

CURRICULUM VITAE  
Tricia D. Foster  
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Department  
Western Michigan University  
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EDUCATION

<i>Michigan State University</i> , East Lansing, Michigan Doctor of Philosophy Human Development and Family Studies Child Development Specialization	August 2015
<i>Eastern Michigan University</i> , Ypsilanti, Michigan Master of Occupational Therapy	August 2004
<i>Michigan State University</i> , East Lansing, Michigan Bachelor of Science in Psychology	May 2000

ACADEMIC POSITIONS

2023 – Present	Associate Professor, Occupational Therapy Department, Western Michigan University
January 2023 – August 2023	Program Director, Occupational Therapy Program, School of Health Sciences, College of Health and Human Services, Eastern Michigan University
2020 – 2023	Associate Professor, Occupational Therapy Program, School of Health Sciences, College of Health and Human Services, Eastern Michigan University
2015 – 2020	Assistant Professor, Occupational Therapy Program, School of Health Sciences, College of Health and Human Services, Eastern Michigan University
2013 – 2015	Part-time Lecturer, Occupational Therapy Program, School of Health Sciences, College of Health and Human Services, Eastern Michigan University

SCHOLARSHIP: PUBLICATIONS

Peer Reviewed Manuscripts

Decker, K. B., Fry, M. M., **Foster, T. D.**, Feigel, A. J., & Cook, G. A. (2025). Positive Experience,

Passive Engagement: Parents' Descriptions of Their Involvement in Early Intervention Services. *Journal of Early Intervention*, 10538151251338052. Impact Factor: 1.9

Decker, K. B., Feigel, A. J., **Foster, T. D.**, & Kepl, R. L. (2022). "Press on, continue on": Rural parents' experiences of transitions within early intervention. *Rural Special Education Quarterly*. Impact (CiteScore): 2.40.

**Foster, T.D.**, Decker, K.B., Vaterlaus, J.M., Beleville, A. (2020) How early intervention providers describe family-centered practice: A collective broadening of the definition. *Child: Care, Health, and Development*. Impact Factor: 2.94.

Decker, K. B., Meldrum, J., Vaterlaus, J. M., & **Foster, T. D.** (2020). Parents' Part C experiences in rural areas: Alignment with recommended practices. *Journal of Early Intervention*, 1053815120953484. Impact Factor: 1.93.

Bowles, R.P., Justice, L., Khan, K., Piasta, S., Skibbe, L., & **Foster, T.D.** (2020). Development of the Narrative Assessment Protocol-2 (NAP-2): A Tool for Examining Young Children's Narrative Skills. *Language, Speech, and Hearing Services in Schools*, 51(2), 390-404. Impact Factor: 2.22.

Skibbe, L., & **Foster, T.D.** (2019). Participation in the Imagination Library Book Distribution Program and its Relations to Children's Language and Literacy Outcomes in Kindergarten. *Reading Psychology*, 1-21. Impact (CiteScore): 1.2.

Karsten, A. E., **Foster, T. D.**, Decker, K. E., & Vallotton, C. D. (2017). Toddlers take emotion regulation into their own hands with infant signs. *Young Children*.

**Foster, T. D.**, Froyen, L. A., Decker, K. B., Skibbe, L. E., & Bowles, R. P. (2016). Fathers' and mothers' home learning environments and children's early academic outcomes. *Reading and Writing*, 1-19. Impact Factor: 2.80.

Vallotton, C.D., Mastergeorge, A.M., **Foster, T. D.**, Decker, K. B., & Ayoub, C. (2016). Parenting supports for early vocabulary development: Specific effects of sensitivity and stimulation through infancy. *Infancy* 22(1), 78-107. Impact Factor: 2.46.

Hindman, A. H., Skibbe, L. E., & **Foster, T. D.** (2014). Exploring the variety of parental talk during shared book reading and its contributions to preschool language and literacy: Evidence from the Early Childhood Longitudinal Study-Birth Cohort. *Reading and Writing*, 27, 287-313. Impact Factor: 2.80.

Montroy, J. J., Skibbe, L. E., Bowles, R. P., & **Foster, T. D.** (2014). Social skills and problem behaviors as mediators in the relationship between behavioral self-regulation and academic achievement. *Early Childhood Research Quarterly*, 29(3), 298-309. Impact Factor: 3.82.

