

ELIZABETH C. SERPENTINE, Ph.D.

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PROFILE

Speech-language pathologist with 20 years of experience working with individuals with communication disorders in the areas of language acquisition, augmentative and alternative communication, transition planning (for post-secondary education, employment, and independent living) and developing social language competencies. Experienced in managing the varying interests of, and communicating with multiple stakeholders (e.g., parents, clients, administration, professional staff, community agencies) to identify the optimal course of action and facilitate its implementation. Active researcher (principal and co-investigator) in numerous social and behavioral science studies.

PROFESSIONAL EXPERIENCE

LOWER MERION SCHOOL DISTRICT, Ardmore, PA

2002-Present

Located in the Philadelphia suburbs, Lower Merion School District provides comprehensive educational programming for more than 8,200 students, including 1,220 with disabilities requiring a variety of supports, in compliance with state and federal education laws.

Coordinator of Special Education and Transition, Grades 7-12+

2015-2018

Teacher on Special Assignment, reported to the Lead Supervisor of Special Education and Director of Pupil Services; responsibilities included overseeing staffing, budgeting, and daily operations of five district programs dedicated to serving transition-aged clients with disabilities; collaborated with four secondary school teams to generate transition-driven Individualized Education Plans (IEPs); acted as liaison between the district and educational placement and post-secondary community agencies; planned/led professional development activities aligned with the district strategic plan for special education staff.

- **Drive clinical outcomes:** Oversaw programs targeting improvement of post-secondary outcomes for and achievement of IEP transition goals of clients with disabilities. These programs included the Community Work Experience (CWE) Program, Practical Assessment Exploration System (PAES) Lab, Apartment Program, Travel Training Program, and Secondary Extended School Year Program for more than 60 clients with autism spectrum disorder and/or intellectual disabilities aged 14-21 years.
- **Multi-site management:** Collaborated with a team of four principals, 14 vice-principals, and more than 70 special education teachers/related service providers across four secondary schools to collect/analyze data and develop/implement transition-driven Individualized Education Plans (IEPs) meeting state and federal indicators of compliance and performance for 525 clients with disabilities.
- **Client relations:** Managed operations and communication on behalf of district for clients with disabilities accessing post-secondary community agencies, 20 out-of-district programs/schools, and 10 community businesses participating in the CWE Program.
- **Strategic planning:** Provided leadership and planning of professional development activities for 70 special education staff that were actionable, responsive to multiple learning styles, and emphasized embedding learning opportunities throughout the work day, built the capacity of educator-leaders, and provided opportunities for parents and educators to learn together to ensure positive outcomes for clients with disabilities.

Key Achievements

- Stakeholder management: Actively built network with community business leaders to expand the CWE Program from three to 10 partner businesses providing pre-vocational opportunities for clients with autism spectrum disorder and/or intellectual disabilities.
- Executing results: Facilitated the purchase and establishment of the PAES Lab and Apartment Program for eligible clients aged 14-21, saving the district approximately \$6800 per participating client per program per year.
- Team leadership: Led the district Structured Teaching Team in training classroom teams to organize physical environments, establish expectations, and address challenging behaviors in a proactive manner (by creating spaces that reduce stress, anxiety, and frustration) for clients with autism spectrum disorder to increase their independence in daily environments.

Speech-Language Pathologist

**2018-Present
2002-2015**

Reporting to the Lead Supervisor of Special Education, responsibilities of the role include providing federally mandated speech-language services to clients with a variety of disabilities (e.g., autism spectrum disorder, Down syndrome, cerebral palsy, specific learning disability, etc.) across the district's six elementary schools, two middle schools, and two high schools; collaborating with IEP teams to generate speech-language goals and specially designed instruction; and planning/leading professional development activities for speech-language staff.

- **Drive clinical outcomes:** Conduct speech-language evaluations and implement evidence-based interventions to improve the communication abilities of clients aged 5-21 years with diverse communication disorders, strengths and needs.
- **Multi-site management:** Collaborate with administrators, special education teachers, related service providers, parents, and clients across 10 district schools for 45-65 clients per year to analyze speech-language data to develop/implement speech-language service delivery and specially designed instruction meeting state and federal indicators of compliance and performance.
- **Strategic planning:** Provide leadership and planning of professional development activities for speech-language staff that develop areas of collective need on the speech-language staff and ensure positive outcomes for clients with speech-language disabilities.

