
Biographical Sketch

NAME Juliann J. Woods, Ph.D. CCC-SLP	Professor and Director of Communication and Early Childhood Research and Practice Center; Associate Dean of Research, College of Communication & Info
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EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Northern Iowa, Cedar Falls, IA	B.A.	1973	Communication Disorders
University of Northern Iowa, Cedar Falls, IA	M.A.	1974	Speech Language Pathology
University of Oregon	Ph.D	1990	Special Education- Early Intervention

A. Positions and Honors

Positions and Employment

1974 –1982	Speech Language Pathologist PreK-12, Keystone Area Education Agency, Elkader, Iowa
1983 –1986	Research Assistant, Bureau of Child Research, Lifespan Institute, University of Kansas
1985 – 1986	Program Director, Services to Individuals with Severe Behavioral Disabilities, Parsons State Hospital and Training Center, Parsons, KS
1988 –1992	Research Associate, Western Regional Resource Center, University of Oregon
1990 –1994	Research Associate, Life Span Institute, University of Kansas
1995 –1999	Associate Professor & Early Intervention Research Director, Department of Special Education and Communication Disorders, Valdosta State University
1999 – Present	Associate Professor, (1999-2004) Director, Clinical and Distance Education, (2004-2010), Chair (2007-2010), Professor, School of Communication Science and Disorders, (2007-present); Associate Dean of Research CCI (2013-present)
2010- Present	Director of Center for Communication and Early Childhood- Research to Practice

Other Professional Activities

1990 to 2016	Editorial Board, <i>Topics in Early Childhood Special Education</i>
1997 to present	Editorial Board, <i>Communication Disorders Quarterly</i>
2000 to 2016	Editorial Board, <i>Journal of Early Intervention</i>
2010 to present	Editorial Board, <i>Infants and Young Children</i>
2010 to 2014	Associate Editor, <i>American Journal of Speech Language Pathology</i>
1997 – 2000	GA Babies Can't Wait, Early Intervention Program, Chair, Autism Initiative
1998 – 1999	President, GA Division of Early Childhood
2000 to 2010	Florida Speech-Language-Hearing Association Early Intervention Committee
2004 to 2007	Division of Early Childhood, Member of the International Executive Board
2004 to 2009	American Speech-Language-Hearing Association, Member, Ad Hoc Committee on Early Intervention to develop practice parameters for speech-language pathologists
2011 to 2016	Executive Board, Division of Early Childhood, Council for Exceptional Children
2014 to 2015	President, Division of Early Childhood, Council for Exceptional Children

Honors

- 2001 Garnet and Gold Excellence in Scholastic Achievement Award, Florida State University
- 2010 Merle B. Karnes Award of Excellence, Division of Early Childhood, Council for Exceptional Children
- 2010 College of Communication and Information Leadership Award, Florida State University
- 2012, 2014 Distinguished Faculty Award, Florida State University
- 2014 Fellow- American Speech Language Hearing Association
- 2016 Leadership Award- College of Communication and Information, FSU
- 2018 Outstanding Alumni- University of Northern Iowa

C. Selected Peer-Reviewed Publications (in chronological order for last 10 years)

- Woods., J. & McCormick, K.** (2002). Welcoming the family: Engaging family participation in assessment and evaluation. *Young Exceptional Children* 6, 2-11.
- Woods, J. & Wetherby, A.** (2003). Early identification and intervention for infants and toddlers at-risk for autism spectrum disorders. *Language, Speech, and Hearing Services in Schools.* 34, 180-193.
- Woods, J., Kashinath, S. & Goldstein, H.** (2004), Effects of embedding caregiver implemented teaching strategies in daily routines on children's communication outcomes. *Journal of Early Intervention,* 26, p.175-193.
- Wetherby, A., **Woods, J.,** Allen, L., Cleary, J., Dickinson, H., & Lord, C. (2004). Early indicators of autism spectrum disorders in the second year of life. *Journal of Autism and Developmental Disorders.* 34, 473-493.
- Woods, J.,** Coston, J., Lawrence, J., & Richmond, A. (2005). Preparing speech-language pathologists for early intervention in community settings: Putting research tools to practice. Perspectives on Administration and Supervision, *ASHA Division 11 Newsletter,* 15(3), 3-6.
- Kashinath, S., **Woods, J.,** & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language, Hearing Research,* 49, 466-485.
- Wetherby, A. & **Woods, J.** (2006) Early social interaction project for children with autism spectrum disorders beginning in the second year of life: A preliminary study. *Topics in Early Childhood Special Education.* 26(2), 67-82.
- Woods, J.,** & Kashinath, S. (2007). Expanding opportunities for social communication into daily routines. *Journal of Early Childhood Services.* 1(2), 137-154.
- Whalon, K., Hanline, M. & **Woods, J.** (2007) Using interactive storybook reading to increase language and literacy skills of children with autism spectrum disorder. *Young Exceptional Children,* 11(1), 16-26.
- Woods, J.** (2008). Providing early intervention services in natural environments. *ASHA Leader,* March. <http://www.asha.org/about/publications/leader-online/archives/2008/080325/f080325b.htm> - 24.8KB - ASHA
- Woods, J. & Lindeman, D.** (2008). Gathering and giving assessment information with families. *Infants and Young Children.* 21, p 272-281.
- Woods, J. & Snyder, P.** (2009). Interdisciplinary doctoral leadership training in early intervention: Research and practice. *Infants and Young Children.* 22(1), p.32-43
- Salisbury, C., **Woods, J** & Copeland, T. (2010). Provider perspectives on adopting and using family centered services in natural environments. *Topics in Early Childhood Special Education.* 30(3), p.132-147.