Gerde, H. K., & **Foster, T. D.**, Skibbe, L. E. (2014). Beyond the Pencil: Expanding the Occupational Therapists' Role in Helping Young Children to Develop Writing Skills. *The Open Journal of Occupational Therapy*, 2(1). Readership: 14,653 downloads since 2014.

Peer-Reviewed Manuscripts in Progress

Decker, K.B., Fry, M., **Foster, T.D.**, Feigel, A., & Cook, G. (*under review 10.11.24 - revise & resubmit*). Positive experiences, passive engagement: Parents' descriptions of their involvement in early intervention services.. *The Journal of Early Intervention*.

**Foster, T.D.**, & Decker, K.B. (*in progress*). In-home observations of early intervention services: Activity contexts and roles in action.

Decker, K. B., Corcoran, A. H., & **Foster, T. D.** (*in progress*). Parents' results-driven conceptualizations of relationships with early intervention professionals.

Decker, K. B., **Foster, T.D.**, Chang, T., Vallotton, C. D., Skibbe, L. E., & Justice, L. M. (*in progress*). The pragmatic language of mothers and children with specific language impairment among different activity contexts.

#### Edited Book Chapters

Vallotton, C., **Foster, T.D.**, Harewood, T., Cook, J.; Adekoya, A. (2020). Fathers and young children at play: A scoping review of fathers' play with sons and daughters from birth to preschool. In H.W. Fitzgerald, K. von Klitzing, N. Cabrera, J Scarano de Mendonca, & Th. Skjothaug (Eds.), *Handbook of Fathers and Child Development: Prenatal to Preschool*. Springer.

#### Government Publications

*Birth to 3 Home Visitor Toolkit for the Literacy Essentials*, Michigan Department of Education, Association of Intermediate School District Administrators (2025). (Second Author). This 10-module curriculum is designed for trainers and coaches in early childhood education to teach educators of infants and toddlers about ways they can and do support their children's language and emergent literacy, which are summarized in the document *Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3, Practitioner Version* and *Language and Literacy for Littles and Loved Ones*. Each module includes a slide-deck, facilitator's guide, participant workbook, and handouts. All modules are registered in MI-Registry as available trainings.

*Language and Literacy for Littles and Loved Ones* (2022). (Second Author) Part of the Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3, Practitioner Version, Michigan Department of Education, Association of Intermediate School District Administrators. Second author on project that summarized decades of research and hundreds of studies into two pages of family-friendly, strengths-based, usable knowledge. From there we developed a parallel toolkit for infant/toddler educators (with handouts and implementation tools), and a series of 12 professional learning modules to train Early Literacy Leaders throughout the state of Michigan.

*Training of Early Literacy Leaders*, Michigan Department of Education, Association of Intermediate School District Administrators (2022). (Second Author). This 12-module curriculum is a modified train-the-trainers curriculum designed to train early childhood administrators, trainers, coaches, and home visitors to use the Birth to 3 Literacy Essentials Educator and Family Toolkits to teach educators or families of infants and toddlers about ways they can and do support their children's language and emergent literacy. Each module includes a slide-deck with speaker notes, and participant workbook.

*Birth to 3 Educator Toolkit for the Literacy Essentials*, Michigan Department of Education, Association of Intermediate School District Administrators (2022). (Second Author). This 10-module curriculum is designed for trainers and coaches in early childhood education to teach educators of infants and toddlers about ways they can and do support their children's language and emergent literacy, which are summarized in the document *Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3, Practitioner Version*. Each module includes a slide-deck, facilitator's guide, participant workbook, and handouts. All modules are registered in MI-Registry as available trainings.

*Birth to 3 Family Toolkit for the Literacy Essentials*, Michigan Department of Education, Association of Intermediate School District Administrators (2022). (Second Author). This 10-module curriculum is designed for home-visitors to teach families about ways they can and do support their children's language and emergent literacy, which are summarized in the document *Language and Literacy for Littles and Loved Ones*. Each module includes a slide-deck, facilitator's guide, and handouts. All modules are registered in MI-Registry as available trainings.

#### Other Publications

Farley, J., & **Foster**, T. (2018). Needs Related to Young Mothers and Their Children: An Assessment within The Corner Health Center in Ypsilanti, Michigan. Brief Report. Report shared with the Corner Health Center in Ypsilanti, MI.