Key Achievements

- Team Leadership: Facilitated the establishment of the district Feeding Team and served as the speech-language pathologist member of the team, assessing identified clients for feeding and swallowing disorders to provide guidance and parameters to school teams regarding safe feeding techniques in school.
- Executing results: Developed social-language course/curriculum for clients with autism spectrum disorder aged 14-21 years, targeting improvement in linguistic, strategic, socio-relational, socio-linguistic, and psycho-social competencies.

Independent Consultant in Autism Therapeutic Approaches, Midwest/Northeast April, 2018-Present

Due diligence advisor to a 750-million-dollar private equity company and private investment fund looking to invest in the ASD market.

- Assessed quality of clinical investment, outcomes measures, and theoretical foundations of multisite autism therapy companies
- Highlighted areas of potential growth and expansion opportunities in the ASD market

Baylor University, Waco, TX

2019-Present

Baylor University is a large, private Christian university in Waco, Texas offering more than 76 majors to approximately 17,000 students.

Adjunct Instructor, Department of Communication Sciences and Disorders

Report to the Online Program Director; develop and manage course syllabi, deliver lectures and seminars to large groups of undergraduate and graduate students; evaluate student performance.

Courses Taught

- CSD 5319: Evidence Based Practice Evaluation and Interprofessional Practice in a Diverse Society

ST. JOSEPH'S UNIVERSITY, Philadelphia, PA

2010-Present

St. Joseph's University is a private, Jesuit college in Philadelphia offering more than 60 majors to approximately 9,200 students.

Adjunct Instructor, Autism Certificate Program, Department of Special Education

Report to the Director of Special Education for Online Programs; develop and manage course syllabi, provide direct instruction to graduate students; evaluate student performance.

Courses Taught

- SPE 722: Evidence Based Practices, Assessment, and Instructional Methodologies in Autism Spectrum Disorders
- SPE 607: Theory and Instructional Practice for Students with Low Incidence Disabilities
- SPE 362: Educating Students with Low Incidence Disabilities
- SPE 4885: Moderate and Profound Disabilities

Temple University is a large, public, urban college in Philadelphia offering more than 140 majors to approximately 29,000 students.

Adjunct Instructor, Department of Communication Sciences and Disorders

Report to the Program Director; develop and manage course syllabi, deliver lectures and seminars to large groups of undergraduate and graduate students; evaluate student performance.

Courses Taught

- CSD 8726: Management of Child Language Disorders
- CSD 5521: Foundations of Child Language Disorders
- CSD 2197: Communication Deviations and Disorders
- CSD 8721: Fundamentals and Management in Augmentative and Alternative Communication

PROFESSIONAL SERVICE ACTIVITIES

Publications**2002-Present**

- Eight peer-reviewed publications in scientific journals and edited book series reporting original research or literature reviews related to strategies to improve outcomes for individuals with autism spectrum disorder and individuals using augmentative and alternative communication. *See attached CV for detail.*
- Information in publications seminal in the development of the Social Language Lab course and curriculum in Lower Merion School District, in which more than 50 students have been enrolled and successfully transitioned to post-secondary education and/or employment.

Presentations**2001-Present**

- 16 peer-reviewed presentations at state, national, and international conferences highlighting original research or clinical strategies to improve transition, employment, and social competence outcomes for individuals with autism spectrum disorder and individuals using augmentative and alternative communication *See attached CV for detail.*
- Lower Merion School District special education staff implemented strategies/recommendations in their autism spectrum disorder curriculum across four secondary schools; school districts across the country are in the process of implementing the strategies/recommendations in their own schools.

Reviewer for American Journal of Speech-Language Pathology**2017-Present**

- Based on areas of expertise (e.g., transition/employment in autism spectrum disorders, AAC), evaluate article submissions based on quality, rigor, completeness, and accuracy of the research presented; provide feedback on the article and research; suggest improvements; make recommendation to the editor about whether to accept (with or without changes) or reject the article.

American Speech Hearing Association Schools Conference Strand Committee**2013**

- Evaluated proposals for poster sessions and presentations for ASHA 2013 Schools Conference; made recommendation to committee leader about whether to accept or reject the proposals.