- Salisbury, C., Cambray-Engstrom, Elizabeth, & **Woods, J** (2010). Providers' use of collaborative consultation practices in natural environments, *Topics in Early Childhood Special Education*.
- Brown, J.A., & **Woods, J.J.** (2011). Performance feedback to support instruction with speech-language pathology students on a family-centered interview process. *Infants and Young Children*. 24(1) p.42-55,
- Woods, J.**, Wilcox, M. J., Friedman, M. & Murch, T. (2011). Collaborative consultation in natural environments: Strategies to enhance family centered supports and services. *Language, Speech, and Hearing Services in Schools*. 42, 379-392.
- Wilcox, M. J. & **Woods, J.** (2011). Participation as a basis for developing early intervention outcomes. *Language, Speech, and Hearing Services in Schools*. 42, 365-378.
- Woods, J.** & Brown, J. (2011). Incorporating parent-implemented intervention as a strategy to increase social communication competence in young children. *Topics in Language Disorders* 31(3) 235- 246.
- Marturana, E. R., Friedman, M. R., Brown, J. A., & **Woods, J. J.** (2011). Using fidelity measures to support collaboration in inclusive preschool settings. *Evidence-Based Practice Briefs*, 6(4),1-9.
- Friedman, M., **Woods, J.**, & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving towards operational definitions. *Infants and Young Children*, 25, 62-82.
- Marturana, E., & **Woods, J.** (2012). Technology-supported performance-based feedback for early intervention home visiting. *Topics in Early Childhood Special Education*.
- Brown, J. & **Woods, J.** (2013). Evaluation of a multi-component online professional development program for early interventionists. *Journal of Early Intervention*.34(4), 222-242.
- Kashinath, S., Coston, J. & **Woods, J.** (2014). Using a logic model in early intervention. *Young Exceptional Child*.
- Wetherby, A., Guthrie, W., **Woods, J.**, Schatschneider, C., Holland, R., & Morgan, L. (2014). Parent-Implemented Social Intervention for Toddlers With Autism: An RCT. *Pediatrics*, 134:6, 1084-1093. doi:[10.1542/peds.2014-0757](https://doi.org/10.1542/peds.2014-0757)
- Klin, A., Wetherby, A., **Woods, J.**, Saulnier, C., Stapel-Wax, J., & Klaiman, C. (2015). Toward innovative, cost-effective and systemic solutions to improve outcomes and well-being of military families affected by autism spectrum disorder. *Yale Journal of Biology and Medicine*.
- Brown, J. A., & **Woods, J. J.** (2016). Parent-Implemented Communication Intervention: Sequential Analysis of Triadic Relationships. *Topics in Early Childhood Special Education*, 12, 30-42. doi:0271121416628200
- Coufal, K. L., & **Woods, J. J.** (2018). Interprofessional Collaborative Practice in Early Intervention. *Pediatric Clinics*, 65(1), 143-155.
- Romano, M., & **Woods, J.** (2018). Collaborative Coaching With Early Head Start Teachers Using Responsive Communication Strategies. *Topics in Early Childhood Special Education*, 38(1), 30-41.
- Salisbury, C., **Woods, J.**, Snyder, P., Modellmog, K., Mawdsley, H., Romano, M., & Windsor, K. (2018). Caregiver and Provider Experiences With Coaching and Embedded Intervention. *Topics in Early Childhood Special Education*, 38(1), 17-29.

Publications: Invited Books and Chapters

- Goldstein, H. & **Woods, J.** (2002). Promoting Communication Competence in Preschool Age Children. In M. R. Shinn, G. Stoner, & H.M. Walker (eds.), *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*, (pp. 469-499) Washington, DC: National Association of School Psychologists.
- Woods, J.** & Wetherby, A. (2007). Considerations for family guided communication assessment of infants and toddlers in natural environments. In A. Kamhi, J. Masterson, & K. Apel (Eds.), *Clinical decision making in developmental language disorders*. Baltimore, MD: Paul H. Brookes
- Wetherby, A. & **Woods, J.** (2008). Developmental approaches to treatment of infants and toddlers with autism spectrum disorders. In F. Volkmar, A. Klin, and K. Chawarska (Eds.), *Autism*

Spectrum Disorders in Infancy and Early Childhood. N.Y.: Guilford Press.