**Foster**, T.D., & Decker, K.B. (November, 2017). *Early On Michigan Provider Survey: Results and Opportunities*. Prepared for Michigan's Early On Agency and Michigan Department of Education.

**Foster**, T.D., Samples-Steele, C., & Skibbe, L.E. (2015). *Imagination Library: Relations between child participation and performance on the PALS*. Report prepared for Great Start Collaborative of Jackson County, Michigan.

#### SCHOLARSHIP: PRESENTATIONS

**Foster**, T.D. (October, 2024). Development and delivery of a mindful parenting intervention for young mothers: Harnessing the power of clinical reflection. Workshop presented at the 2024 Michigan Occupational Therapy Association annual conference, Boyne, Michigan.

**Foster**, T.D., & Vallotton, C.V. (May, 2024). Infant Mental Health foundations of early literacy: Using the Birth to Three Literacy Essentials to support early learning in homes and classrooms. Workshop presented at the 2024 Michigan Association of Infant Mental Health Biennial Conference, Kalamazoo, Michigan.

Bowen, A., Kohl, J., & **Foster**, T.D. (September, 2022). The online presence of Part C Early Intervention programs around the United States. Student poster presented at the 2022 Spelbring Lectureship and Conference, EMU, Ypsilanti, Michigan.

Lieberman, E., & **Foster**, T.D. (September, 2022). Caregiver coaching behaviors by early intervention providers in the home setting. Student poster presented at the 2022 Spelbring Lectureship and Conference, EMU, Ypsilanti, Michigan.

Decker, K.B., Cook, G., Feigel, A., Kepl, R, **Foster**, T.D., & Fry, M. (2021). Comparing parents' and therapists' reports of Part C services. Poster presented at the 2021 Division for Early Childhood

Conference.

Veale, A., **Foster, T.D.**, Harten, A-C., Parish Foster, K., Kowalski, D., Talty, L & Roche, R. (September, 2020). Interprofessional Education and Student Self-Efficacy: How Interprofessional Experiences Can Impact Student Outcomes. MiOTA Annual Conference.

**Foster, T.D.** (November, 2019). *In-Home observations of early intervention visits*. Workshop presented at 2019 Early On Conference, Acme, Michigan.

Decker, K.B., & **Foster, T.D** (November, 2019). *Defining family-centered practice: A Collective broadening of the definition*. Workshop presented at 2019 Early On Conference, Acme, Michigan.

Decker, K. B., Bartz, J., Cook, G., **Foster, T.D**, Jorgensen, E., Meldrum, J., Fry, M., Johnson, S., Corcoran, A., & Nease, C. (October, 2019). *Therapists' practices and experiences of collaboration in Montana's Part C system*. Poster presented at the Division for Early Childhood Conference, Dallas, TX.

Decker, K. B., Fry, M., Cook, G., **Foster, T.D**, Bartz, J., & Jorgensen, E. (October, 2019). *Pediatric therapy services in Montana: How rurality may influence alignment with recommended practices*. Oral presentation given at the National Institutes of Health (NIH) Institutional Development Award (IDeA) Western Regional Conference, Las Vegas, NV.

Fry, M., Decker, K. B., Cook, G., **Foster, T.D.**, Bartz, G., & Jorgensen, E. (October, 2019). *Pediatric therapists' practices in rural Montana: Alignment with early intervention recommended practices*. Poster presented at the National Institutes of Health (NIH) Institutional Development Award (IDeA) Western Regional Conference, Las Vegas, NV.

Decker, K. B., **Foster, T. D.**, & Meldrum, J. (October, 2018). Families' reports of Part C services in a large, rural state. Poster presentation for the Division for Early Childhood Conference, Orlando, FL.

**Foster, T.D.** & Decker, K.B.. (November, 2017). *Engaging families: Michigan's Early On providers' perspectives on involving families in everyday practice*. Workshop presented at 2017 Early On Conference, Kalamazoo, MI.

Glahn, C., Still, C., & **Foster, T.D.** (September, 2017). *Exploring mother-child pretend play: Development of a coding system*. Student poster presented at the EMU Occupational Therapy Graduate Poster Session, Eastern Michigan University, Ypsilanti, Michigan.

