposal(s).
Role: Co-investigator

5. K12 HD055929 (PI-Ottbacher) 09/25/07 – 08/31/17
National Center for Medical Rehabilitation Research (NICHD), NIH
Rehabilitation Research Career Development Program
Goal: Recruit and train physical and train rehabilitation scientists who are occupational and physical therapists. It provides trainees with the skills necessary to become independent investigators and future leaders and mentors in rehabilitation.
Role: Scholar (Funded & Mentored Phase 1: 2014 - 2017; Mentored Phase 2: 2017 - 2019)
Effort: 75%

6. SP00097094-14 (PD-Elder) 05/01/2015 - 02/01/2016
Patient-Centered Outcomes Research Institute
Building Capacity and Forging Collaborations in Autism Research for Underserved Families. Tier 1 Pipeline-to-Proposal Award, administered on behalf of PCORI by the Georgia Health Policy Center
Goal: This PCORI Pipeline to Proposals Tier 1 Award builds collaborations with families and adults with autism living in rural North Central Florida for the purpose of establishing collaborative research agendas most meaningful to the families and individuals with autism.
Role: Co-Investigator

7. UFirst 00091272 (PD-Foss) 09/01/2013 – 08/31/2014
US Department of Veterans Affairs, Center of Innovation for Disability and Rehabilitation Research, VISN 8 North Florida/South Georgia Veterans Health System, Gainesville, Florida, USA VISN 8
Total Cost: \$62,297.94
Role: Mentored Researcher (Contact Junior Investigator)

8. PPHP 00087587 (PI-Bendixen) 05/01/2010 - 04/01/2012
Public Health & Health Professions Model Program Demonstration Project, University of Florida
Perspectives of Activity Participation and Social Environmental Factors in Families with Boys with Duchenne Muscular Dystrophy

Goal: Test feasibility of social network research methods with boys with DMD and their families.
Total cost: \$13,383.00
Co-PI: Christopher McCarty
Role: Co-investigator

9. UF-I3 (PI-Kreider) 05/01/2010 – 05/01/2011
I-Cubed Program Graduate Student Grant, University of Florida
Identification of needs and barriers to educational participation and university life for University of Florida students with disability
Goal: Characterize the holistic needs of students with a range of disabilities at the University of Florida.
Total costs: \$2220.00
Role: PI

Media Coverage of Research – Minor Outlets

1. University of Florida, Florida Museum of Natural History Explore Research YouTube videos (2015, April)
 - a. [Explore Research – CS3LD](#)
 - b. [Why Science – Occupational Therapy](#)
2. University of Florida, [UF News](#) (2013, July 25)
 - a. [PHHP News](#)
3. Association of Schools of Public Health, ASPH [Friday Letter](#) (2013, July 19)
4. North Central Florida [Business Report](#) (2013, July 25)
5. Gainesville Television Network evening news (2013)

SERVICE

DEPARTMENT, COLLEGE & UNIVERSITY

Department of Occupational Therapy - Committees

1. Chair, Department of Occupational Therapy Values Task Force, 2021 - 2022
2. Member, Diversity, Equity & Inclusion Committee - Anti-Racism Initiative/Taskforce, 2020 -
3. Liaison, Disability Resource Center Occupational Therapy Doctoral Program, 2020 –
4. Co-Chair, Occupational Therapy Doctoral Program Academic Review Committee, 2020 -
5. Member, OTD Curriculum Committee, 2019 – 2020
 - 1) Member, Scholarly Project Sub-committee, 2019 - 2020
6. Member, AOTA Planning Committee, 2018
7. Member, Occupational Therapy Tenured Faculty Search Committee, 2017 - 2019
8. Member, Occupational Therapy Fieldwork Coordinator Search Committee, 2018 - 2019
9. Member, Research Task Force, 2017- 2018
10. Member, Occupational Therapy Non-Tenured Faculty Search Committee, 2015, 2017
11. Member, Master of Occupational Therapy Post Baccalaureate Admissions Committee, 2015, 2016
12. Member, Occupational Therapy Doctoral Program Committee, 2015, 2016

College of Public Health and Health Professions - Committees

1. Member, PHHP Qualitative Research Colloquium 2013 - present
2. Member, PHHP Curriculum Committee 2021 - 2023
3. Member, PHHP Faculty Council 2013 – 2019
4. Member, Occupational Therapy Chair Search Committee 2013, 2014, 2015, 2016

5. Mentor, Undergraduate Honors Research program, 11 students, 2012 – 2019
6. Graduate Student Committees
 - 1) Committee Chair, 2 Rehabilitation Sciences PhD students 2019 – present
 - 2) Committee Member, 2 RSD students 2017- 2018, 2020 – present

