Alabama

Tish MacInnis
Alabama Partnership for Children

Tish MacInnis is the Coordinator of Family and Community Partnerships at the Alabama Partnership for Children. She is the state lead for the Strengthening Families™ program in Alabama and a certified Trainer for Strengthening Families™ by the National Alliance for Children's Trust Funds. Her work involves partnering with parents and key stakeholders to support a statewide framework to build protective factors and support families. This collaboration among systems also has resulted in the early identification of young children with developmental delays/disabilities, including autism, with timely and appropriate access to family-centered services. She has a Bachelor of Science degree in Education from the University of South Alabama with a major in Therapeutic Recreation/Special Education.

Alaska

Carmen Wenger
All Alaska Pediatric Partnership, Help Me Grow Alaska

Carmen Wenger is the program director for Help Me Grow Alaska, a program of the All Alaska Pediatric Partnership. Help Me Grow is a national systems model aimed at helping children and families connect with the services they need with a specific emphasis on early detection and intervention for developmental delays. She holds a bachelor’s degree in Environmental Earth Science from Dartmouth College and a Master of Public Health degree in International Health and Development from Tulane University. She has worked in public health and community development in the United States, Latin America and southern Africa. Her work has centered around social justice causes, primarily focused on access to appropriate health services and other basic human rights. Carmen’s prior work with children and families include being an Orphan and Vulnerable Child Advisor at Child Welfare South Africa, serving as both the Immunization Information System manager and deputy program manager for the State of Alaska’s Immunization Program and the interim director of operations for the Joy Greisen Jewish Education Center where she worked with children and their families ages three months to fifteen years. Carmen is trained in family navigation, Strengthening Families, and USAID/PEPFAR Life Skills education.
Kyle Lininger
Autism Society of Southern Arizona

Kyle Kirkpatrick Lininger was born and raised in Washington D.C. and graduated from Vanderbilt University in 2006 where he earned baccalaureate degrees in both cognitive studies and Spanish language and culture. In the pursuit of his undergraduate degree, he studied at the University of Buenos Aires in Argentina, where he completed a sociological research thesis on racism among schoolteachers toward immigrant children. In December 2012, Kyle graduated with a 4.0 from the University of Arizona’s School of Government and Public Policy with a Master’s degree in Public Administration. His degree concentration was in Health and Human Services. Upon completion, Kyle received the program’s highest honor, the Lionel E. Rombach Outstanding MPA student award. In 2014, he became a nationally board certified and state-licensed behavior analyst. His current position is Director of Behavioral Interventions at Intermountain Centers for Human Development, a medically-integrated behavioral health agency. His duties include oversight of Intermountain Academy, an outpatient behavior assessment team, and an in-patient assessment and intervention center for at-risk youth. Kyle founded the Arizona Autism Coalition in Tucson in 2012. He is Arizona’s state representative for Autism Society of America. He was Commissioner for the City of Tucson’s Commission on Disabilities Issues, and was an Arizona LEND fellow.

Alan Mease
Arkansas Department of Health

Alan Mease is a pediatrician with a strong developmental and public health perspective. He received his MD cum laude from the University Of Missouri School Of Medicine (Columbia) and completed his Pediatric Residency and Pediatric Hematology Oncology Fellowship in the Army. He has practiced in numerous environments since 1977 including academic military medicine, private practice and international practices. He retired from the Army medical corps in 2000 at the rank of full Colonel. Dr. Mease is an experienced physician executive who has functioned in key leadership positions as Commander and Deputy Commander of military hospitals, Director of Telemedicine and Advanced Technology Research Center South, Chairman of an international Department of Pediatrics and Chief Medical Officer. His most recent clinical focus in Beijing was as the founding developmental behavioral pediatrician of an innovative interdisciplinary center for Chinese and foreign children with special healthcare needs. Currently he and his wife live in Little Rock, Arkansas and he works for the Arkansas Department of Health as the Medical Director of Child and Adolescent Health. He is a developmentalist who is committed to a life course health development transformation of the traditional biomedical approach to health.
California

Debbie Sarmento
Family Resource Centers Network of California

Debbie Sarmento is the mom of twin daughters born at 29 weeks (and their full term brother). Her experiences in the neonatal intensive care unit led to participation in the creation and operation of a local parent to parent support group. With the advent of Part H (now Part C) early intervention services she began to work for the Family Resource Center funded through early intervention. She now works for the Family Resource Centers Network of California, a 47 agency member organization, as the State Network Manager. A personal goal is ensuring that people have the information they need to make knowledgeable decisions about their lives. She enjoys using “Learn the Signs. Act Early.” materials to surveil her first grandchild’s development.

California

Monica Adriane
Merced County of Education

MONICA ADRIAN is the Program Manager for Merced County Office of Education’s Caring Kids Program which provides social skills and behavioral intervention to children, and provides training and support for parents, teachers and child-care providers. She also helped create and supervises the Early Connections Program, a collaborative screening and referral program which connects children in the Merced County child welfare system to early intervention programs. Ms. Adrian has over 20 years of experience working in the Early Education Field. She has supervised intervention programs for children with autism and has worked as a child care provider in a center-based setting. Ms. Adrian is a member of the Statewide Screening Collaborative and a consultant with the California Inclusion and Behavior Consultation Network. Ms. Adrian, received her Bachelor’s Degree in Liberal Studies with a Concentration in Child Development, an Education Specialist Credential: Moderate/Severe Disabilites, an Education Specialist Credential: Mild/Moderate Disabilities, and a Multiple Subjects Teaching Credential from California State University Stanislaus.
Colorado

Eileen Auer Bennett
Colorado Assuring Better Child Health & Development

Eileen upon graduating with her Masters in Business Administration, spent 13 years with AT&T providing project management, technical assistance, and system and data analysis to large business customers. Because of her passion of being a parent of a child with special health care needs, Eileen followed her dreams of working in the disability community and in 2002 became a service coordinator which allowed her to assist families with children eligible for early intervention services. Eileen also worked for the Colorado Department of Education as part of a training cadre which developed training curriculum for early intervention providers and parents. With her strong ties to the Denver community and knowledge of navigating through the medical system, Eileen was asked to lead Colorado’s ABCD project in 2006.