Vallotton, C., **Foster, T.D.**, Harewood, T. (April, 2017). *Preparing Pre-Service Professionals to work with Infants and toddlers with special needs and their families*. Invited workshop presented at the 2017 Michigan Division for Early Childhood Conference, Central Michigan University, Mt. Pleasant, Michigan.

**Foster, T.D.**, Decker, K.B., Jarvis, A., & Leverett, P. (April, 2017). *Practitioners' views on building family capacity: A focus group discussion*. Invited Poster presentation at the 2017 Michigan Division for Early Childhood Conference, Central Michigan University, Mt. Pleasant, Michigan.

- Foster, T.D.**, Decker, K.B., Leverett, P., Belleville, A. (April, 2017). *Practitioners' reports of everyday practice: Alignment with and barriers to recommended practices*. Invited Poster presentation at the 2017 Michigan Division for Early Childhood Conference, Central Michigan University, Mt. Pleasant, Michigan.
- Vallotton, C., **Foster, T.D.**, Harewood, T. (April, 2017). *Preparing Pre-Service Professionals to work with Infants and toddlers with special needs and their families*. Invited workshop presented at the 2017 Michigan Division for Early Childhood Conference, Central Michigan University, Mt. Pleasant, Michigan.
- Foster, T.D.**, Decker, K.B., Jarvis, A., & Leverett, P. (October, 2016). *Practitioners' views on building family capacity: A focus group discussion*. Poster presented at The Division for Early Childhood Annual Conference, Louisville, Kentucky.
- Decker, K.B., **Foster, T.D.**, Leverett, P., Belleville, A. (October, 2016). *Practitioners' reports of everyday practice: Alignment with and barriers to recommended practices*. Poster presented at The Division for Early Childhood Annual Conference, Louisville, Kentucky.
- Belleville, A., Leverett, P., Decker, K.B., **Foster, T.D.** (October, 2016). *Promoting language for children with hearing loss: Comparing practitioners' and families' reports*. Poster presented at The Division for Early Childhood Annual Conference, Louisville, Kentucky.
- Decker, K. B., **Foster, T. D.**, & Foote, A. (May, 2016). *Parents' perceptions of Part C early intervention services for infants and toddlers with hearing loss: The duality of their experiences and feelings*. Poster presented at International Congress on Infant Studies, New Orleans, LA.
- Kwon, A., **Foster, T. D.**, Vallotton, C.D., & Farkas, C. (May, 2016). *Infants' Temperament Elicit Different Infant-Adult Interaction from Parents and Educators*. Poster presented at International Congress on Infant Studies, New Orleans, LA.
- Decker, K. B., **Foster, T.D.**, & Foote, A. (May, 2016). *Early intervention for children with hearing loss: Parents' reports of experiences and perceptions of strengths and opportunities*. Poster presented at the International Conference on Infant Studies, New Orleans, LA.
- Decker, K. B., & **Foster, T. D.** (November, 2015). *Infants and Toddlers with Hearing Loss: How Are We Supporting Their Language Development and How Does This Align with Best Practices and Parent Perceptions?* Workshop presented at 2015 Early On Conference, Acme, MI.
- Foster, T. D.**, & Decker, K. B. (November, 2015). *DEC Recommended Practices: A Conversation About Providers' Strengths, Barriers, and Areas for Growth*. Workshop presented at 2015 Early On Conference, Acme, MI.
- Decker, K. B., & **Foster, T. D.** (October, 2015). *Early intervention and parents' reports of self-efficacy: Strengths and areas for improvement*. Poster presented at Division of Early Childhood Conference, Atlanta, GA.
- Vallotton, C. D., & Karsten, A., Decker, K. B., **Foster, T. D.**, & Brophy-Herb, H. (2014, June). *When they can't find their words: Toddlers' use of symbolic gestures to participate in emotion regulation during acute distress*. Poster presented at Biennial Congress of the World Association

for Infant Mental Health, Edinburgh, Scotland.

Froyen, L. A., **Foster, T. D.**, Skibbe, L. E., & Bowles, R. P. (2013, April). L. A. Froyen (Chair) *Parental Psychopathology and Children's Outcomes: Pathways of Influence*. Symposium presented at the Society for Research in Child Development, Seattle, WA.

