

Rae M. Sonnenmeier, Ph.D., CCC-SLP

WORK:

Communication Sciences and Disorders Department
and Institute on Disability
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EDUCATION

- 1999** *Doctor of Philosophy*, University at Buffalo
Major: Speech Language Pathology and Augmentative Communication
- 1984** *Master of Arts*, University at Buffalo
Major: Speech Language Pathology
Clinical Emphasis: Preschool Assessment and Intervention through participation on a U.S. Department of Education Personnel Preparation Grant
- 1980** *Bachelor of Science in Education*, Buffalo State College
Major: Communicative Disorders

CERTIFICATION AND LICENSURE

Certificate of Clinical Competence, American Speech Language and Hearing Association (# 01007327; since 1985)
New Hampshire License in Speech Language Pathology (license # 0482; since 1995)

RELATED PROFESSIONAL DEVELOPMENT

- 2018** *Advancing Academic Leaders*, University of New Hampshire, Office of Engagement and Faculty Development, Durham NH
- 2017** *Interprofessional Education: Advancing & Sustaining Your Program for Collaborative Practice*, Interprofessional Faculty Development Institute. Long Beach, CA (Oct. 18-20, 2017)
- 2017** *Mind in the Making: The Seven Essential Life Skills Every Child Needs*. Sponsored by Spark NH, Portsmouth, NH (Feb. 16-18, 2017)
- 2016** *Uniquely Human: A Different Way to See Autism and Create Pathways to Success* (Barry Prizant, Ph.D.), Bedford NH
- 2015** *Adverse Childhood Experiences: Genetic and Environmental Influences on Children's Resilience* (James Hudziak, MD, Nina Sand-Loud, MD), Bedford NH
- 2014** *Social Thinking* Clinical Training, Lebanon, NH
- 2013** *Autism Diagnostic Observation Schedule – 2 (ADOS-2)* Clinical Training, Lebanon, NH
- 2013** *Thomas Kilmann Conflict Mode Instrument* (online training) (Funded by University of New Hampshire Professional Development Grant)
- 2012-2013** *Interprofessional Leadership Learning Collaborative*. University of North Carolina, Chapel Hill. Sponsored by the Maternal and Child Health Bureau and Association for University Centers of Excellence on Developmental Disabilities.
- 2012** *New Hampshire's Act Early Ambassador*, Center for Disease Control and Prevention, Learn the Signs, Act Early Program (Funded by the Association for University Centers on Disability, \$4000)
- 2011** *Advanced Faculty Instructional Technology Summer Institute*. University of New Hampshire, Durham.
- 2010** *Act Early Summit and Mini-Grant* (Funded by the Association for University Centers on Disability, \$3000)
- 2009** *Autism Diagnostic Observation Schedule (ADOS)* Clinical Training, Ann Arbor, MI
- 2006** *Faculty Instructional Technology Summer Institute*. University of New Hampshire, Durham
- 1996-1997** *New Hampshire Leadership Education in Neurodevelopmental Disorders Program* (NH LEND) Fellow. Geisel School of Medicine at Dartmouth & University of New Hampshire.

CURRENT APPOINTMENTS

2009 to present Clinical Associate Professor

1996 to 2009 Clinical Assistant Professor

*Department of Communication Sciences and Disorders and the Institute on Disability/UCED
University of New Hampshire, Durham*

- *Undergraduate Courses:* Clinical Phonetics, Guided Observation, Inter-professional Education
- *Graduate Courses:* Principles of Assessment, Autism Spectrum Disorders, Augmentative and Alternative Communication, Articulatory and Phonological Disorders in Children, Advanced Language Acquisition, Early Childhood Language Disorders, Topics in Neurodevelopmental Disabilities
- *Honors Thesis/Master Thesis Advisor:* Topics related to Augmentative and Alternative Communication, Autism Spectrum Disorders, Early Language Development

1997 to present Adjunct Assistant Professor of Pediatrics

Geisel School of Medicine at Dartmouth, Hanover, NH

PREVIOUS PROFESSIONAL POSITIONS

1993 - 1995 Clinical Assistant Professor

Department of Communication Disorders and Sciences, University at Buffalo, Buffalo, NY

Supervised graduate student clinicians in clinical practica. Coordinated preschool intervention program, preschool screenings, and assessments. Supervised and supported school aged children who experienced the labels of autism, language delay, and other developmental disabilities. Provided augmentative communication training and consultation.

1990 – 1993 Graduate Research Assistant

Department of Communication Disorders and Sciences, University at Buffalo, Buffalo, NY

Advisor: Judith Felson Duchan, Ph.D.

Conducted research to understand communication patterns related to language disorders in childhood, developmental disabilities, autism, and augmentative communication. Taught undergraduate and graduate courses on language development and disorders.