Connecticut

Ann Gionet
Connecticut Department of Public Health

Ann Gionet is staff member of the CT DPH Adolescent and Child Health Unit with a focus on children and youth with special health care needs for 20 years and has participated in program design and execution through four major enhancements. Ann co-coordinated the State Implementation Grant for Improving Services for Children and Youth with ASD and Other DD; she designed and authored the Connecticut proposal whose primary outcome is to improve access to comprehensive coordinated health care and related services for children and youth with ASD and other DD. The project, co-administer by the A. J. Pappanikou Center for Excellence in Developmental Disabilities, received direction from the DPH Medical Home Advisory Council, CT Act Early Team, Autism Advisory Council and the CT Autism Action Coalition. Ann represents the DPH Commissioner on several Councils including; the Family Support Council, the State Interagency Coordinating Council, and the Council on Developmental Disabilities.
Delaware

Brittany Powers
University of Delaware Center for Disabilities Studies

Brittany Powers, MPH provides day-to-day coordination of early childhood autism spectrum disorder (ASD) initiatives at the University of Delaware Center for Disabilities Studies. She currently coordinates the Building Bridges state implementation grant for ASD in children birth to three. She collaborates with state- and nation-wide multidisciplinary partners on many projects. Brittany also coordinates and provides training for the Delaware Network for Excellence in Autism (DNEA), a technical assistance and professional training center for people with ASD and their families, as well as state agencies, organizations, and private entities that support individuals and families affected by ASD. Brittany completed the Leadership Education in Neurodevelopmental and related Disabilities (LEND) program at the Westchester Institute for Human Development where she participated in a research project about children with developmental disabilities in the child welfare system. She also conducted an extensive review of developmental and autism-specific screening tools and presented her work at a national conference. Brittany received her Master’s in Public Health and Certificate in Health Education from New York Medical College. Previously, Brittany worked as a research coordinator at the Children’s Hospital of Philadelphia focused on understanding the neurodevelopmental variations of medically complex children through procedures such as brain imaging and neurodevelopmental testing.

District of Columbia

Yetta Myrick
DC Autism Parents, Center for Autism Spectrum Disorders at Children’s National

Yetta Myrick is the mother of an autistic teen. Ms. Myrick is the Founder, President, and Executive Director of DC Autism Parents (DCAP), a 501(c)(3) non-profit organization in the District of Columbia, where she oversees the daily operations and has created programs for autistic children and their families. She holds a Bachelor’s Degree in Communication Studies from The Catholic University of America. Prior to joining the Center for Autism Spectrum Disorders (CASD) at Children’s National as the Community Outreach Coordinator in September 2016, Ms. Myrick was a Studio Technician for over a decade at the Cable Satellite Public Affairs Network (C-SPAN). Since 2013, she has served as the Stakeholder Advisory Board Chair for CASD’s Patient Centered Outcome Research Institute’s Grant, "A Community-Based Executive Function Intervention for Low Income Children with ADHD and ASD Research Project." Ms. Myrick has presented at various conferences, and has been interviewed by national and local news outlets about her experience raising her autistic son.
Florida

Alexandra Goldberg
Help Me Grow Florida

Alexandra Goldberg is the Statewide Program and Training Manager for Help Me Grow Florida. After completing her undergraduate degree at Florida State University in Family and Child Sciences, she went on to graduate with her Master’s degree in Early Childhood Education from the American College of Education. With experience as an early childhood teacher and program director, Alexandra has firsthand experience working directly with young children and families with a variety of backgrounds. Her professional experience has fostered her passion for child development, specifically brain-based learning and social-emotional development. As an active early childhood education and development advocate, Alexandra has presented at statewide early childhood conferences and is an active member of professional membership organizations. Through these organizations and other networking opportunities, Alexandra enjoys meeting and collaborating with other early childhood professionals to advocate for the needs of young children and families.

Georgia

Jennie Couture
Georgia Department of Early Care and Learning

Jennie Couture is the Director of Practice and Support Services in the Instructional Supports division at Bright from the Start: Georgia Department of Early Care and Learning, Georgia’s early childhood education agency. During her career, Jennie has provided direct education and behavioral support to children and youth with disabilities and their families in a variety of settings such as schools, hospitals, and early intervention in natural environments and has lead the development and administration of private and state-funded programs including hospital-based educational services, outpatient psychotherapy programs for children, adolescents and adults, home-based services to children and families in natural environments. In her current position, Jennie is responsible for leading system-level efforts to increase high quality early childhood opportunities for all children and their families, especially infants and toddlers and children with disabilities, through partnerships and collaboration at the state and community level.
Guam

Leone Rohr  
Parents Empowering Parents of Children with Disabilities, Inc.

I am a 30 year Guam resident and have a personal interest in early detection, referral and intervention of developmental delays and disabilities, including autism. I am a parent of two children living with Autism. The daunting experience led me to where and who I am today; an advocate and change agent. Years as a business owner, strategic planning and leadership opportunities for disability training and personal growth propelled me into the leadership role of an advocate and change agent for children and families living with disabilities. I turned my struggle and passion into a positive approach by forming a non profit parent disability organization. Parents Empowering Parents, Inc., offers parent, student and professional training, advocacy, and support for parents of children with disabilities. As an Act Ambassador I plan to work with early childhood programs to improve developmental monitoring in child care by systematically integrating LTSAE materials into classroom.

Hawaii

JoAnn Yuen  
University of Hawaii, Manoa, Center on Disability Studies

Dr. JoAnn Yuen is Associate Director of the Center on Disability Studies (CDS) at the University of Hawaii, Manoa, and a Veteran Ambassador. Before joining the CDS, Dr. Yuen worked as a Child and Youth Specialist in the Hawaii early intervention system, and now as a researcher she continues to advocate for early screening and intervention. Dr. Yuen promotes the values of acting early in the lives of young children, and supports the at-risk, special and exceptional to improve health and education outcomes of young children and families. She is very interested in Collective Impact as a model for social change, serves as a member of the Hawaii State Council on Developmental Disabilities, and mentor to self-advocates of all ages.
Idaho

Ling-Ling Tsao
University of Idaho

Dr. Ling-Ling Tsao is an Associate Professor in School of Family and Consumer Sciences at University of Idaho. She teaches classes focused on early childhood special education, early intervention, parent-child relationships in family and community, and autism spectrum disorders. Dr. Tsao has experience working in multiple capacities across settings; these experiences include: special education teacher, professional development trainer, technical assistance provider, consultant for families of children with autism. Her research interests include: social interaction interventions for children with ASD, sibling relationships, family centered early intervention services and quality of life practices, child find and developmental milestones, and preschool inclusion practices.