- Woods, J. & Saffo, R.** (2011). Autism spectrum disorders in young children. In C. Groark, S. Eidelman, L. Kaczmarek, and S. Maude (Eds.) *Early Childhood Intervention: Shaping the Future for Children with Special Needs and Their Families*. (pp 261-296). Westport CT: Praeger.
- Woods, J., Wetherby, A, Kashinath, S., Holland, R.** (2013). Early social interaction model for young children with autism. In P. Prelock & R. McCauley (Eds.) *Autism intervention: Research to practice*. Baltimore, MD, Paul H. Brookes Publishing
- Fox, L., Hanline, M.F., **Woods, J.**, & Mickelson, A. (2014) Early intervention and early education. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.) *Equity and Full Participation for Individuals with Severe Disabilities: A Vision for the Future*. Baltimore, MD, Paul H. Brookes Publishing.
- Woods, J., & Brown, J.** (2015). Supporting families of children with autism spectrum disorder. In S. Brown & K. Pasley (Eds.) *Contemporary Families: Translating Research into Practice*. New York, NY, Routledge Press
- Woods, J. & Crais, E.** (2016). Role of the speech language pathologist in early childhood special education, S. Odom, B. Boyd, R. Reichow & E. Barton (Eds.) *Handbook of Early Childhood Special Education*, Baltimore, MD, Paul H. Brookes Publishing

Grants and Contracts: Completed Funding

- Principal Investigator, Embedded Practices and Intervention with Caregivers. U.S. Department of Education, Institute of Education Sciences, \$1,498,000 (2013-2017).
- Investigator. NICHD, NIH (1R01HD078410) Smart Early Screening for Autism and Communication Disorders in Primary Care. Smart Early Screening for Autism and Communication Disorders in Primary Care. (2014-2017).
- Investigator. NICHD, NIMH (1P50MH10029) Mechanisms of Risk and Resilience in ASD: Ontogeny, Phylogeny and Gene Disruption (2012-2017).
- Co-Principal Investigator, U.S. Department of Education, Office of Special Education and Rehabilitation Services, (OSERS). KidTalk-Tactics: A model demonstration program for language intervention. Ann Kaiser, Vanderbilt University, PI, \$1,000,000 (2008-2012).
- Principal Investigator. U.S. Department of Education, Office of Special Education and Rehabilitation Services, Low Incidence Personnel Preparation training grant. *Autism Spectrum Specialized Education and Training (ASSET)*, (H324MO10071), Funded \$1,000,000 Florida State University, January, 2004-2009.
- Co-Principal Investigator. U.S. Department of Education, Office of Special Education and Rehabilitation Services, Leadership Training grant. *Developing Leaders to Improve Language and Literacy Outcomes for Children with Communication Disorders in High Poverty Communities*, Howard Goldstein, Co-Principal Investigator, H325DO30046, \$800,000 (2003-2008.)
- Principal Investigator. U.S. Department of Education, Office of Special Education and Rehabilitation Services, Field Initiated Research. *Generalized Effects of Family Guided Early Intervention Routines*, (H324C020091-03) Funded \$540,000 (2003-2007).
- Co-Principal Investigator, U.S. Department of Education, Office of Special Education and Rehabilitation Services, Model Demonstration Project grant. " *Early Social Interaction Project: Teaching Very Young Children with Autism Spectrum Disorders in Natural Environments* ". (Project No. H324M010071). Amount funded: \$174,622, August, 2001; \$174,622, August, 2002. \$174,622, August, 2003; \$174,622, August, 2004. (Amy Wetherby, Co-Principal Investigator

CURRENT RESEARCH SUPPORT

Grant Title	Funding & Source	Dates	Role and Effort
Autism Spectrum Specialized Education & Technology (ASSET)	U.S. Department of Education OSEP	2013-2019	PI- 10% effort
Training Research in Autism Interdisciplinary Leaders (Trail)	U.S. Department of Education OSEP	2013-2019	PI- 10 % effort
Project A+	Institute for Museum and Library Studies	2016-2019	Co-PI- 10 % effort
Efficacy of the Early Social Interaction (ESI) Model for Toddlers with Early Signs of Autism Spectrum Disorder in Community Early Intervention Programs	U.S. Department of Education, IES (R324A180193)	2018-2023	Co-PI-
Autism Adaptive Community-based Treatment to Improve Outcomes using Navigators (ACTION) Network	NIH, NICHD (R01HD093055)	2017-2021	Co-I
Promoting Transactional Supports to Optimize Social Communication Outcomes for Infants and their Families.	NIH, NIMH (P50MH100029)	2017-2021	I for Project IV