1987 - 1990 Lecturer

Speech Language Pathology Department, Buffalo State College, Buffalo, NY

Undergraduate Courses: *Articulation & Phonology, Clinical Procedures & Observations, Diagnostics, Language Disorders in Children, and Organization & Administration of School Speech Language Programs.* Clinical supervision of undergraduate on-campus clinical practica.

1984 to 1993 Speech Language Pathologist

1993 Buffalo Hearing and Speech Center, Buffalo NY

1985-1987 Jowonio School, Syracuse NY

1985 Autistic Services Education Summer Program, Buffalo NY

1984-1985 Language Development Program of Western New York, Buffalo NY

1982 to 1983 Graduate Teaching Assistant

Department of Communication Disorders and Sciences, University at Buffalo, Buffalo, NY.

Undergraduate Courses: Phonetics, Advanced Phonetics

1981 to 1983 Speech Language Therapist

Language Development Program of Western New York, Buffalo NY

GRANT FUNDED POSITIONS

Leadership Education in Neurodevelopmental Disabilities (NH-ME LEND)

2011 to present Faculty Mentor, Communication Sciences & Disorders (CSD)

1999 to 2009 Interdisciplinary Training Director & Faculty Mentor

1997 to 1999 Faculty Mentor

Health Resources and Services Administration, Maternal and Child Health Bureau, 5-year training grant awarded to the Geisel School of Medicine at Dartmouth and the University of New Hampshire's Institute on Disability, Project Director, John B. Moeschler, MD, Interdisciplinary Training Director, Betsy P. Humphreys, Ph.D. Contributed to written proposals submitted: 2016, 2011, 1998; Proposal co-author 2003.

Faculty Mentor: Responsible for mentoring 2-3 trainees from CSD regarding leadership development. Actively participate in LEND seminar presentations, clinical case reviews, faculty team meetings, leadership intensive sessions, coordination of Leadership field placements, and support overall program implementation.

Clinical Mentor: Interdisciplinary team member with developmental pediatrician, family coordinator, occupational therapist, and other team members as needed, including audiologist, early childhood educator, and physical therapist. Responsible for the evaluation of children with concerns regarding developmental disabilities, including autism spectrum disorder. Supervise discipline specific trainees in test administration, language sampling, clinical observations, and report writing.

Interdisciplinary Training Director: Coordinated all aspects of advanced training in leadership skills, interdisciplinary teaming, family centered, and culturally competent practices for children with disabilities and special health care needs and their families. Responsible for grant management and coordination of all program activities with LEND faculty mentors and trainees. Member of an interdisciplinary assessment team for developmental evaluations, with an emphasis in autism spectrum disorders and augmentative communication.

2013 to 2016 Autism Spectrum Disorders State Implementation Planning Grant

Association of Maternal & Child Health Programs (AMCHP). Two-year planning grant awarded to Special Medical Services, Bureau of Developmental Services, New Hampshire Department of Health & Human Services. Project Director, Elizabeth Collins, RN-BC, MS. Proposal co-author. \$150,000.

Consultant: Provide technical assistance, including conducting regional parent focus groups and data analysis to be included in a comprehensive needs assessment to inform the development of a state plan to address the support and service needs of children and youth with autism spectrum disorders/developmental disabilities and their families. Co-author of the needs assessment report.

2008 to 2011 New Hampshire Leadership Education in Autism Spectrum Disorders

U.S. Health Resources and Services Administration, U.S. Department of Health and Human Services Maternal and Child Health Bureau. Awarded to: Geisel School of Medicine at Dartmouth, Hanover NH and the University of New Hampshire, Durham. John B. Moeschler, MD, Principal Investigator. Proposal co-author. NH LEND Program Expansion under the Combating Autism Act Initiatives \$600,000.

Coordinated training program for interdisciplinary professionals and pediatric primary care practices in early identification, assessment, and intervention for children with or at-risk for ASD and their families. Responsible for coordination between LEASD and LEND program activities and collaboration with Dartmouth Hitchcock Medical Center and the Center for Medical Home Improvement.

2007 to 2011 Preparation of Speech-Language Personnel in Augmentative and Alternative Communication: Focus on Learning Core Academic Knowledge and Skills

U.S. Department of Education Office of Special Education Programs (OSEP). Personnel Preparation Grant. Awarded to: Department of Communication Sciences and Disorders and Institute on Disability, University of New Hampshire, Durham. Proposal author, \$800,000.

Responsible for recruitment of trainees and coordination among program faculty, coordination of all project activities, including advisement, trainees' portfolio management, course coordination, providing support for the participation of individuals with disabilities and parents in the project, and project outcomes dissemination.

2002 to 2006 Beyond Access: A Model for Designing Student & team Supports for Students with the Most Significant Disabilities

U.S. Department of Education, Office of Special Education Programs Model demonstration project awarded to the Institute on Disability, University of New Hampshire, Durham. Cheryl M. Jorgensen, Ph.D., Project Director. Rae Sonnenmeier and Michael McSheehan (Project Associates). Proposal co-author. \$800,000

Project Associate: Implementation and evaluation of the Beyond Access Model to increase inclusion of students with the most significant disabilities in the general education curriculum. Responsible for coordinating research activities.