American Speech Hearing Association AAC Strand Committee**2010**

- Evaluated proposals for poster sessions and presentations related to augmentative and alternative communication for ASHA 2010 Annual Convention; made recommendations to committee strand leader about whether to accept or reject the proposals.

CERTIFICATIONS

- Supervisor of Special Education Pre-Kindergarten – 12th grades
- American Speech and Hearing Association Certificate of Clinical Competence
- Level II Instructional Certificate for Speech-Language Impaired in Pennsylvania
- Pennsylvania Speech-Language License #SL008089

EDUCATION**Pennsylvania State University**, State College, PA**2012***Doctor of Philosophy*

- Concentration: Communication Sciences and Disorders (with research focused on transition, employment, communicative competence, and improving outcomes for individuals with autism spectrum disorders)

Pennsylvania State University, State College, PA **2001**
Master of Science

- Concentration: Communication Sciences and Disorders (with specialized coursework in low incidence disabilities and augmentative and alternative communication)

University of Connecticut, Storrs, CT **1999**
Bachelor of Arts

- Concentration: Communication Sciences and Disorders

VOLUNTEER ACTIVITIES

St. Patrick School Board of Limited Jurisdiction , Malvern, PA	2019-Present
St. Patrick School Development Committee Chairperson , Malvern, PA	2017
St. Patrick School CYO Board , Malvern, PA	2015-Present
St. Patrick School Cross Country and Track & Field Coach , Malvern, PA	2015-Present
St. Patrick School Development Committee , Malvern, PA	2014-Present
Malvern League Basketball Coach , Malvern, PA	2014-Present
Labs 4 Rescue Home Visitor , Philadelphia Area, PA	2013-Present

CURRIULUM VITAE
Elizabeth Clark Serpentine
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PUBLICATIONS

- Finke, E.H., Kremkow, J.M.D., Drager, K.D.R., Murillo, A., Richardson, L., & Serpentine, E. (2019). "I would like for my child to be happy with this life": Parental hopes for their children with ASD across the lifespan. *Journal of Autism and Developmental Disorders*.
<https://doi.org/10.1007/s10803-019-03882-9>
- Finke, E., Drager, K.D., & Serpentine, E.C. (2015). "It's not humanly possible to do everything": Perspectives on intervention decision-making processes of parents of children with autism spectrum disorders. *Perspectives on Language Learning and Education*, 22, 13 – 21.
- Drager, K.D.R., Finke, E., & Serpentine, E.C. (2010). Augmentative and alternative communication: An introduction. In Damico, J.S., Ball, M.J., & Muller, N. (Eds.) *The Handbook of Language and Speech Disorders*. (p. 410 – 430). Malden, MA: Blackwell Publishers.
- McNaughton, D., Arnold, A., Sennot, S., & Serpentine, E. (2010). Employment and individuals who use AAC. In D. McNaughton & D. Beukelman (Eds). *Transition Strategies for Adolescents and Young Adults Who Use AAC*. (p. 111 – 132). Baltimore, MD: Brookes Publishing.
- Serpentine, E. C., Tarnai, B., Drager, K. D. R., & Finke, E. H. (2011). Decision making of parents of children with autism spectrum disorder regarding AAC in Hungary. *Communication Disorders Quarterly*, 32, 221 – 231.
- Drager, K.D.R., Clark-Serpentine, E., Johnson, K.E., & Roeser, J.L. (2006). Accuracy of repetition of digitized and synthesized speech for young children in background noise. *American Journal of Speech-Language Pathology*, 15, 155 – 164.
- Light, J.C., Arnold, K.B., & Clark, E.A. (2003). Finding a place in the social circle of life: The development of sociorelational competence by individuals who use AAC. In Light, J.C., Beukelman, D., & Reichle, J. (Eds.). *Communicative Competence of Individuals Who Use AAC: From Research to Effective Practice*. (p. 361 – 397). Baltimore, MD: Paul H. Brookes Publishing Company.
- Clark, E.A., & Clark, E.G. (2002). Using evidence-based practice to guide decision making in AAC. *Perspectives on Augmentative and Alternative Communication*, 11, 6 – 9.
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PRESENTATIONS