**Foster, T. D.**, Froyen, L. A., Decker, K. B., Skibbe, L. E., & Bowles, R. P. (2013, April). *Fathers' Home Learning Environment Practices and Their Relations to Maternal Practices and Child Outcomes*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

**Foster, T. D.** (September, 2012). *Learning Through Play: How Occupational Therapists Can Partner With Parents and Teachers to Create Play and Enriched Learning Environments*. Invited presentation to the 2<sup>nd</sup> Annual Lyla M. Spelbring Lectureship in Occupational Therapy, Eastern Michigan University, Ypsilanti, Michigan.

### SCHOLARSHIP: GRANT ACTIVITY

#### Funded Grants:

Co-Investigator, (Principal Investigator Dr. Kalli Decker, Co-Investigator Dr. Gina Cook), "Quest for quality in Montana: Dissemination of early intervention findings to stakeholders," *Montana IDEa Network of Biomedical Research Excellence (INBRE)*, 2020-2021. \$26,570

Co-Investigator, (Principal Investigator Dr. Kalli Decker, Co-Investigators Dr. Gina Cook California State University Stanislaus, Dr. Jody Bartz Montana State University), "Quest for quality: Using CBPR to understand therapists' perspectives in Montana," *Montana IDEa Network of Biomedical Research Excellence (INBRE)*, 2019-2020. \$80,000

Project Consultant, (Principal Investigator Dr. Kalli Decker, Montana State University), "Supporting the health & development of rural Montanan infants and toddlers via family-centered early intervention: Therapists' strengths, areas for improvement, and barriers," *Montana IDEa Network of Biomedical Research Excellence (INBRE)*, 2018-2019. \$69,821

Co-Investigator, Assessing the Effectiveness of a Mindful Parenting Group for Young At-Risk Mothers and Their Children. Interdisciplinary clinical efficacy study conducted with Dr. Jennifer Farley, Social Work, EMU CHHS, delivered to Ypsilanti community members. Supported by the EMU College of Health and Human Services Dean's Office. 2019. Approximately \$1000.

Principal Investigator, In-Home Observations of Early Intervention Services: Interactions Between Providers and Families. *Early On* Faculty Grant, awarded by Michigan Office of Innovative Projects Clinton Count RESA. 2018. \$7,000.

Principal Investigator, Faculty Research/Creative Activity Fellowship. Exploring Links Between Young Children's Self-Regulation Skills And Pretend Play Skills. 6-cred course release/workload and \$1600 to support student researchers. Awarded by the Office of the Provost, Eastern Michigan University. 2017- 2018.

Principal Investigator Provost's New Faculty Award. Family Capacity Building in Early Intervention:

Occupational Therapists' Perspectives on Delivering Family-Centered Services. 3-cred course release/workload. Awarded by the Office of the Provost, Eastern Michigan University. 2016-2017.

#### Unfunded Grants:

Foster, T.D. Western Michigan University's Support for Faculty Scholars Award (SFSA). Advancing Family-Centered Early Intervention in Rural Communities: INBRE ReConnect. (2025). \$2000

Suarez, M, **Foster, T.D.**, & Degani, A. Western Michigan University's Faculty Research and Creative Activities Award (FRACAA). Understanding Vulnerable Families: Using Innovative Wearable Technology to Measure and Compare Stress of Foster and Non-Foster Parents. 2024. \$10,000

#### SCHOLARSHIP: STUDENT RESEARCH MENTORSHIP

**2017 to 2022 Supervising Faculty in independent faculty-led research for 9 graduate students** to meet the requirements for their master's degree Culminating Project. Projects include: Literature review of occupational therapy and early childhood trauma; coding of caregiver coaching behaviors using observational data; analyzing online features of early intervention program websites around the country; and delivering and testing the effectiveness of an intervention delivered to young mothers in the Ypsilanti community.

**2019: Faculty Advisor to Symposium Undergraduate Research Fellow (SURF)** student to explore Mindfulness literature review for mothers and children, which resulted in student poster presentation at the 2019 Spelbring OT Conference at EMU; work informed the development of effectiveness study on mindful parenting interventions for at-risk young mothers and their children.

**2018-2019: Grant funds supported 2 OT graduate students as research assistants** to support my Early On grant exploring early intervention services in the home. Students developed data collection materials; wearable video technology protocols; analyzed 2,000 video segments; and presented their results to the OT community.