1998 to 2001 Preparation of Inclusion Facilitators for Students with Low Incidence Disabilities

U.S. Department of Education, Office of Special Education Programs. Personnel Preparation Grant awarded to the Department of Education and Institute on Disability, University of New Hampshire, Durham. Cheryl M. Jorgensen, Ph.D. (Project Director); Rae Sonnenmeier and Carol Tashie (Project Faculty). Proposal co-author. \$489,000.

Co-Instructor, Inclusive Curriculum, Instruction, and Communication Supports for Students with Severe Disabilities (with Cheryl Jorgensen, Ph.D.) Responsible for the integration of material on communication supports within the Inclusion Facilitator Training Program curriculum. Emphasis on the development of augmentative communication strategies. Provide supervision of trainees regarding promising practices in inclusive education.

1998 to 2001 Supporting Children with Autism in Natural Settings

U.S. Department of Education, Office of Special Education Programs, Model demonstration project awarded to the Institute on Disability, University of New Hampshire, Durham. Jan Nisbet, Ph.D., Project Director.

Project Associate: Coordinator and co-presenter of two year-long training series, *Leadership in Including Students with PDD/Autism in General Education Classrooms*, and *Knowledge, Skills, and Practices in Including Students with PDD/Autism in General Education Classrooms*. Provided technical assistance and training to school teams regarding promising practices for increasing the participation of students who experience autism spectrum disorder in the general education classroom. Co-coordinator, group facilitator, and keynote presenter for the NH Annual Autism Summer Institute.

1990 to 1992 Preparation of Speech Language Pathologists to Work with Infants/Toddlers & Families

U.S. Department of Education Personnel Preparation Grant Awarded to Department of Speech Language Pathology, Buffalo State College, Buffalo, NY. Nan Lund Ph.D., Project Director.

Project Assistant: Coordinated and supervised off-campus clinical practica for graduate students; conducted graduate seminar on assessment and intervention strategies. Co-instructor of graduate course: *Involving the Families of Young Children with Communication Disorders*.

CONTRACTS / COOPERATIVE AGREEMENTS

2013 to 2014 New Hampshire Augmentative and Alternative Initiative

Cooperative Agreement between the New Hampshire Department of Education and the Institute on Disability, University of New Hampshire, Durham. \$100,000. Project Director, Michael McSheehan.

Senior Advisor: Responsible for development of online learning center modules and webinars and support for the administration of the Initiative in collaboration with the project director.

2013 Act Early Systems Grant - Partnership with NH's WIC Program

Association of Maternal and Child Health Programs (AMCHP). \$15,000. Proposal author.

Project Coordinator: Responsible for project administration, budget oversight, supervision of consultant, and coordination among NH's WIC program at the state and local levels.

2007 Exemplary Practices in Supporting Young Children with or At-Risk for Autism Spectrum Disorders and Their Families: Three-Part Seminar Series

NH Department of Health and Human Services, Bureau of Developmental Services, Project Director. \$10,000. Proposal author. Series Topics: Early Identification, Screening, and Assessment of ASD; Evidence-Based Practices for Early Intervention; Team Collaboration and Transition.

RESEARCH/APPLIED SCHOLARSHIP

An Examination of Intensive Early Intervention Services for Infants with Autism Spectrum Disorder.

University of New Hampshire, College of Health and Human Services, Research Affinity Group Mini-Grant (\$5,000). Co-Investigators: Shelley Mulligan, Ph.D., Betsy Humphreys, Ph.D., & Rae Sonnenmeier, 2015-2016
Collection of pilot data to learn more about the Family-Centered Early Supports and Services provided to young children with autism spectrum disorders, and in particular, those families who receive funding through the Autism Proposal (through NH's Part C office).

Early Markers for Identifying Infants with Autism.

University of New Hampshire President's Award for Excellence in Interdisciplinary Research. \$122,000. Principal Investigator: Michelle Sullivan, Ph.D., Co-Investigators: Shelley Mulligan, Ph.D., Rae Sonnenmeier, Ph.D., & John Hornstein, Ph.D. 2006-2007

Collect of pilot data including videotaped interactions between parents and infant considered at risk for an autism spectrum disorders based on having an older sibling with ASD. Responsible for the research protocol related to communication skills.

Student and Team Outcomes based on Implementation of the Beyond Access Model. Research conducted as part of the Beyond Access Model Demonstration Project, funded by the U.S. Department of Education, Office of Special Education Programs 2002 – 2006.

Analysis of the Errors Made During Conversations in the Early Stages of Learning Minspeak™ (1999). Dissertation completed in partial fulfillment of the Ph.D. Degree, Department of Communicative Disorders and Sciences, State University of New York at Buffalo. *UMI Dissertation Abstracts* (publication number AAT 9943379).