Committees: University of Florida

1. Member, Neurodiversity Council, 2017-2019
2. Chair, Co-Chair, Disability Partnership Council, 2014-2015 (Chair), 2015-2017 (Co-chair)
3. Member, Student Veteran Success Committee, 2014 – 2016
4. Member, Office of Housing & Residence Education and Disability Resource Center Cypress Hall Stakeholders Committee, 2014 – 2015
5. I-Cubed Program: Catalyzing Institutional Change in STEM Education at the University of Florida: Innovation through Institutional Integration (I-Cubed). NSF funded project award #0833439; (PI: Machen)
 - 1) Chair, Graduate Student Advisory Council 2011
 - 2) Member, Mentorship Committee 2011
 - 3) Member, Graduate Student Advisory Council 2009 – 2010
6. Alternate representative, Graduate Student Council, University of Florida, 2010

Other/Non-Committee: University of Florida

1. Research mentor [2 undergraduates], University Scholars Undergraduate Research Program, 2015, 2016
2. Grant reviewer, University of Florida Opportunity Fund, 2014, 2018
3. Faculty mentor [2 undergraduates] University Minority Mentor Program, AY 2012 - 2013

Faculty Advisor – Student Groups

1. **Gator COTAD:** Coalition for Occupational Therapy and Diversity (2019 -): Gator COTAD is a chapter of COTAD, a national organization that advocates and promotes diversity in the student body and workforce in occupational therapy. Gator COTAD specifically seeks to address issues surrounding diversity and inclusion within the field of occupational therapy. This means addressing the lack of diversity amongst therapy providers as well as encouraging those from under-served communities to seek occupational therapy and related healthcare services, and/or empowering them to enter the field of occupational therapy. Gator COTAD also seeks to educate the current student body about occupational therapy and its benefits, as well as cultural humility and struggles faced by marginalized groups.
2. **HEROES:** Health and Education through Research, Outreach, Empowerment, and Service (2016 – 2018). HEROES aims to: educate and increase awareness about local health and educational concerns and provide support in the community, encourage graduate and undergraduate interdisciplinary research collaboration to create innovative strategies for health interventions, and to inspire passion, develop leadership, and promote good citizenship among students and the community at large.
3. **Gators for All Abilities** (2015 – 2017). Gators for All Abilities works to empower both UF students with disabilities & allies by promoting disability advocacy and fostering a supportive and inclusive community.

PROFESSION - International & National

1. **Reviewer for Scholarly Education Journals**

- 1) International Journal of Inclusive Education [2019 Impact factor 1.363], 2020, 2021
- 2) Educational Sciences, [Scopus CiteScore 2.1] 2020
- 3) Dyslexia [2020 Impact factor 1.887], 2019
- 4) Learning Disabilities: A Multidisciplinary Journal, 2016, 2017, 2018
- 5) Exceptionality [2020 Impact factor 2.079], 2013, 2014

2. Reviewer for Scholarly Health Journals

- 1) Disability and Rehabilitation [Impact Factor 3.033], 2021, 2022
- 2) International Journal of Environmental Research and Public Health [Impact factor 3.390], 2019, 2020, 2021
- 3) Research in Developmental Disabilities [Impact factor 3.23, CiteScore 4.1], 2019
- 4) BMC Pediatrics [Impact factor 2.782], 2019
- 5) Canadian Journal of Occupational Therapy [Impact factor 1.614], 2017
- 6) Chemosensory Perception [2020 Impact factor 1.833], 2016, 2017
- 7) Developmental Medicine and Child Neurology [Impact factor 5.449], 2016
- 8) Health Education Journal [Impact factor 1.229], 2016
- 9) American Journal of Occupational Therapy [Impact factor 2.246], 2014, 2015, 2016, 2017, 2018, 2019, 2020
- 10) OTJR: Occupation, Participation and Health [Impact factor 1.768], 2014, 2017, 2019, 2020
- 11) PLOS ONE, 2014, 2015

3. Advisory Board Member – Federally Funded Projects

- 1) Office of Special Education Programs, U.S. Department of Education: *INSPIRE: Interdisciplinary Related Services Personnel Preparation for Early Childhood* (PI: Myers; 2018 – present)
- 2) Patient-Centered Outcomes Research Institute: *Building Capacity and Forging Collaborations in Autism Research for Underserved Families. Tier 2 Pipeline-to-Proposal* (PD: Elder; 2016 – 2017)
- 3) Veterans Health Administration Office of Rural Health: *Community-Based Agricultural Initiatives for Transitioning Rural Veterans* (PI: Besterman-Dahan; 2014 – 2015)

4. **Grant Reviewer:** AOTF Intervention Grants, American Occupational Therapy Foundation, 2018 – 2020