**2017-2019: Grant funds supported 2 OT graduate students as research assistants** to support my Faculty Research Fellowship project (Awarded 2017). Students conducted literature reviews, developed an observation coding system of mother-child play, and analyzed 30 videos of mother-child dyads, and presented their results to the OT community.

#### SERVICE OUTREACH and LEADERSHIP

##### Community Involvement and Outreach

Grant Reviewer, *Early On* Office of Higher Education, RESA Office of Innovative Projects (2022 - present)

Member, Early On Center for Higher Education, Faculty Community of Practice (2018-present)

External Reviewer for Promotion and Tenure, Fall 2022, Summer 2023 (three candidates from three US Universities)



Contributor, Michigan Persona Project. Part of an interdisciplinary work group tasked with developing a diverse collection of personas for use as part of higher education programs training early childhood professionals, 2021.

Member, Expert Advisory Panel KiD-WITS Project: Knowledge, Dispositions, and Skills for Working with Infants and Toddlers with Special Needs. Claire Vallotton, Principal Investigator (2015-2018).

Manuscript Reviewer: *Family Relations*, *Reading Psychology*, *Journal of Children and Poverty*, *Child and Youth Care Forum* (ongoing)

### Presentations & Trainings

Vallotton, C.D., **Foster, T. D.**, & Koger, D. (Auguts, 2025). *Training of Early Literacy Leaders*, Mt Pleasant, Michigan. Delivered a 12-module training over 3 days to train early childhood professionals (administrators, trainers, coaches, and home visitor trainers) as Early Literacy Leaders to use the Birth to 3 Literacy Essentials Educator, Family, and Home Visitor Toolkits to teach educators or families of infants and toddlers about ways they can and do support their children's language and emergent literacy.

**Foster, T.D.** (January, 2024). Fine motor development in PreK: Fun and function. An invited presentation to the Great First Eight curriculum development team, Center for Early Literacy Success, Stand for Children.

**Foster, T.D.**, & Suarez, M.A. (January, 2023). Regulation Roadmaps: Adding sensory smarts to your tool box. Invited professional development to 100 St. Joseph County Intermediate School District early childhood professionals.

**Foster, T.D.**, & Vallotton, C.D. (May, 2023). Led Community of Practice support meeting with Early Literacy Leaders Birth to Three Language & Literacy. May 16, 2024.

Vallotton, C.D., **Foster, T. D.**, Skibbe, L., Gardner-Neblett, N., Powell, D., & Koger, D. (February, 2023). *Training of Early Literacy Leaders*, Troy, Michigan. Delivered a 12-module training over 3 days to train early childhood professionals (administrators, trainers, coaches, and home visitor trainers) as Early Literacy Leaders to use the Birth to 3 Literacy Essentials Educator and Family Toolkits to teach educators or families of infants and toddlers about ways they can and do support their children's language and emergent literacy.

Vallotton, C.D., **Foster, T. D.**, Skibbe, L., Gardner-Neblett, N., Powell, D., & Koger, D. (October, 2022). *Training of Early Literacy Leaders*, October 4-6, 2022, Traverse City, Michigan. Delivered a 12-module training over 3 days to train early childhood professionals (administrators, trainers, coaches, and home visitor trainers) as Early Literacy Leaders to use the Birth to 3 Literacy Essentials Educator and Family Toolkits to teach educators or families of infants and toddlers about ways they can and do support their children's language and emergent literacy.

Vallotton, C.D., **Foster, T. D.**, Skibbe, L., Gardner-Neblett, N., Powell, D., & Koger, D. (August, 2022). *Training of Early Literacy Leaders*, August 15-17, 2022, in Lansing Michigan. Delivered a 12-module training over 3 days to train early childhood professionals (administrators, trainers,

coaches, and home visitor trainers) as Early Literacy Leaders to use the Birth to 3 Literacy Essentials Educator and Family Toolkits to teach educators or families of infants and toddlers about ways they can and do support their children's language and emergent literacy.

**Foster, T.D.** (June, 2020). Views of Everyday Practice: Observations of Early Intervention Services in Michigan and the Roles, Contexts, and Engagement Within. Webinar presented to early childhood practitioners, sponsored by the Early On Center for Higher Education, Clinton County RESA Office of Innovative Projects.