A Longitudinal Study of a Mother-Child Dyad Learning to Use Facilitated Communication. (1993). Project completed in partial fulfillment of the Ph.D. Degree, Department of Communicative Disorders and Sciences, University at Buffalo, Buffalo, NY.

Involving Families in the Intervention Process: A Case Study. (1984). Unpublished Masters Thesis, Department of Communicative Disorders and Sciences, University at Buffalo, Buffalo, NY

DISSERTATION AND THESIS MENTORING

Dissertation Committee Member – Erika M. Baril, M.A., CCC-SLP, Doctoral Candidate, University of New Hampshire (2018) *Perceptions of Caregiver Coaching and Factors that Influence Implementation: A Mixed Methods Case Study of New Hampshire's Part C Early Intervention.*
Advisor: Leslie Couse, Ph.D.

Dissertation Committee Member – Sabrina Rando, Ph.D., New England College (2017)
Examining the Daily Experiences of Paraprofessionals Working with Students with Autism.
Advisor: William Preble, Ed.D.

Dissertation Committee Member – Alan Kurtz, Ph.D., University of New Hampshire (2016)
The Effect of a Family-Centered Transition Planning Intervention for Individuals with Autism Spectrum Disorders on Transition Individual Education Plans.
Advisor: Jan Nisbet, Ph.D.

Dissertation Committee Member – Gretchen Hanser, Ph.D., OTR, University of New Hampshire (2008)
Systematic Decoding, Spelling, and Communication Instruction for Students with Complex Communication Needs. Advisor: Ruth Wharton-MacDonald, Ph.D.

Dissertation Committee Member – Mary Schuh, Ph.D., University of New Hampshire (2002)
Individuals with Disabilities as Parents and their Earliest Connections to Systems of Support.
Advisor: Bruce Mallory, Ph.D.

Master Thesis Committee Member – Tanya Willey, B.S., M.S. University of New Hampshire (2015)
Speech Language Pathologists' Input to Toddlers in Early Intervention: A Pilot Study.
Advisor: Penny Webster, Ph.D.

Master Thesis Advisor - Kelsey S. Hall, Ed.M., M.S., University of New Hampshire (2013)
The Effect of Specific Professional Development on Speech-Language Pathologists' Perceptions of their Knowledge, Skill, and Confidence in Using the iPad as a Speech-Generating Device with Students Who Have Complex Communication Needs.

Master Thesis Advisor - Amber Szilagyi, B.S., M.S., University of New Hampshire (2013)
Emerging Technology: Efficacy of Using iPads as Speech-Generating Devices with Students Who Have Complex Communication Needs in Academic Settings.

Undergraduate Honor Thesis Committee Member – Allison N. Boldis, University of New Hampshire (2019)
Prosody of Speech in Children with Autism Spectrum Disorder: A Systematic Review.
Advisor: Jill C. Thorson, Ph.D.

Undergraduate Honor Thesis Committee Member – Caroline C. Cherry, University of New Hampshire (2018)
Sex Differences in Internalizing and Externalizing Behaviors in Children with Autism Spectrum Disorder.
Advisor: Kathryn J. Greenslade, Ph.D.

Undergraduate Honors Thesis Advisor – Samantha Wohlmacher, B.S., University of New Hampshire (2017)
Characterizing Food Selectivity in Children on the Autism Spectrum.

Undergraduate Honors Thesis Advisor – Catherine Talbot, B.S. University of New Hampshire (2016)
The Missing Piece: Discovering the Link between Nutrition and Autism (Co-Advisor: Daniel Winans, Eco-Gastronomy)

PUBLICATIONS

Peer Reviewed Articles:

- Mulligan, S., Humphreys, B.P., & **Sonnenmeier, R.** (under review). Description of New Hampshire Family-Centered Early Supports and Services for children 12-36 months with Autism Spectrum Disorders. *Infants and Young Children*.
- Humphreys, B.P., Couse, L., **Sonnenmeier, R.M.**, Kurtz, A., Russell, S., & Antal, P. (2014). Transforming LEND leadership training curriculum through the Maternal and Child Health Leadership Competencies. *Maternal and Child Health Journal*. DOI: 10.1007/s10995-014-1587-8
- Jorgensen, C.M., Bates, K., Frechette, A., Curtin, J., & **Sonnenmeier, R.M.**, (2011). "Nothing about us without us": Including people with disabilities as teaching partners in university courses. *International Journal of Whole Schooling*. http://www.wholeschooling.net/Journal_of_Whole_Schooling/IJWSindex.html
- Jorgensen, C.M., McSheehan, M., & **Sonnenmeier, R.M.** (2007). Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention. *Journal of Intellectual and Developmental Disabilities*. 32(4), 248-262.
- McSheehan, M., **Sonnenmeier, R.M.**, Jorgensen, C. M., & Turner, K. (2006). Beyond communication access: Student and team supports for learning the general education curriculum in the general education classroom by students with significant disabilities. *Topics in Language Disorders*, 26(3), 266-290. Accession: 00011363-200607000-00008
- Sonnenmeier, R.M.**, McSheehan, M., & Jorgensen, C. M. (2005). A case study of team supports for a student with autism's communication and engagement within the general education curriculum: Preliminary report of the Beyond Access Model. *Augmentative and Alternative Communication*, 21(2), 101-115. DOI: 10.1080/07434610500103608