Illinois

Janet Patterson
Southern Illinois University, School of Medicine

Janet L. Patterson, M.D., Clinical Associate Professor in the Division of Developmental and Behavioral Pediatrics at Southern Illinois University (SIU) School of Medicine, is a board certified Developmental and Behavioral Pediatrician. She provides evaluations and ongoing care coordination for children with developmental and behavioral challenges. Dr. Patterson’s current areas of interest include interdisciplinary approaches in the diagnosis of children with Autism Spectrum Disorder. In addition, she is interested in collaborative models of education for therapists, educators and physicians regarding the early diagnosis and management of children with complex developmental and behavioral challenges. Dr. Patterson’s prior experiences include directorship of the pediatric residency program at SIU School of Medicine and as a general pediatrician and Chief Medical Officer of a Federally Qualified Health Care Center in downstate Illinois. Recognizing the need to educate providers and improve early identification of children with developmental challenges, she completed fellowship training in Developmental Behavioral Pediatrics (2013) and Leadership Education in Neurodevelopmental Disabilities (LEND) during her fellowship.
Indiana

Stephan Viehweg
Riley Child Development Center, Indiana LEND

Stephan Viehweg, ACSW, LCSW, IMH-E® (IV) the Associate Director of the Riley Child Development Center, a nationally recognized interdisciplinary leadership training program supported by the Maternal and Child Health Bureau and faculty member of the IU School of Medicine, Department of Pediatrics and the IU School of Social Work. He currently serves as the CDC’s Learn the Signs Ambassador to Indiana. He is founding chair of the Indiana Association for Infant and Toddler Mental Health and founding president of Family Voices Indiana. He is the current Chair of Mental Health America of Indiana, a board member of the Association of University Centers on Disability, and a Governor appointee to the Indiana Behavioral Health and Human Services Licensing Board. He is co-author of Tackling the Tough Stuff: A Home Visitor’s Guide to Supporting Families at Risk. Steve’s experience as a social work provider with families and their children with delays as well as adults with disabilities, and his ability to communicate in Spanish and American Sign Language, make him a well-respected, sought after therapist, presenter and consultant.

Iowa

Rachell Swanson-Holm
Regional Autism Assistance Program

Rachell Swanson-Holm works with the Iowa Regional Autism Assistance Program (RAP) administered by Child Health Specialty Clinics (CHSC) at the University of Iowa. Rachell supports the Family Navigator (FN) Network and other team members located in the 14 CHSC statewide Regional Centers. She also facilitates the quarterly RAP Family Advisory meetings. CHSC FN’s support families and connect them with services for their child with Developmental Disabilities (DD) including Autism Spectrum Disorder (ASD). Rachell has an extensive background in family-to-family support and family leadership roles that includes working with numerous stakeholder groups across Iowa to improve the system of care for children with special health care needs, including ASD and their families. Rachell is looking forward to her continued role as an Act Early Ambassador and is especially committed to collaboration with parents, professionals, and programs that serve young children, state agencies, and campaign partners to improve policy and programs related to early identification.
Kansas

Peggy Kemp
University of Kansas Center on Developmental Disabilities

Peggy Kemp, PhD – Dr. Kemp currently works at the University of Kansas for the Kansas Inservice Training System. She provides technical assistance for Part C programs in Kansas. Peggy has worked in the field of early childhood since 1984. Early experience includes serving as a director and education specialist within the DoD childcare system. Since 1997, she has worked in the field of early intervention. Dr. Kemp has served in a variety of local and state leadership positions to include early childhood special education teacher/early interventionist, local Part C coordinator, state Part C coordinator, and state Part C technical assistance provider. Dr. Kemp holds dual undergraduate degree in Early Childhood and Elementary Education and a master’s degree in Education with emphasis on Early Childhood Special Education. Areas of specialization include early intervention, infant mental health, families, and policy.

Kentucky

Christine Hausman
University of Kentucky Human Development Institute, Child Care Aware of Kentucky

Christine Hausman works for the Human Development Institute at the University of Kentucky as a Content Coordinator for Child Care Aware, a statewide contract with the Kentucky Division of Child Care providing technical assistance, coaching, and education to child care providers across the state. She is currently the lead trainer for early childhood professionals seeking their trainers credential and looks forward to utilizing those skills in promoting “Learn the Signs Act Early”. She has served as a Child Development Specialist, Case Manager and early childhood special educator in seven states across urban, rural and suburban settings. Her greatest satisfaction comes from supporting and equipping families and providers who are concerned about their child or student’s development. As an Ambassador, she looks forward to training the statewide network of Child Care Aware Coaches on the availability and implementation of “Learn the Signs: Act Early” materials and resources. Child care providers will be encouraged to access, utilize, and share the materials and resources to support developmental monitoring. CCA Coaches will also assist providers in identifying ways to engage families to support early identification. As a Professional Development Content Coordinator, she plans to integrate this information into existing and newly developed training that is accessed by early care professionals from various agencies and organizations.
Louisiana

Fiona Ritchey
Louisiana Department of Health

Fiona received her Bachelor’s degree in Psychology and Bioethics from the University of Virginia in 2013. After two years of clinical research on bipolar disorders at the University of Pittsburgh Medical Center, she came to Tulane University to complete her Master of Public Health degree in Maternal & Child Health, with a concentration in early childhood health and development. While in school, she worked on a number of projects with Tulane’s Institute of Infant & Early Childhood Mental Health. These projects included research on the epigenetic mechanisms of intergenerational transmission of stress, as well as implementation of mental health consultation and care coordination in pediatric primary care. She also coordinated the 2016 Early Childhood Policy Leadership Institute, an advocacy training program for leaders across multiple sectors in Louisiana. On this project she helped plan events that brought together leaders from the state legislature, the Bureau of Family Health, the Department of Child & Family Services, the United Way of Southeast Louisiana, the Governor’s Children’s Cabinet, the Louisiana Policy Institute for Children, and the private sector to educate them on the science of early brain development and empower them to work across professional disciplines to advocate for a comprehensive early childhood system in Louisiana. In September 2017, she was hired at the Louisiana Department of Health, Office of Public Health, Bureau of Family Health as the Developmental Screening Coordinator. In this role she coordinates statewide initiatives to increase rates of developmental screening and referral to early intervention in pediatric primary care.