5. **Workgroup Member,** American Occupational Therapy Association Transition Community of Practice (CoP), 2017-2020

6. **Reviewer,** American Occupational Therapy Association Evidence Exchange Critically Appraised Paper (CAP) 2012, 2013, 2014, 2015

PROFESSION - State

1. Member, Ad Hoc Committee on School Mental Health, Florida Occupational Therapy Association, 2017 - 2018

COMMUNITY

1. Senior Clinical Advisor: Balance 180. Conducted participant evaluations, volunteer training. Balance 180 (www.balance180.org) provides an innovative model for recreational and competitive sports serving children with varying abilities. 2012 - 2020

2. Member, Clinical Review Board: Partnership for Strong Families (<http://www.pfsf.org/>) delivers comprehensive care for children and youth in foster care who are victims of abuse and neglect for Florida Judicial Circuits 3 and 8 as contracted by the Florida Department of Children and Families. 2012 – 2014

SELECT PROFESSIONAL DEVELOPMENT

TEACHING AND PEDAGOGY

1. College of Public Health and Health Professions Virtual Implicit Bias Training Retreat. Facilitated by Dr. Kate Ratliff, University of Florida. December 3, 2020
2. Best Practices for HyFlex Technology Enabled Classrooms. Zoom training provided by UF Information Technology. December 3, 2020
3. Certificate of Multicultural Mentoring Session 1 Bridging Differences for Better Mentoring. Practical tips for cross-cultural mentoring presented by Lisa Fain, hosted by University of Florida Office of the Provost, UF Office of the Chief Diversity Officer, the International Mentoring Association, Clinical and Translational Science Institute Mentor Academy. November 13, 2020.
4. The Role of Emotional Intelligence in Mentoring. Webinar hosted by the International Mentoring Association. October 22, 2020
5. How to Build a Classroom Community Virtually. Harrison Hove, University of Florida Center for Teaching Excellence. October 12, 2020
6. Making your Course More Accessible: Live Captioning & Transcription using Otter.ai. Amanda Jackson, UF Disability Resource Center, & Adriana Ojeda, UFIT Training. University of Florida. October 9, 2020
7. Creating an Inclusive Classroom: Students with Disabilities. Sara Schley, PhD. Rochester Institute of Technology. Webinar hosted by National Center for Faculty Development & Diversity. August 8, 2020
8. The Key to Online Teaching? Rapport. Webinar hosted by Macmillan. April 6, 2020
9. Setting Up Exams in Canvas and Enabling Honorlock. Zoom training provided by PHHP Instructional Design Team. April 2, 2020
10. Pivoting from In-Person to Online Teaching: Tips and Discussion. Professor Robert Lue, Harvard University; Webinar sponsored by Macmillan. March 3, 2020
11. Supporting our Students: Workshop for faculty to learn how to better support our students. Co-sponsored by UF Department of Psychology and Counseling and Wellness Center. November 5, 2019.
12. Kognito Supporting Students: Interactive web-based training – faculty learn signs of psychological distress, practice talking with 3 unique virtual students, and learn techniques for referring them to counseling services. November 2019
13. Kognito Supporting Student Veterans: Interactive web-based training experience of returning home and to school after military service, practice speaking with a student who is being deployed, and learn how to frame classroom discussions about the military objectively to encourage open discussion. October 2019
14. Self-study
 - 1) National Center for Faculty Development & Diversity (NCFDD) <https://www.facultydiversity.org/> Core Curriculum, 2019
 - 2) Vanderbilt University Center for Teaching <https://cft.vanderbilt.edu/>, 2019 - 2021
 - 3) University of Florida Center for Teaching Excellence <http://teach.ufl.edu/>, 2019 - 2021
15. UF Department of Occupational Therapy Professional Development activities
 - 1) Problem-based Learning (presenter: Dr. George Hack, PHHP; 2/21/2020)
 - 2) How to Balance Time for Grading (presenter: Dr. George Hack, PHHP; 1/24/2020)