- Duchan, J., Calculator, S., **Sonnenmeier, R.M.**, Diehl, S., & Cumley, G. (July, 2001). A framework for managing controversial practices. *Language Speech and Hearing Services in Schools*, 32, 133-141.
- McSheehan, M., & **Sonnenmeier, R.M.** (2001). Developing augmentative communication to support participation in general education classrooms. *2000 TASH Conference Yearbook*.
- McSheehan, M., & **Sonnenmeier, R.M.** (2001). The science and art of AAC and general education curriculum supports: AAC, assessment, and cognitive labels. *2000 TASH Conference Yearbook*.
- Sonnenmeier, R.M.**, & McSheehan, M. (2000). Inclusive education practices for supporting students who use augmentative communication. *1999 TASH Conference Yearbook*.
- Higginbotham, D. J., **Sonnenmeier, R.M.**, & Duchan, J. (1993). The impact of technology on facilitated communication. *Technology and Disability*, 2, 68-78.
- Stathopoulos, E., Duchan, J., **Sonnenmeier, R.M.**, & Bruce, N. (1986). Intonation and pausing in deaf speech. *Folia Phonoatrica*, 38, 1-12.

Books:

- Jorgensen, C., McSheehan, M., & **Sonnenmeier, R.M.** (2010). *The Beyond Access Model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Duchan, J., Hewitt, L., & **Sonnenmeier, R.M.** (Eds.). (1994). *Pragmatics: From theory to practice*. Englewood Cliffs, NJ: Prentice-Hall Inc.

Book Chapters:

- McSheehan, M., **Sonnenmeier, R.M.**, & Jorgensen, C.M. (2008). Membership, participation, and learning in the general education classroom for students with ASD who use AAC. In P. Mirenda, & T. Iacono (Eds.) *Autism Spectrum Disorders and AAC*, (pp. 413-442). Baltimore, MD: Paul H. Brookes Publishing Co.
- Higginbotham, D. J., Lawrence-Dederich, S., **Sonnenmeier, R.M.**, & Kim, K. (1995). Assistive communication technologies for persons with communication and cognitive disabilities. In W. Mann & J. Lane (Eds.), *Assistive technologies for persons with disabilities*. Bethesda, MD: The American Occupational Therapy Association, Inc.
- Goodman, G., Duchan, J., & **Sonnenmeier, R.M.** (1994). Children's development of scriptal knowledge. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. Englewood Cliffs, NJ: Prentice-Hall Inc.
- Sonnenmeier, R.M.** (1994). Script-based intervention: Learning to participate in life events. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. Englewood Cliffs, NJ: Prentice-Hall Inc.

Other Publications / Products / Newsletter Articles/ Websites

- McSheehan, M., & **Sonnenmeier, R.M.** (2013-2014). *New Hampshire Augmentative and Alternative Communication Initiative*, Online Learning Center www.LearnAAC.org (online modules and webinar series)

Online Modules by R. Sonnenmeier:

- Team Process and Functioning to Support the Use of AAC (5 Parts)
- Funding Considerations
- AAC Assessment: Recognizing and Assessing Your Student's Communication Needs
- Assessing Opportunity Barriers
- Assessing Access Barriers for Participation
- *Is it the Right Device?* Feature Matching and Considerations for Selecting AAC Technology
- Developing Your Student's Communication Intervention and Support Plan
- *Are These the Right Words?* Selecting Vocabulary and Messaging for Use with AAC Technology
- Recommended Practices for Emerging Symbolic and Beginning Communicators
- Behavior and Communication

Topical Webinars by R. Sonnenmeier:

- AAC Facilitators: *What about the Adults and Classmates?*
- Literacy and AAC
- AAC in Early Childhood
- AAC and Friendships
- AAC and Families
- Visual Scene Displays

Sonnenmeier, R.M. & Humphreys, B. (April 2013). Act Early New Hampshire! *Developments*, 1(2).
<http://www.aucd.org/template/page.cfm?id=317>

Sonnenmeier, R.M. (March 2012). Next steps following developmental screening: Family Road Map. *Granite State Pediatrician Newsletter*, Concord, NH: New Hampshire Pediatric Society.

McSheehan, M., Jorgensen, C., **Sonnenmeier, R.**, & Schuh, M. (2012). *Essential Best Practices in Inclusive Schools*. Durham, NH: University of New Hampshire, Institute on Disability.

Dixon, B., & **Sonnenmeier, R.** (February 2004). New Hampshire's Leadership series: Families, individuals with disabilities, and LEND trainees lead public change. *LENDLinks Newsletter*, Silver Spring, MD: Association of University Centers on Disabilities.