Maine

Nancy Cronin
Maine Developmental Disabilities Council

Nancy Cronin is the Executive Director of the Maine Developmental Disabilities Council (MDDC). Prior to becoming the Director of the MDDC, Nancy was the Coordinator for the Autism Spectrum Disorders (ASD) Systems Change Initiative and the State Autism Implementation Grant Manager in Maine. In that role, she facilitated an interagency effort to achieve a cost-effective and efficient comprehensive system of care for persons with ASD. Nancy joined the staff of the Maine Developmental Disabilities Council in January 2008, having previously served for over four years as the Executive Director of the Autism Society of Maine. While at the Autism Society, Nancy's work at the local, state and national level focused on the development of effective services and supports for persons with ASD of all ages and their families.
Maryland

Sunyoung Ahn
Georgetown University Center for Child and Human Development

Sunyoung Ahn, PhD. is a Senior Policy Associate and Assistant Professor at Georgetown University’s Center for Child and Human Development. Currently, Dr. Ahn is supporting Home Visiting-Improvement Action Center Team (HV-ImpACT) and the Head Start National Center on Early Childhood Health and Wellness (NCECHW). Dr. Ahn’s primary roles on these projects include, Technical Assistance and Training, policy analysis on the State and National level, supporting pilot projects, and product development. Dr. Ahn obtained her degrees in Special Education from University of Kansas. Previously, she worked as a professional development facilitator on the school and district levels. She provided technical assistance by developing workshops, training teachers and leaders, and supporting systems change implementations. Dr. Ahn is also a certified CSEFEL (Center on the Social Emotional Foundations of Early Learning) trainer and coach and worked closely with daycare and early childhood professionals. Prior to her current position, Dr. Ahn held a position as an Early Intervention Service Coordinator in Virginia and contributed to State initiatives to build systems' capacity to improve Infant Mental Health and Part C services. Dr. Ahn is passionate about supporting immigrant families and their children, inclusive practices, systems change, and bridging the research to practice gap. Dr. Ahn is fluent in English and Korean.

Massachusetts

Roula Choueiri
University of Massachusetts Medical School

Dr. Roula Choueiri is a Neurodevelopmental Disabilities Pediatrician and Chief of the Division of Developmental and Behavioral Pediatrics at the University of Massachusetts Medical School in Worcester, MA. She grew up in war-torn Beirut, Lebanon where she completed medical school, Pediatrics residency and Child Neurology Fellowship training at the American University of Beirut before moving to Boston, MA with her family in 2001. Since then, Roula has completed Pediatrics and Neurodevelopmental Disabilities Fellowship training at Children’s Hospital in Boston, and was a faculty member at the Massachusetts General Hospital and at Tufts Medical School before moving to UMass in 2014. Her academic, research and clinical focus is on screening, early detection and management of neurodevelopmental disabilities and autism, with a special interest in children from underserved communities, refugees or diverse cultural background. She is the principal developer of a new Level-2 Autism Screening test in Toddlers (the RITA-T) and has been working on training Early Intervention providers and pediatric providers with a goal of developing a new model to improve early detection of autism augmented by online. Roula has received funding from several sources to train early childhood providers in Worcester on screening for neurodevelopmental disorders and autism.
Michigan

Candida Bush
Michigan Department of Health and Human Services

Candi Bush is the Director of the Michigan Family Center for Children and Youth with Special Health Care Needs which is a parent-directed center within Children’s Special Health Care Services and the Michigan Department of Health and Human Services. Candi currently serves on multiple boards and committees throughout the State of Michigan, including a national board, Parent to Parent USA. Candi was inducted to the Western Michigan University’s Family and Consumer Sciences Outstanding Alumni Academy of 2016 because of her support and leadership for families. Candi was also accepted into the 2015-2016 Leadership Lab through the Association of Maternal and Child Health Programs, Family Leadership Cohort. In 2014, Candi was named as the Family Delegate for the State of Michigan. Candi previously served as the Executive Director for Parent to Parent of Southwest MI. Candi was the recipient of the 2012 Exceptional Parent of the Year through the Michigan Council for Exception Children. In 2006, Candi obtained her B.S. from Western Michigan University in Family and Consumer Sciences and is a Certified Family Life Educator through the National Council on Family Relations. Candi was most recently recognized and a recipient of the Emerging Maternal and Child Health Professional Award by the Association of Maternal and Child Health Programs (AMCHP) for Region V in 2018.

Minnesota

Jennifer Hall-Lande
University of Minnesota, Institute on Community Integration

Jennifer Hall-Lande, PhD, is a Psychologist and Research Associate at the Institute on Community Integration (UCEDD) at the University of Minnesota. Dr. Hall-Lande does both clinical work in child development including early identification of Autism Spectrum Disorder and other developmental disabilities. Dr. Hall-Lande also conducts research in prevalence and identification of developmental delays and disabilities. She is an investigator on the Autism and Developmental Disabilities Monitoring (ADDM) network and has led many “Learn the Signs. Act Early,” projects. Dr. Hall-Lande is also a former LEND (Leadership in Neurodevelopmental Disabilities) fellow and remains actively involved in the Minnesota LEND program. Dr. Hall-Lande’s principal research and community outreach activities focus on early screening, assessment, and interventions for children at risk for developmental delays and developmental disabilities. She has a specific interest in community outreach and training around developmental screening in universal access environments such as childcare settings and Early Childhood Family Education (ECFE) programs. Dr. Hall-Lande has a strong professional interest in outreach to culturally diverse communities with an end goal of increasing screening rates and reducing the age of diagnosis for children from diverse communities. Additional areas of focus have been ASD prevalence rates in diverse populations and policy issues around children’s ASD waivers. She has served as a co-leader of the statewide Minnesota Act Early team for the past five years. Through her Act Early work, she has built many strong and sustained professional partnerships and valuable community connections.
Mississippi

Leslie LaVergne  
University of Southern Mississippi, Institute for Disability Studies

Dr. Leslie LaVergne is a Parent Navigator and Trainer for the Early Years Network: Children with Special Needs Program, a collaborative grant housed within the Institute for Disability Studies at the University of Southern Mississippi. As a navigator she provides families with support through the diagnostic process and in obtaining services from state and private agencies. Furthermore, Dr. LaVergne administers the Inclusion Classroom Profile, a classroom assessment of inclusion practices of children with special needs in early childcare centers. As a navigator, she conducts developmental screenings and Autism specific screenings throughout South Mississippi. Dr. LaVergne received a Master of Science in Art Therapy from Eastern Virginia Medical School 2006 and a Ph.D. in Special Education from The University of Southern Mississippi in 2012. She is the co-author of numerous professional publications related to children with special health care needs and their families and helps coordinate research for the Special Needs program.