- 3) Collaborative Learning Techniques – Designing and Facilitating Successful Group Activities in Class and Online (presenter: Ms. Alexandra Bitton-Bailey, UF Office of Teaching Excellence; 11/1/2019)
- 4) Active Learning Strategies (presenters Ms. Jennifer Smith and Ms. Alexandra Bitton-Bailey, UF Office of Teaching Excellence; 05-10/2019)
- 5) Accommodations for Disabilities in the Health Sciences (presenter Mr. Jim Gorske, UF College of Medicine, Learning Specialist; 1/2/2019)
- 6) Course Development and Mapping (presenters Dr. George Hack and Ms. Truly Hardemon; 11/29/2018)
- 7) Key Take-aways from Summer Conferences: Using Active Learning Approaches & Improving Student Engagement (presenter Dr. Prerna Poojary-Mazzotta; 8/16/2018)
16. University of Florida Clinical Translational Science Institute (CTSI) Mentor Academy. Completion of Spring 2019 Mentor Academy and recognized as a Master Mentor April 23, 2019
 - 1) Qualities of good mentors and mentees
 - 2) Mentoring relationships and communication
 - 3) Navigating difficult conversations in mentoring
 - 4) Aligning expectations and assessing understanding
 - 5) Ethics and professionalism in mentoring
 - 6) Mentoring across diversity
 - 7) Fostering independence and promoting professional development
 - 8) Articulating your mentoring philosophy
17. Team-Based Learning (Summer 2018)
 - 1) TBL 101: Introduction to TBL
 - 2) Creating Effective TBL Modules
 - 3) Peer Evaluation Methods for TBL
 - 4) TBL Facilitation Skills
18. Building Robust Graduate and Research Programs for the Future: 2014 University of Florida Provost Conference. December 2014
19. National Board for Certification in Occupational Therapy (NBCOT) Item Writer Workshop. NBCOT live training at Governors State College, Illinois; April 1-2, 2011

CLINICAL TRAININGS & WORKSHOPS - used to inform & update topical content of Occupational Therapy Doctoral and/or Masters Programs

1. Collaborative for Leadership in Ayres Sensory Integration (CLASI) Certificate in Ayres Sensory Integration (January – May 2022; 180 hours)
2. International Meeting for Autism Research Cultural Diversity in Autism Research Workshop; May 11, 2106
3. Evaluation of Social Interaction; April 29 - May 1, 2016
4. American Occupational Therapy Association Annual Conference Neuroscience Review Course and Assessment of Cognition: Cognitive Constructs and Functional Cognitive Assessment; April 6, 2016
5. Autism Diagnostic Interview – Revised, Advanced ADI-R Training Workshop at the STAR Center for ASD and NDDs; March 3-4, 2016
6. Autism Diagnostic Interview – Revised, Clinical Training; February 2016
7. 18th International 3S Symposium: Strategies, Science & Success; October 8-10, 2015
8. University of Florida Clinical Translational Science Institute: Overview of promotion and tenure at UF – it’s never too early to plan for promotion; March 10, 2016
9. American Congress of Rehabilitation Medicine 92nd Annual Conference Early Career Development Course; October 27, 2015

RESEARCH AND SCHOLARSHIP

1. Effective Science Communication in the Internet Age. Kevin Folta, UF Health Science Center Professional Development Seminar Series. October 10, 2019.
2. University of Florida Clinical Translational Science Institute Educational Scholarship Program: Using Qualitative Coding to Make Sense Out of Text: What Did Participants Tell Me? April 20, 2016
3. University of Florida Clinical Translational Science Institute Educational Scholarship Program: Making sense of it all: Interpreting results from statistical output. February 17, 2016
4. AcademyHealth Webinar: Analyzing Natural Experiments - Wagenarr & Komoro; February 8, 2016
5. University of Florida Department of Biostatistics: Multilevel analysis of egocentric network data; February 4, 2016
6. University of Florida Clinical Translational Science Institute: Community Engaged Research for Clinical Effectiveness and Implementation Science Studies; January 13, 2016
7. University of Florida Institutional Review Board: Current IRB Standards: Conversion from Paper to myIRB; January 13, 2016
8. University of Florida Clinical Translational Science Institute: Finding Sponsored funding and proposal development – UF internal grants, grant search strategies and indirect cost calculations and cost; December 3, 2015
9. University of Florida Clinical Translational Science Institute: How to roll out a fundable grant? Get inside reviewers' head; December 3, 2015
10. University of Florida Clinical Translational Science Institute: Introduction to Biostatistics; November 5, 2015
11. University of Florida Clinical Translational Science Institute: K Writers' Workshop; October 9, 2015
12. University of Florida Health Science Center Faculty Professional Development Workshop: Turning Clinical Interests & Observations into Scholarship; October 6, 2015
13. University of Florida Clinical Translational Science Institute: Grant Budgets; October 1, 2015
14. University of Florida Clinical Translational Science Institute: Rights and Responsibilities of Authors: Understanding Copyright and Open Access in Modern Scholarly Publishing; October 1, 2015
15. Planning for Data: Early, Often and Ongoing. Veterans Administration Health Services Research & Development Cyberseminar; September 15, 2015
16. University of Kentucky 2015 LINKS Center Workshop on Social Network Analysis. June 2015 (1) Advanced Network Analysis; (2) Social Networks and Health
17. University of Florida CTSI Academy of Research Excellence. Spring 2015
18. Design and Conduct of Randomized Behavioral Clinical Trials. American Occupational Therapy Association 95th Annual Conference. April 2015