Sonnenmeier, R.M., & McSheehan, M. (2003). But, what about...? Supporting students with the most significant disabilities in general education classrooms. In V. Gaylord, T. Vandercook, & J. York-Barr (Eds.), *Impact: Feature Issue on Revisiting Inclusive K-12 Education*, 16(1), (pp. 6-7). Minneapolis: University of Minnesota, Institute on Community Integration.

Jorgensen, C., McSheehan, M., & **Sonnenmeier, R.M.** (December 2002). *Best Practices that Promote Learning of General Education Curriculum Content for Students with the Most Significant Disabilities*. University of New Hampshire, Institute on Disability/UCED, Beyond Access Project.

Jorgensen, C.M., McSheehan, M., & **Sonnenmeier, R.M.** (December 2002). *Teaming Best Practices: Meeting Structures, Team Skills, and Processes that Promote Learning of General Education Curriculum Content for Students with the Most Significant Disabilities*. University of New Hampshire, Institute on Disability/UCED, Beyond Access Project.

Sonnenmeier, R.M., & McSheehan, M., (2002). Communication and learning: Creating systems of support for students with autism. In C. Tashie & Z. Rossetti (Eds.), *The Communicator: Special edition on inclusive education* (pp. 23-25). North Plymouth, MA: The National Autism Committee.

McSheehan, M., **Sonnenmeier, R.M.**, & Jorgensen, C.M. (2002). Communication and learning: Creating systems of support for students with significant disabilities. *TASH Connections Newsletter*.

SELECTED PRESENTATIONS

Burke, J., Clarke, S., Evans, E., Lusenhop, RW, Puccilli, P., **Sonnenmeier, R.**, Towne, B., & Wilcox, J. (2019) Muddying the Waters: An Interprofessional Education Approach. Presentation at the University of New Hampshire, College of Health and Human Services Teaching Symposium (February 22, 2018).

Greenslade, K.J., Cherry, C., **Sonnenmeier, R.**, & Humphreys, B. (2018). A practice-based research investigation of internalizing and externalizing behaviors in young children with ASD. Poster presentation at the American Speech-Language-Hearing Association Annual Convention (November 17, 2018).

Kurtz, A., **Sonnenmeier, R.**, Humphreys, B., & Russell, S. (2017). Improving Effective Interdisciplinary Teamwork using Team-Based Learning within the NH-ME LEND Curriculum: Evaluation from Year 3. Poster presentation at the Association of University Centers on Disability Annual Meeting (November, 2017).

Russell, S., Humphreys, B., Kurtz, A., & **Sonnenmeier, R.** (2017). Engaging LEND Trainees in a Leadership and Policy Experience. Poster presentation at the Association of University Centers on Disability Annual Meeting (November, 2017).

