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College of Public Health and Health Professions
Occupational Therapy
University of Florida
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Education

Boston University, Health and Disability Research Institute
Boston, Massachusetts August 2008- August 2009

Postdoctoral Fellowship

University of Illinois at Chicago
Chicago, Illinois August 2004- August 2008

PhD, Disability Studies

University of Illinois at Chicago
Chicago, Illinois January 2003- July 2004

Master of Science in Occupational Therapy

University of Florida
Gainesville, Florida December 1999

Bachelor of Science, Occupational Therapy

Professional Experience

University of Florida
College of Public Health and Health Professions
Department of Occupational Therapy
Associate Professor June 2019- present

Boston University
College of Health and Rehabilitation Sciences: Sargent College
Department of Occupational Therapy
Associate Professor May 2018- May 2019

Boston University
College of Health and Rehabilitation Sciences: Sargent College
Department of Occupational Therapy
Assistant Professor 2009- May 2018

Boston University
Department of Health Law, Policy, and Management
School of Public Health
Adjunct Assistant Professor May 2015- present

¹ Maiden name Keller is also used in this CV

Paul B. Stephens Exceptional Student Center
Pinellas County School System
Clearwater, Florida
Occupational Therapist

Jan 2000- Dec 2002

Funded Research

ACTIVE GRANTS

Community Mobility Plans: Improving Community Participation through Travel Interventions for Adolescents and Young Adults with Intellectual and Developmental Disabilities

09/01/2023- 08/31//2026
Awarded Budget: \$200,000
Role: Co-I/Site PI

National Institute on Disability, Independent Living, and Rehabilitation Research; Administration for Community Living (90IFDV0034-01-00)

The purpose of this project is to develop and test a personalized community mobility intervention for AYA with ID

Evaluation of Telehealth Services on Mental Health Outcomes for People with Intellectual and Developmental Disabilities.

11/01/2021- 10/31/2026
Awarded Budget: \$4,864,236
Role: Co-PI

Patient Centered Outcomes Research Institute Addressing Disparities (AD-2020C3-21087)

The purpose of this project is to compare an in-person to a telemental health-delivered crisis prevention program for youth and young adults with IDD on outcomes including emergency service use and perceived quality of care.

Vocational Fit Assessment and Employment Status in People with Intellectual Disabilities

4/23/19- 3/31/2024
Awarded Budget: \$621,133
Role: PI (Multiple PI Project)

Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institutes of Health (1R01HD092474-01A1)

The purpose of this project is to quantify the reliability, validity, responsiveness, and clinical utility of the VFA with PwID in diverse special education and vocational rehabilitation settings.

COMPLETED GRANTS

Enabling Self-Reported Outcomes for Youth with Developmental Disabilities: The Pediatric Evaluation of Disability Inventory - Patient Reported Outcome (PEDI-PRO) - Phase II

07/02/2020-08/31/2023
Awarded Budget: \$1,347,000
Role: PI (Multiple PI Project)

Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institutes of Health (STTR Phase II, 2R42HD090772-03A1)

The purpose of this project is to build a clinically robust PEDI-PRO Assessment Software to address the market gap in patient reported outcome measures for youth with developmental disabilities.

PCORnet® Infrastructure Capacity Building for PCOR Priority Areas: Maternal morbidity and mortality (MMM) and individuals with intellectual and/or developmental disabilities (IDD)

10/7/2022- 07/31/2023
Role: Workgroup member
Contracted FTE: 7%

Patient-Centered Outcomes Research Institute/ PCORnet (National Patient-Centered Clinical Research Network)

This workgroup produced the report "[*A roadmap for accelerating research in intellectual and developmental disabilities using PCORnet*](#)"