Missouri

Alicia Curran  
University of Missouri

Alicia Curran is the mother of four beautiful children, one of which has autism spectrum disorder. After her son’s diagnosis, she changed career paths to work in the autism community. Curran has a Bachelor’s degree in Elementary Education from Drury University, a Master’s Certificate in Autism and Neurodevelopmental Disorders from the University of Missouri, and is a LEND graduate. She has served as the Family Faculty Member for Missouri’s Leadership Education in Neurodevelopmental and Related Disorders (LEND) program since fall of 2012. She also is the Site Coordinator for the Autism Speaks Autism Treatment Network (AS ATN) at the Thompson Center for Autism and Neurodevelopmental Disorders. Through this work, she coordinates projects focused on quality improvement, research, development of best practices, and dissemination of knowledge to families and professionals. Additionally, Curran serves as an expert panelist for the ECHO Autism program, whose mission is to train community-based primary care providers in screening and management autism.
Montana

Ann Garfinkle
University of Montana, College of Education and Human Sciences

Dr. Ann Garfinkle earned her PhD at the University of Washington in Special Education. Since that time she has been heavily involved in research, teaching and service, in the field of autism. She has given numerous local, state, national and international talks on her work as well as published scholarly and practitioner-focused articles. Currently she works as an Associate Professor at the University of Montana on a variety of projects. She currently consults with nine different organizations in Montana with the goal of insuring that recommended practice is usual practice. Dr. Garfinkle’s autism work in Montana has garnered recognition from Montana Governors Brian Schweitzer and Steve Bullock as well as the Researcher of the Year from Montana’s Council for Exceptional Children.

Nebraska

Jennifer Burt
University of Nebraska Medical Center

Dr. Burt is currently Assistant Professor in Psychology at the University of Nebraska Medical Center. In addition to teaching and research activities, she is a licensed psychologist and provides clinical services in an integrated primary care clinic. Dr. Burt was recently named a Robert Woods Johnson Clinical Scholar and is working with a team at UNMC to develop a hospital-based community violence prevention program. Dr. Burt has been involved with the CDC’s “Learn the Signs. Act Early.” initiative at the national level since 2008, with Collaborative Research Awards to develop the Milestone Moments booklet and pilot LTSAE materials in child care centers. She assumed the role of Ambassador for the Nebraska State Autism Collaborative in 2013 and was named the CDC’s LTSAE Ambassador to Nebraska from 2014-2018. As an Ambassador, Dr. Burt’s primary initiatives included (1) providing training on developmental monitoring and screening using LTSAE materials in the UNMC family medicine resident training program through small and large group didactics and shadowing experiences, (2) incorporating LTSAE materials into layette’s for at-risk mothers, and (3) participating in the restructuring of the State Autism Collaborative using the NALS Collective Impact model. Dr. Burt continues to work toward building integration of materials in organizations and agencies throughout the state of Nebraska.
Nevada

Debra Vigil
University of Nevada Reno, Dept of Speech Pathology & Audiology

Debra C. Vigil, Ph.D. is an Associate Professor at University of Nevada Reno in the Department of Speech Pathology & Audiology, Director of the University Center for Autism and Neurodevelopment (UCAN), Co-Director of the NvLEND program, and Chair of the NvLTSAE state team. As Director of UCAN, Dr. Vigil directs a multidisciplinary team of professionals from a wide array of disciplines to conduct evidence-based assessments. Training is provided to child psychiatry fellows, master's and doctoral level speech-language students, and NvLEND trainees to gain experience in interdisciplinary work with children with autism and other neurodevelopmental disabilities. The NvLTSAE state team is an active, collaborative effort that is leading an educational agenda in the state for families and professionals. Her research interests include cultural diversity issues in treatment of minority children with language disorders, and social interaction predictors of language disorders, and diagnosis of autism from a transdisciplinary perspective.

New Hampshire

Jennifer Doris
New Hampshire Department of Health and Human Services

Ms. Doris is the Family Support Systems Specialist at the Bureau of Developmental Services in Special Medical Services at the State of New Hampshire Department of Health and Human Services. Ms. Doris is the lead for New Hampshire’s Developmental Screening work funded by the Federal Health Resources and Services Administration Title V Block Grant. Jen is the lead on the Act Early Team, and Watch Me Grow committee which oversees the implementation of developmental screening statewide. In 2009-2010, she was a NH LEND trainee and completed training in the area of autism through the Leadership in Autism Spectrum Disorder program. In 2010, she opened an Autism Center as part of the Area Agency programs within her region of the state. Jen owns her own business providing workshops and trainings on a variety of topics both in person and online.
New Jersey

Deepa Srinivasavaradan
Statewide Parent Advocacy Network of New Jersey

Deepa Srinivasavaradan is NJ’s Act Early Ambassador since 2014. She is the parent of two amazing young adults and is passionate about early identification and early connection to services for families with young children. She works for the Statewide Parent Advocacy Network as a Family & Professional Partnership Strategist. She has served as an Outreach Coordinator for their CHIP & ACA Immigrant Outreach Projects as well as their D70 Medical Home Systems Integration Project. She is a Family Liaison to the Friends of the National Center on Birth Defects & Developmental disabilities, NJLEND Family Fellow, and is NJ’s AMCHP Family Delegate. She is the State Parent Lead for NJ’s Help Me Grow program and the Early Childhood Comprehensive Systems initiative. She has collaborated with NJ’s UCEDD/Act Early team lead on the Act Early State Systems Grants and as the co-leader of the “Early Screening & Diagnosis” workgroup of NJ’s Community of Care Consortium, she has helped create several NJ-specific resources to address gaps in connecting to services when developmental concerns are identified in young children.

New Mexico

Nancy Lewis
University of New Mexico

Nancy Lewis, MPA, M.S. CCC-SLP, is the Education and Outreach Manager of the New Mexico Act Early Partnership at the University of New Mexico Center for Development and Disability in the School of Medicine Department of Pediatrics. She received her MS degree in Speech-Language Pathology from the University of Arizona and her MPA from the University of Colorado, Denver. Ms. Lewis is the Project Lead for the Association of Maternal and Child Health Programs (AMCHP) Developmental Monitoring grant (2016-2018) and was the Project Lead for the previous AMCHP grant cycle on Developmental Screening State Systems grant. Ms. Lewis is the State Team Lead for the New Mexico Act Early team. Ms. Lewis has reinvigorated the Act Early initiative in New Mexico. She continues to bring the LTSAE message to the 184,000 members of the American Speech Language Hearing Association (ASHA) through presentations at the annual convention and linkage to the ASHA Communications and Marketing division.
New York

Lisa Shulman
Albert Einstein College of Medicine, Montefiore Medical Center

Lisa H. Shulman M.D. is a graduate of Brown University and University of Pennsylvania School of Medicine. She is board-certified in Pediatrics and Developmental and Behavioral Pediatrics. Since 1996, Dr. Shulman has served as the Director of Infant/Toddler Services at the Rose F. Kennedy Children’s Evaluation and Rehabilitation Center (RFK-CERC) at Albert Einstein College of Medicine/Montefiore Medical Center, Bronx, NY. The program has a 17 year history as a certified Early Intervention Program performing approximately 400 multidisciplinary evaluations per year and on-going therapeutic services to 800 children per year. Since 2004, Dr. Shulman has been the director of the RELATE program, a state of the art evaluation and treatment program for toddlers through teens with autism spectrum disorder. The program follows approximately 1600 children with autism spectrum disorder, the majority from traditionally under-represented groups. Dr. Shulman’s clinical and research interests include: early identification of autism and overcoming healthcare disparities.