Gerde, H. K., **Foster, T. D.** (August, 2014). *Scaffolding Children's Early Writing Skills: Guidelines from Best Practice*. Presented to 270 teachers at the Genesee County Head Start Teacher Professional Development.

**Foster, T. D.** (October, 2012). *Learning and Playing: Supports for Children with Special Needs*. Presented to Capital Community Services, Head Start. Lansing, MI.

#### University Service & Leadership

##### *Western Michigan University*

Member, Occupational Therapy Department Barbara Rider Colloquium Planning Committee (2025-present)

Member, Occupational Therapy Department Scholarship Committee (2025-present)

Member, Occupational Therapy Department Search Committee for Faculty Specialist (May, 2025 – June, 2025)

Member, Interprofessional Education (IPE) Team, College of Health & Services (2023-present)  
Member of an interdisciplinary faculty team within the CHHS community with the aim of planning and implementing a series of interprofessional educational events for 200+ students each year.

Member, Student Recognition Committee, Occupational Therapy Department (2023-present)  
Coordinated and implemented the student recognition and celebration ceremony for the 2024 WMU OTD and OTA graduating classes.

Reviewer, Grants and Scholarships, Western Michigan University Graduate School (2023-present)  
Review and scored two yearly cycles of graduate student scholarship travel grant funding to support student research.

Mentor, Youth Mental Health Interprofessional Networking and Workforce Development Program (Y-MIND) (January, 2024-August, 2024)

Mentor and member of the Youth Mental Health Interprofessional Networking and Workforce Development Program (Y-Mind). Mentored 7 students from various disciplines in WMU CHHS; facilitated bimonthly discussion and reflection of program content. Provided support for culminating capstone project and poster presentation to the CHHS community in August, 2024.

##### *Eastern Michigan University*

Program Director, EMU OT Program (January, 2023-August 2023)

Chair, Program Evaluation Committee, EMU OT Program (2020-2023)

Co-Chair, Event Planning Committee, Spelbring Endowed Lectureship & Conference (2017-2023)

Member, College of Health & Human Services Assessment Committee (2021-2023)

Member, Scholarship Committee, EMU OT Program (2020-2023)

Program Director (Interim), EMU OT Program (February, 2020 – August, 2020)

Faculty Advisor, Student Occupational Therapy Association (2015-2020)

#### Awards & Recognition

Recipient of the Everett L. Marshall Award for Scholarly Excellence, 2020. EMU College of Health and Human Services.

### TEACHING & INSTRUCTION

#### Courses Taught

Western Michigan University

- OT 6101 Analysis and Evaluation in Childhood
- OT 6201 Intervention and Outcomes in Childhood
- OT 6420 Qualitative Reasoning
- OT 6002 Art of Occupational Therapy Practice
- OT 6405/6/7 Research Project Preparation

Eastern Michigan University

- OCH 419 Assessment and Intervention in Pediatric Occupational Therapy
- OCH 686 and OCH 687 Culminating Research Project: Systematic Reviews
- OCH 686/687 Independent Study: Student Research Supervisor
- OCH 420/521 Level 1 Pediatric Fieldwork: Community Practice Fieldwork Educator
- OCH 540 Research Methods in Occupational Therapy
- OCH 502 Activity Analysis & Group Work in Occupational Therapy
- OCH 500 History and Philosophy of Occupational Therapy

### CLINICAL PRACTICE

Occupational Therapist

2007-2012

Charter School Partners, Hartland, MI

Provided direct occupational therapy services to students in special education programming in the

school setting. Delivered services as part of a multi-disciplinary team to students in grades kindergarten through high school. Provided consultation and training to teachers and parents related to sensory processing, motor skills, and adapting environments to optimize engagement and learning.

Occupational Therapist

2005-2007

Southwest Speech Services, Avondale, AZ

Provided early intervention services in the home and clinic setting as part of an interdisciplinary team. Provided direct occupational therapy services to children in the clinic setting, supporting the development of sensory processing, adaptive, and sensorimotor skills, with a focus on meaningful participation and engagement in childhood occupations.

Occupational Therapist

2004-2006

Student Therapies and Resources, Inc., Fountain Hills, AZ

Provided occupational therapy services to elementary school districts in Phoenix area. Supervised occupational therapy assistants. Worked as part of a multi-disciplinary team in integrated classrooms as well as self-contained preschool classrooms serving children with moderate to severe autism.