- Serpentine, E.C., & Clark, E.G. (2015, November). *ASD College Prep 101: Speech- Language Intervention Strategies to Optimize Successful Transition to Freshman Year*. Lecture submitted to the Annual Conference of the American Speech-Language Hearing Association, Denver, CO.
- Serpentine, E.C., Drager, K.D.R., & Clark, E.G. (2013, November). *Teaching Open-Ended Partner Focused Questions to Adolescents with Autism to Enhance Communicative Competence*. Poster submitted to the Annual Conference of the American Speech-Language Hearing Association, Chicago, IL.
- Serpentine, E.C., & Clark, E.G. (2012, November). *Making Asperger Teens Communicatively Competent: The SLP's Survival Guide*. Lecture submitted to the Annual Conference of the American Speech-Language Hearing Association, Atlanta, GA.
- Serpentine, E.C., Clark, E.G., & Drager, K.D. R. (2011, November). *Opening the GATE to Conversation for Adolescents with Asperger's Syndrome*. Lecture submitted to the Annual Conference of the American Speech-Language and Hearing Association, San Diego, CA.

- Serpentine, E.C., Drager, K.D.R., & Clark, E.A. (2010, November). *Teaching Partner Focused Questions to Adolescents with Asperger's Syndrome*. Lecture submitted to the Annual Conference of the American Speech-Language and Hearing Association, Philadelphia, PA.
- Finke, E.H., Serpentine, E.C., & Drager, K.D.R. (2009, November). *Finding the Middle Ground For Families and Clinicians*. Lecture submitted to the Annual Conference of the American Speech-Language and Hearing Association, New Orleans, LA.
- Serpentine, E.C., Finke, E.H., Reilly, L., Drager, K.D.R., & Clark, E.G. (2009, November). *Connecting the Dots from Language Theory to Intervention in ASD*. Poster submitted to the Annual Conference of the American Speech-Language and Hearing Association, New Orleans, LA.
- Drager, K., Finke, E., & Serpentine, E.C. (2009, April). Autism Intervention Options: Issues for Parents and Professionals. Paper presented at the Norges 9. nasjonale ISAAC-konferanse [9th annual conference of the Norwegian chapter of the International Society for Augmentative and Alternative Communication], Sundvollen, Norway.
- Serpentine, E.C., Clark, E.G., Drager, K.D.R., Fink, L., & Moyer, P. (2008, November). *Parent Perspectives on Transition from School to Life in Autism Spectrum Disorder*. Poster presented at the Annual Conference of the American Speech-Language and Hearing Association, Chicago, IL.
- Serpentine, E.C., Finke, E., Tarnai, B., & Drager, K.D.R. (2008, August). *Decision Making of Parents of Children with ASD Regarding AAC in the United States and Hungary*. Poster presented at the Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
- Serpentine, E.C., & Drager, K.D.R. (2007, November). *The Effectiveness of PECS in Children with Autism Spectrum Disorder*. Poster presented at the Annual Conference of the American Speech-Language and Hearing Association, Boston, MA.
- Serpentine, E.C., Drager, K.D.R., Finke, E.H., & Tarnai, B. (2007, November). *Parent Decision Making processes in Autism Intervention*. Poster presented at the Annual Conference of the American Speech-Language and Hearing Association, Boston, MA.
- Finke, E.H., Drager, K.D.R., & Serpentine, E.C. (2007, November). *Teaming Interactions Between Parents and Professionals Working with Children with ASD*. Poster presented at the Annual Conference of the American Speech-Language and Hearing Association, Boston, MA.
- Drager, K.D.R., Finke, E.H., Serpentine, E.C., Bonnanno, P., Machara, J., & King, S. (2007, March). *The Parent/Professional Relationship: Parents of Children with Autism and SLPs*. Poster presented at the Annual Conference of the Pennsylvania Speech-Language Hearing Association, State College, PA.
- Clark, E.G., Clark-Serpentine, E., & Arnold, K.B. (2004, September). *Asperger's Syndrome: What General Educators Need to Know*. Workshop presented at the Pennsylvania Training and Technical Assistance Network, King of Prussia, PA.
- Drager, K.D.R., Clark, E.A., Roeser, J., & Natale, N. (2001, November). *Intelligibility of Synthesized Speech by Young Children*. Technical session presented at the Annual Conference of the American Speech-Language and Hearing Association, New Orleans, LA.