North Carolina

Rebecca Edmonson-Pretzel
North Carolina University

Becky is a psychologist and Associate Director of the Carolina Institute for Developmental Disabilities at UNC-CH. Her career has been dedicated to goals clearly compatible with the Act Early campaign; clinical, research and training activities have focused on early identification, screening, assessment, and treatment of young children with I/DD, including ASD. As faculty on the NC LEND and UCEDD grants, her efforts have centered on partnering with and educating interdisciplinary graduate students, parents/care providers, early childhood and healthcare professionals on the early identification of young children with special health care needs. She has been an investigator on HRSA/MCH and AMCHP grants, has multiple state contracts, and is a leader on the NC Act Early State Team /Autism Alliance. Becky is married and has one son who is in college. She enjoys travelling, reading, and being outdoors. In addition, she is a devoted sports fan especially to Carolina basketball and Hurricanes ice hockey!
North Dakota

Hilory Liccini
North Dakota Center for Persons with Disabilities at Minot State University

Hilory Liccini is the Assistant Director for Program Management at the North Dakota Center for Persons with Disabilities and an adjunct professor for the Minot State University’s Department of Special Education, where she teaches courses on Autism. She has done extensive work and trainings with medical professionals and early childcare providers on the early warning signs of Autism, as well as how to use the appropriate screening tools. She has been a contributor to the North Dakota state Autism Task Force, which has allowed her to build relationships and partnerships with key stakeholders in her state. Ms. Liccini is a current member of the North Dakota state Individuals with Disabilities Education Act (IDEA) committee and works collaboratively with state agencies such as Children’s Specials Health Services, Department of Public Instruction, and Family Voices of North Dakota. She holds a Bachelor of Science degree from Nazareth College of Rochester in Communication Science Disorders and a Master’s degree in Education from the University of West Florida. She is also a past Utah Regional LEND trainee and a graduate of the National Leadership Consortium on Developmental disabilities. Ms. Liccini has presented at numerous local, state, national, and international conferences on disabilities, with a focus on Early Childhood development and early intervention services and is trained on the Autism Diagnostic Observation Scale (ADOS-2).

Ohio

Stephanie Weber
Cincinnati Children’s Hospital Medical Center

Dr. Stephanie Weber is an Assistant Professor in the Division of Developmental and Behavioral Pediatrics at Cincinnati Children’s Hospital Medical Center and the Director of Training for the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program and University Center for Excellence in Developmental Disabilities (UCEDD) in Cincinnati. She serves as the Center for Disease Control and Prevention’s Act Early Ambassador to Ohio through the “Learn the Signs. Act Early.” initiative. Dr. Weber is a clinical psychologist who provides behavioral treatment for children with developmental concerns. She supervises psychology trainees and provides mentorship on interdisciplinary practice through the LEND program to faculty, staff, and trainees. Dr. Weber also collaborates with community partners to provide training for childcare professionals and families on developmental and behavioral concerns. These community projects have been in collaboration with regional Head Start and Early Head Start Centers, school district administrators, and directors of childcare centers.
Bonnie McBride
University of Oklahoma, Health Sciences Center

Bonnie McBride, Ph.D., BCBA-D is an Associate Professor in the Department of Developmental and Behavioral Pediatrics at the University of Oklahoma Health Sciences Center. In addition to her faculty position, she is a LEND core faculty in ASD, teaches ASD content in other graduate programs on campus and provides professional development to educators and other professionals throughout the state. Dr. McBride’s research interests have focused on effective interventions for young children with ASD. She is the Principal Investigator of two federally funded multisite efficacy trials for early intensive intervention for toddlers and preschoolers with autism. She serves on several statewide committees to improve early identification and intervention services for children with developmental disabilities including ASD. She was the team leader for the Act Early Regional Summit and chairs the group that was formed as a result of that summit. In this role, she obtained funding for Oklahoma Early Access Autism Project, which focuses on raising awareness regarding ASD by offering Act Early materials, free information seminars and screening for underserved populations. She has served as Oklahoma’s Ambassador for the Act Early Campaign in 2012-2014 and has recently been awarded an Act Early State Systems Grant.

Sherri Alderman
Oregon Pediatric Society

Sherri L. Alderman, MD, MPH, IMH-E, FAAP, is Child Development Coordinator for the Oregon Health Authority, President of the Oregon Infant Mental Health Association and Help Me Grow Physician Champion. She is board-certified Developmental Behavioral Pediatrician with Infant Mental Health Policy and Clinical Mentor endorsement and has a Masters in Public Health. Sherri has a special interest in early childhood development, autism and systems of care for young children and families including implementation and coordination of developmental screening and referral. Her broad scope of applied research includes an analysis of the child welfare reporting process, developmental screening practices among medical providers and an economic analysis of cost of living and related policy and practice implications. Sherri has made more than 100 national, state and local presentations on infant mental health, trauma-informed care, implicit bias, development and screening and child rights and serves on multiple advisory committees, work groups and boards. She is excited about the opportunity as Act Early Ambassador to promote parent engagement in developmental monitoring and screening among migrant families in Oregon and the statewide service array.
Pennsylvania

Shelley Chapin
Pennsylvania Training and Technical Assistance Network’s Early Intervention Technical Assistance

Shelley Chapin is an Early Intervention Technical Assistance (EITA) Consultant in Pennsylvania. As the statewide training and technical assistance system supported by the Pennsylvania Office of Child Development and Early Learning (OCDEL), EITA provides professional development to support infants, toddlers, and preschool age children with disabilities and their families. Shelley earned her M.Ed. at the Pennsylvania State University where she was the recipient of a Personnel Preparation Grant (Preparing 21st Century Early Childhood Intervention Professionals to Serve Young Children with Special Needs and Their Families). She is completing her doctoral program at PSU, with a research focus on supporting early communication opportunities for very young children with autism and complex communication needs using AAC interventions. Shelley developed her passion for learning with young children with ASD while supporting the family, as a whole, as an in-home verbal behavior therapist. She taught at both preschool and elementary levels, supporting the education and development of children with differing abilities and diagnosis of disability. Shelley has the unique perspective of being a mother to a child diagnosed with ASD. Her son is an amazing 9 year old with a passion for all things trains! She continues to learn from him each day as they navigate his support system within their family, educational teams, and community to ensure successful and positive growth in all areas of his development.