- Evans, E., Puccilli, P., **Sonnenmeier, R.**, Towne, B., & Wilcox, J. (2017). Who's on First? Interprofessional Education. Poster presentation at the *Interprofessional Education: Advancing & Sustaining Your Program for Collaborative Practice*, Interprofessional Faculty Development Institute. Long Beach, CA (Oct. 18-20, 2017).
- Humphreys, B., Russell, S., **Sonnenmeier, R.**, & Kurtz, A. (2017). NH-ME LEND: Advancing Health Equity for Children and Youth with ASD/NDD and Their Families through Continuous Quality Improvement. Poster presentation at the Biannual Autism CARES meeting, Washington, DC.
- Sonnenmeier, R.**, Kurtz, A., Humphreys, B., & Russell, S. (2016). Improving Effective Interdisciplinary Team Work Using Team-Based Learning within the NH-ME LEND Curriculum: Evaluation from Year 2. Poster presentation at the Association of University Centers on Disability Annual Meeting (December, 2016).
- Humphreys, B., Portrie, C., Antal, P., Russell, S., **Sonnenmeier, R.**, & Kurtz, A. (2016). NH-ME LEND Program Analyses of the MCH Leadership Competencies Self-Assessment over Five Cohort Years. Poster presentation at the Association of University Centers on Disability Annual Meeting (December, 2016).
- Russell, S., Kurtz, A., Humphreys, B., & **Sonnenmeier, R.** (2016). Navigating Distance and Technology: Successfully Engaging LEND Trainees from New Hampshire and Main in a Synchronous Online Team-Based Learning Environment. Poster presentation at the Association of University Centers on Disability Annual Meeting (December, 2016).
- Humphreys, B., **Sonnenmeier, R.**, & Mulligan, S. (2016) Utilizing Team-based Learning within an Interdisciplinary Graduate Seminar. Presentation at the University of New Hampshire, College of Health and Human Services Teaching Symposium (October, 2016)
- Sonnenmeier, R.**, Humphreys, B., Russell, S., & Kurtz, A., (2015). Effective Interdisciplinary Team Work: Integrating Team-Based Learning Methodology into the NH LEND Curriculum. Poster presentation at the Association of University Centers on Disability Annual Meeting (November, 2015).
- Pineo, J., Collins, E., Huckins, B., Madison, M.J., Clark, J., & **Sonnenmeier, R.** (2015). What Do Individuals on the Autism Spectrum Need from the System? Perspectives of New Hampshire's Families, Self-Advocates, and Key Stakeholders. Poster presentation at the biennial Autism CARES Grantee Meeting (July 16, 2015).
- Sonnenmeier, R.M.**, Humphreys, B.P., Collins, E., & Pineo, J. (2014). *Collaboration among New Hampshire's LEND, Title V, Family Voices, & Council on ASD: Implementing a HRSA State Planning Grant*. Poster presentation at the Combating Autism Act Initiatives Virtual Poster Session (July 28, 2014).
- McSheehan, M., & **Sonnenmeier, R.M.** (2014). *New Hampshire Augmentative and Alternative Communication Initiative*, In-Person Training Sessions on topics related to assessment and intervention approaches. Concord, NH. (January 22, 2014, May 6, 2014).
- Humphreys, B.P., **Sonnenmeier, R.M.**, Couse, L., Russell, S., & Kurtz, A. (2013). *Developing Interdisciplinary Leadership Training at the NH LEND through the MCH/AUCD Interprofessional Leadership Learning Collaborative*. Poster presentation at the Inter-professional Leadership Learning Collaborative Virtual Meeting (June 10, 2013).
- Sonnenmeier, R.M.**, Humphreys, B.P., & Boley, P. (2013). *Supporting Early Developmental Screening: NH LEND Partnership with a Community Health Center and New Hampshire's Universal Developmental Screening System*. Poster presentation at the Combating Autism Act Initiatives Annual Grantee Meeting, Crystal City, VA (May 31, 2013).
- Sonnenmeier, R.M.**, & Frechette, A.H. (2013). *Supporting Youth with Autism*. Workshop for NH Cooperative Extension, 4-H Youth Development Staff, Boscawen, NH (April 2, 2013).
- Sonnenmeier, R.M.** (2012). *New Hampshire's Act Early Partnership with Watch Me Grow*. Panel Presentation on *Creative Partnerships with the Learn the Signs. Act Early Campaign*, at the Association of University Centers on Disability Annual Meeting (December, 2012).
- Frechette, A.H., & **Sonnenmeier, R.M.** (2012). *People with Disabilities as Teaching Partners in University Courses*. Poster presentation at the Association of University Centers on Disability Annual Meeting (December, 2012).
- Cooley, W.C., McAllister, J.W., **Sonnenmeier, R.M.**, & Cyr, M. (2012). *Improving health care transitions from pediatric to adult care settings: The experience of the New Hampshire health care transition learning*

- collaborative*. Presentation at the Association of University Centers on Disability Annual Meeting (December, 2012).
- Sonnenmeier, R., & Pineo, J.** (2012). *Overview of the Autism-based Case Training*. Breakout session presented at the Act Early Open Forum on Early Developmental Screening, Berlin, NH (September 25, 2012) and Bedford, NH (October, 2012).
- Sonnenmeier, R.** (August, 2010). *Communication Supports for Students with ASD*. Breakout Session presented at the 12th Annual Autism Summer Institute, Institute on Disability, University of New Hampshire, Durham, NH.
- Sonnenmeier, R.** (August, 2010). *Social Communication*. Breakout Session presented at the 12th Annual Autism Summer Institute, Institute on Disability, University of New Hampshire, Durham, NH.
- Sonnenmeier, R., Frechette, A.** (August, 2010). *Visual Supports for Communication and Learning*. Breakout Session presented at the 12th Annual Autism Summer Institute, Institute on Disability, University of New Hampshire, Durham, NH.
- Sonnenmeier, R.** (October, 2009). *Using the M-CHAT as Part of a Universal Developmental Screening Protocol*. Breakout Session presented at the Open Forum on Universal Developmental Screening, Portsmouth, NH (Sponsored by Special Medical Services and the NH Pediatric Society).
- Sonnenmeier, R.** (August, 2009). *Overview of Pivotal Response approaches with individuals with autism spectrum disorders*. Breakout Session presented at the 11th Annual Autism Summer Institute, Institute on Disability, University of New Hampshire, Durham, NH.
- Sonnenmeier, R.** (August, 2009). *Overview of video modeling and other visual supports for individuals with autism spectrum disorders*. Breakout Session presented at the 11th Annual Autism Summer Institute, Institute on Disability, University of New Hampshire, Durham, NH.
- Sonnenmeier, R.** (February 2009). *Communication supports for learning in the general education classroom*. Autism Mini-Session, Institute on Disability, University of New Hampshire, Durham, NH.
- McSheehan, M., & **Sonnenmeier, R.** (November, 2008). *Beyond Access Model for promoting membership, participation, and learning in general education classrooms*. National Autism Training and Technical Assistance Programs (NATTAP) Conference, Columbus, OH.
- McSheehan, M., & **Sonnenmeier, R.** (November, 2008). *Fostering augmentative communication for students with ASD in general education classrooms*. National Autism Training and Technical Assistance Programs (NATTAP) Conference, Columbus, OH.
- Sonnenmeier, R.** (July, 2008). *Augmentative & Alternative Communication (AAC) Supports for Students with Significant Disabilities to Learn Academics in General Education Classrooms*. Poster Presentation at the Annual Project Directors' Meeting, U.S. Department of Education, Office of Special Education Program, Washington, DC.
- Sonnenmeier, R., & Dillon, A.** (2007). *Exemplary Practices in Supporting Young Children with or At-Risk for Autism Spectrum Disorders and Their Families: Three-Part Seminar Series* Sponsored by the NH Department of Health and Human Services, Bureau of Developmental Services (held in Manchester, North Conway, and Portsmouth, NH).
- Sonnenmeier, R.** (June, 2006). *Family-Centered, Culturally Competent Activities within the NH LEND Program*. Presentation as part of the New England LEND Symposium on Cultural Competence, Burlington, VT.
- Sonnenmeier, R.** (April 30, 2004). *Autism Spectrum Disorders: State of the State*. Presentation as part of the *Differential Diagnosis and Mental/Behavioral Health Issues of Children Workshop*, sponsored by NH Special Medical Services and NH LEND Program, Concord, NH.
- Sonnenmeier, R., McSheehan, M., & Jorgensen, C.** (October, 2003). *Beyond Access: Quality Indicators for AAC, Curriculum, and Teaming to Support Students with the Most Significant Disabilities to Learn General Education Curriculum Content*. Presentation at the Annual Closing the Gap Conference, Minneapolis, MN.