Puerto Rico

Nancy Nieves-Muñoz
Puerto Rico Department of Health

Nancy Nieves-Muñoz has a master’s degree in Early Childhood Special Education with a minor in Early Intervention and an Advanced Degree in Administration and Supervision of Special Education Programs from the University of Illinois at Urbana-Champaign. She worked with the New York University Quality Improvement Center for Disabilities providing training and technical assistance to the Early Head Start and Head Start staff in Puerto Rico and the Virgin Islands regarding identification, eligibility and intervention for infants, toddlers and preschoolers with disabilities. During this time, she received the West Ed Infant and Toddler Caregiver Program Certification of Sonoma State University and a certification from the Center for the Social Emotional Foundation of Early Learning of the University of Vanderbilt. She also worked with Sonoma State University as an Early Head Start Special Quest Learning Coach promoting collaboration between the Early Intervention Program and Early Head Start Programs in PR, and was the Part C Early Intervention System Coordinator for the Caguas Region in Puerto Rico. Since 2013, she works with the Children with Special Medical Needs Division of the PR Department of Health implementing a system for the early identification of children with ASD. Within this role, she promotes the Preventive Pediatric Health Care Guidelines that support the early identification of children at risk for developmental delays. She recently participated in the development of the Guide for Early Identification: Surveillance, Screening and Diagnosis of Autism Spectrum Disorders.
Republic of the Marshall Islands

Chinilla Peter
Early Hearing Detection and Intervention Program

Chinilla T. Peter is the Coordinator for the Early Hearing Detection and Intervention Program (EHDI) in the Marshall Islands. Chinilla studied Business and obtained both her BA and MBA from the University of the South Pacific. Peter is currently a faculty member with the Center of Disability Studies, University of Hawaii, Manoa. For the past three years she has had twice-a-year onsite intensive, one-on-one early Intervention training to meet the needs of children with hearing loss or who are deaf and their families. She has had 280 hours university-accredited training provided by an EI Specialist from Washington State and for the past three years she has attended the annual meeting of the National Association for the Education of Young Children (NAEYC). She has attended and presented at the annual EHDI Conferences as well as other regional and national meeting on the experiences. In her role as the only person in the RMI providing early intervention services, she receives referrals to assist family with children with other special needs, including children on the autism spectrum disorder.

Rhode Island

Rebecca Collins-Hughes
Family Services of Rhode Island

Rebecca Hughes, MS OTR/L earned her Master's Degree from Tufts University and has nearly 20 years of experience as a pediatric occupational therapist. Her years of experience have allowed her the opportunity to help thousands of Rhode Island families navigate early detection and intervention of autism and developmental delays. She is the Director of Therapy Services at Family Service of Rhode Island’s Early Intervention program where she leads and mentors a large multidisciplinary staff which serves over 300 families per year. She is a frequent guest lecturer and presenter for occupational therapy and early childhood programs at several Rhode Island and Massachusetts colleges and professional associations. Her clinical passions include early identification and intervention for young children with autism, visual impairments and sensory motor delays. She finds meaning in her work by coaching families to recognize, appreciate and facilitate their child’s unique developmental paths.
South Carolina

Lorraine Cragan-Sullivan
Help Me Grow South Carolina

Lorraine Cragan-Sullivan has nearly 20 year of experience working with children and families in diverse settings. Lorraine received her Bachelor and Master degrees in psychology from Marist College and Master of Social Work degree from the University at Albany. Lorraine is employed by the Greenville Health System in the Bradshaw Institute for Community Child Health & Advocacy and serves as a Community Outreach Coordinator for Help Me Grow South Carolina. Help Me Grow is an evidence based program founded on the fundamental premise that developmental surveillance and screening, along with early detection of children with developmental or behavioral health concerns and their connection to community services improves health outcomes for children.

South Dakota

Lisa Sanderson
South Dakota Parent Connection

Lisa has served as Project Director for the statewide Family to Family Health Information Center at South Dakota Parent Connection since 2008, also home to the state’s Parent Training Information Center. She has worked with systems and families across South Dakota for over 20 years, served two terms on the state’s Part C Interagency Coordinating Council, and serves as the LEND Family Discipline Head for the state’s UCED. Lisa has a Bachelor of Science degree, maintains licensure by the SD Board of Social Work Examiners, and was a certified educator for many years. Lisa is a parent and grandparent of children with exceptional needs. She has been a proponent of the Act Early campaign since program launch and looks forward to serving as the state’s Act Early Ambassador.
Tennessee

Toni Whitaker
University of Tennessee Health Sciences Center

Toni Whitaker, MD-Associate Professor of Pediatrics and Interim Division Chief in Developmental Pediatrics with the University of Tennessee, Health Science Center in Memphis. Director, Leadership Education in Neurodevelopmental and Related Disabilities graduate-level, interdisciplinary training program (LEND) at UT Boling Center for Developmental Disabilities. Primary work is in interdisciplinary settings in clinical, academic, research, and community outreach endeavors. I have served as the Tennessee Act Early Ambassador for several terms, and continue to participate as Co-Chair for our diverse and dedicated statewide Autism Summit team.

Texas

Pauline Filipek
University of Texas Health Sciences Center at Houston

Pauline A. Filipek, MD, is Professor of Pediatrics, Children's Learning Institute and Division of Child/Adolescent Neurology at the UT Medical School, Houston. She is Director of The Autism Center at the Children's Learning Institute (CLI), as well as the LoneStar LEND, the Texas Early Childhood Comprehensive Systems, and the Texas Autism State Planning Grant programs (all HRSA-funded). Her clinical and research passions have been focused for many years on identifying the earliest signs of ASDs, initiating the earliest intensive interventions, and on education for all disciplines on these topics. She lectures extensively on these topics to students, trainees and professionals in all related disciplines. She received her MD from Georgetown University School of Medicine followed by pediatric/chief residency at University of Massachusetts, and child neurology fellowship at Massachusetts General Hospital/ Harvard Medical School. She continued on Harvard faculty until her recruitment to UC Irvine in 1994, where she remained until her recruitment to UT in 2009. She chaired the AAN/CNS Committee of 11 professional and 4 family organizations to create Practice Parameters for Screening and Diagnosis of Autism, the first such published guideline. She also served on the National Research Council Committee that authored Educational Interventions for Children with Autism.
Virgin Islands

Karen Brown
Virgin Islands University Center for Excellence in Developmental Disabilities

Karen Harris Brown, Ph.D., CCC-SLP is Associate Director of the Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD) and Associate Professor of Education at the University of the Virgin Islands. Prior to her current roles, Dr. Brown was a tenured Associate Professor of Speech-language Pathology and served as director of that program. She has 25 years of experience as a speech-language pathologist and maintains the Certificate of Clinical Competence (CCC) by the American Speech-Language-Hearing Association (ASHA). She is a 2014-2015 trainee of the Georgia Leadership Education in Neurodevelopmental and Other Disabilities (GaLEND) program and 2015 graduate of the National Leadership Consortium on Developmental Disabilities. The USVI Governor and Commissioner of Education appointed Dr. Brown to serve on the VI Advisory Panel for Special Education. She chairs the Association of University Centers on Disabilities (AUCD) National Training Directors Council, is a member of AUCD's Board of Directors. Dr. Brown serves as a member of the Maternal Infants and Early Childhood Home Visiting program in the VI Department of Health, Maternal and Child Health Division, and on the Georgetown University National Center for Cultural Competence (NCCC) Community of Practice (CoP) on Cultural and Linguistic Competence in Developmental Disabilities National Advisory Committee. Dr. Brown is also a 2016-2018 Developmental Monitoring within State Systems grantee.

Utah

Janel Preston
Center for Persons with Disabilities, Utah State University

Janel Preston B.S., serves families in the early intervention program for Persons with Disabilities, Utah State University. Her area of expertise includes young children with ASD and their families, interdisciplinary diagnostic evaluation, direct treatment, clinical assessments and evidence based therapeutic interventions. She is the lead personnel responsible for the scope and practice of the early intervention autism services. Her responsibilities include training families, staff and working with the community for early identification of ASD. Ms. Preston was a lead project member on the child find campaign using the CDC LTSA materials. As part of this project she established embed ASD query questions into the early interventions intake procedure to identify ASD early on. This project increased identifications of ASD at intake by 27%. Preston is responsible for the continuing monitor of procedure. This procedure has been adopted by the Part C lead agency resulting in the use of the ASD query questions statewide. Ms. Preston is a certified P.L.A.Y home consultant. She is a former URLEND trainee and has presented a poster at AUCD detailing the child find campaign.
Janet Kilburn
Vermont Department of Health

Janet Kilburn, LCSW, is the Child Development Coordinator for Maternal and Child Health at the Vermont Department of Health. Janet has worked with children and families in a clinical capacity in a wide variety of settings – including a community mental health center, a mood and anxiety disorder hospital outpatient clinic, and as a Title V Children with Special Health Needs Program medical social worker (working in the Child Development Clinic and on Part C Early Intervention teams). For several years, Janet has been an Ambassador for the Center for Disease Control and Prevention’s “Learn the Signs. Act Early.” Program, a role which has led to partnership building across health, mental health, family support, and early care and education systems for early identification and timely diagnosis of developmental concerns in young children. Janet is currently part of a cross-system state effort working on developmental promotion, developmental screening, and service linkage via Vermont’s Help Me Grow system. She works to improve Vermont’s cultural competence in early screening and assessment and is active on Vermont’s Act Early State Team. She is an instructor for Vermont Northern Lights, a professional development and career center for early childhood professionals.

Deana Buck
Virginia Commonwealth University, Partnership for People with Disabilities

Deana McGuire Buck’s has worked in the field of early childhood development in Virginia for 30 years. She continues to be amazed by the sequence of development that occurs in the first five years of a child’s life. Since 1992, she has worked at the Partnership for People with Disabilities, Virginia’s UCEDD, as the Early Childhood Content Leader. She also serves as the Principal Investigator for statewide initiatives funded to improve supports and services for young children and their families through professional development, evaluation, and dissemination. She also serves as the Co-PI for Virginia’s Autism Implementation Grant. As a result of her work, she has established a strong network of early childhood colleagues at the state and local level who work in a variety of settings and systems, including higher education, early intervention, and home visiting. She has just been appointed to her fourth term as the CDC’s Act Early Ambassador to Virginia.
Washington

Stephanie Orrico
Within Reach

Stephanie Orrico, MPH, conducts ASQ outreach to clinical and early learning providers across WA, promoting a parent-centered, educational approach to screening. She works at WithinReach, a statewide central access point for family health resources, where she established an ASQ monitoring service free for any WA family. Her educational and professional background spans early childhood education, human development, the speech and hearing sciences, and public health. This multisector experience fueled her interest in harmonizing developmental messaging across professional spheres. Stephanie has held an active role within the Help Me Grow national affiliate network since 2012, bringing new outreach and engagement strategies back to her local colleagues and encouraging statewide coordination. As an LTSAE ambassador, she will focus on a strengthened referral pathway between Part C agencies and WithinReach’s ASQ service, to monitor children who do not qualify for services. She will also target parent education programs run by community colleges.

West Virginia

Susannah Poe
West Virginia University School of Medicine

Dr. Susannah G. Poe, Ed.D., BCBA-D, is a Professor of Pediatrics at the WVU School of Medicine, where she has been a diagnostician in the Klingberg Child Neurodevelopmental Center for the past 16 years. In addition to her clinical duties, she has been responsible for mentoring hundreds of medical students, pediatric residents, and psychiatric fellows, along with allied health students, in the diagnosis and treatment of neurodevelopmental disorders in children. She is the director of the intensive Autism Services Delivery Clinic at the WVUCED and a LEND mentor in psychology. She has served as the CDC’s Act Early Ambassador to WV for the past two years. Dr. Poe has been appointed to the West Virginia Board of Examiners of Psychologists and to the Autism Trust Board by WV Governor Earl Ray Tomblin. She was awarded the Dean’s award for community service in 2014 because of her work in improving services to children with neurodevelopmental disorders in our state.
Wisconsin

Gail Chodron
University of Wisconsin-Madison, Waisman Center

Dr. Chodron is WI LEND Training Director at the Waisman Center and Honorary Associate in Human Development and Family Studies, University of Wisconsin-Madison. She has a PhD in public health from the University of Toronto. She was Principal Investigator (PI) on a program evaluation study of developmental monitoring using LTSAE in childcare settings (2014-2016), and is co-PI on a project to improve access to autism screening, diagnosis, and services in urban and rural Wisconsin. Her passion for developmental monitoring and early identification stems from her experience parenting a child diagnosed with autistic disorder. She has been involved in all Act Early Initiatives carried out in Wisconsin since 2007, and has served as the CDC’s Act Early Ambassador to the state since 2011. She has been active in cross-sector early childhood work as a member of Wisconsin Early Childhood Collaborating Partners, and serves as the lead for Wisconsin’s Act Early State Team.