Sonnenmeier, R., McSheehan, M., & Jorgensen, C. (October 30, 2002). *Beyond Access: A Model for Designing Student and Team Supports for Students with the Most Significant Disabilities*. Presentation at the Annual Meeting of the Association of University Centers on Disabilities, Bethesda, MD.

LEADERSHIP / SERVICE / ORGANIZATIONS

Department of Communication Sciences and Disorders, University of New Hampshire

Graduate Program Coordinator: 2018 to present (program direction activity)

Executive Committee: 2018 to present

Clinic Committee: 2017 to present

Graduate Admissions Committee: 2017 to present

Policies and Procedures Work Group: 2017

Research Coordinating Committee: 2017-2018

Institute on Disability, University of New Hampshire

National Center on Inclusive Education Summer Institute (2013). *When Behavior Gets in the Way: Creating Caring Schools and Communities. Augmentative and Alternative Communication Strand*, Manchester, NH.

Autism Summer Institute (1999-2005, 2009, 2010). Co-coordinator, breakout session presenter, group facilitator.

Literacy in Augmentative & Alternative Communication Summer Institute (2004, 2005). Presenter, group facilitator.

College of Health and Human Services, University of New Hampshire

Clinical Faculty Promotion Committee (3 year term), 2017 to present

Inter-professional Education Committee – 2016 to present (including course development HHS 798 Who's on First? Inter-professional Colloquium)

University of New Hampshire

Clinical Faculty Council, 2017-2019

Clinical Faculty Council Steering Committee, 2016-2017

New Hampshire Council on Autism Spectrum Disorders

- Council Member, Representing the Institute on Disability – 2014-2018
- Screening & Diagnosis Work Group – 2009 to 2017; Chair October 2015 – December 2016
- State Implementation Planning Grant – Core Planning Team – 2013-2016; State Plan Work Group – 2015-2016; Needs Assessment Work Group – 2013-2014
- Evidence-based Intervention Work Group – 2015-2016

New Hampshire Universal Developmental Screening Initiative: Watch Me Grow, Steering Committee - 2010-2012

American Speech-Language-Hearing Association - 1981 to present

PUBLIC AWARENESS ACTIVITIES

Eigsti, I., Abbott, M., & **Sonnenmeier, R.** Understanding autism. (April 17, 2013). Radio Interview with L. Knoy (host), *The Exchange*, New Hampshire Public Radio (1 hour talk radio show). <http://www.nhpr.org/post/understanding-autism> NHPR (April, 2013)

Shannon, S., **Sonnenmeier, R.**, Brady, D., & Frechette, A. (March 20, 2007). Legislative Forum on Autism Spectrum Disorders, Concord, NH.

Shore, S., **Sonnenmeier, R.**, & Shannon, S. (August 11, 2006). Understanding autism. Radio Interview with L. Knoy (host), *The Exchange*, New Hampshire Public Radio (1 hour talk radio show). <http://www.nhpr.org/node/11290>

AWARDS

2011 New Hampshire Early Education and Intervention Network (EEIN), Recognition Award

1984 Tindle-Shupe Award for Clinical Excellence, Department of Communication Disorders & Sciences, University at Buffalo