<p>Reconciling the Past & Changing the Future: Engaging young adults with IDD-MH and researchers in Comparative Effectiveness Research Patient-Centered Outcomes Research Institute Eugene Washington Engagement Award (15364 – UF) The project will adapt extent Truth and Reconciliation (T&R) Forums for young adults (YA) with intellectual/developmental disabilities and mental health conditions (IDD-MH), and develop new Transforming Research Forums for IDD-MH researchers. (Total costs: \$249,981) This project also was awarded an additional COVID-19 enhancement proposal: Understanding the impact of COVID-19 on Young Adults with IDD-MH and their Families: An Analytical Framework and Database to Identify Service Experiences and Outcomes Across Diverse Populations in Real Time</p>	<p>02/02/2020- 01/31/2022 Awarded Budget: \$389,980 Role: Lead (PI)</p>
<p>Preparing Individuals with IDD for Engagement in Research During Public Health Emergencies and Disasters Patient-Centered Outcomes Research Institute Eugene Washington Engagement Award (EAIN-00109) This project will develop the necessary infrastructure needed to engage individuals with IDD in rapid response research through the use of 1) accessible remote technologies; 2) peer support strategies; and 3) specialized research training specific to individuals with IDD during public health emergencies.</p>	<p>7/1/2020-6/30/2021 Awarded budget: \$150,000 Role: Co-Lead</p>
<p>Designing and Evaluating Outcome Assessment Software for Youth with Developmental Disabilities: The Pediatric Evaluation of Disability Inventory-Patient Reported Outcome (PEDI-PRO) Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institutes of Health. (STTR Phase I, 1R41HD090772-01) The purpose of this project is to develop a prototype Pediatric Evaluation of Disability Inventory-Patient Reported Outcome (PEDI-PRO), the first PRO designed to bolster the validity and reliability of patient reported outcome measures (PROMs) by youth with developmental disabilities ages 14-22.</p>	<p>9/1/17- 4/30/19 Awarded Budget: \$132,454 Role: PI (Multiple PI Project)</p>
<p>Disability Mentoring Initiative Department of Justice Office of Justice Programs, Office of Juvenile Justice & Delinquency Prevention (Contract 2016-JU-FX-0013) The purpose of this project is to provide high quality and evidence-based mentoring opportunities to youth with disabilities who are at risk for juvenile delinquency, and to examine the outcomes of mentoring.</p>	<p>1/17/17- 9/30/19 Awarded Budget: \$31,235 Role: Contracted Evaluator/ Subaward PI</p>
<p>Building a national partnership to identify the mental health priorities of young adults with intellectual and developmental disabilities. PCORI, Pipeline to Proposal Tier A- 7675658-A This project will build a national partnership between young adults (YA) ages 18-30 with intellectual and developmental disabilities (I/DD) and their families, service providers, and researchers to identify mental health research priorities for YA with I/DD.</p>	<p>10/1/17-9/30/18 Awarded Budget: \$49,845 Role: Co-Lead (Kramer)</p>
<p>Optimizing Machine Learning Capabilities to Support Young Adults with</p>	<p>7/1/18- 8/31/19</p>

Intellectual and Developmental Disabilities' Engagement in Health-Related Behaviors

Boston University Digital Health Initiative Research Incubation Award (#2018-02-009)

This project will translate the validated paper-and-pencil "Game Plan" problem solving approach into a user-friendly mobile application with integrated machine learning capabilities that young adults with IDD will use independently to attain health related goals.

Awarded Budget: \$19,584
Role: PI

The Pediatric Measure of Participation: A Staging and Replenishment Study

Shriner's Hospital for Children (71003)

The purpose of this project is to replenish the Pediatric Measure of Participation for pediatric clinical populations with arthrogryposis, cerebral palsy, brachial plexus birth palsy, and spina bifida.

1/1/17- 12/31/18
Awarded Budget: \$41,312
Role: Collaborator

Evaluation of Project TEAM (Teens Making Environmental and Activity Modifications)-Effectiveness, Social Validity and Feasibility

National Institute on Disability, Independent Living, and Rehabilitation Research, Administration for Community Living (90IF0032-01-00)

The purpose of this project is to determine the extent to which Project TEAM is an effective, socially valid, and feasible intervention that prepares youth with developmental disabilities ages 14-21 to respond to environmental barriers to participate in school, work, and the community.

10/1/12- 7/31/17
Awarded Budget: \$597,500
Role: PI

Customer Discovery Process for the PEDI-PRO

National Center for Medical Rehabilitation Research at the Eunice Kennedy Shriver National Institute of Child Health and Human Development/Center for Translation of Rehabilitation Engineering Advances and Technology (R24 HD065703)

The purpose of this project was to delineate market needs, prioritize needs across market segments, and identify appropriate solutions to ensure customer needs are met in the development of the PEDI-PRO.

4/01/16- 6/31/17
Awarded Budget: \$16,196
Role: PI

An Environment Problem Solving Strategy for Parents of Youth with Disabilities

American Occupational Therapy Foundation Intervention Research Grant

The purpose of this planning grant was to build the capacity of a multidisciplinary and cross-institutional research team and adapt Project TEAM for diverse parents of young children with disabilities using a socio-ecological and health literacy framework.

7/1/15- 6/30/17
Awarded Budget: \$49,999
Role: PI

Comprehensive Opportunities in Rehabilitation Research Training (CORRT)- Project Title: Developing a youth self-report version of the Pediatric Evaluation of Disability Inventory (Competitive Renewal)

National Center Medical Rehabilitation Research, National Institute of Child Health and Human Development/National Institute Neurological Disorders and Stroke, National Institutes of Health (K12 HD055931)

The purpose of this project is to establish the social validity and

9/1/15- 8/31/16
Awarded Budget: \$125,000
Role: Funded Scholar

acceptability of the youth self-report Responsibility scale when integrated with the current PEDI-PRO administration structure.

Comprehensive Opportunities in Rehabilitation Research Training (CORRT)- Project Title: Developing a youth self-report version of the Pediatric Evaluation of Disability Inventory

9/1/13- 8/31/15
Awarded Budget: \$250,000
Role: Funded Scholar

National Center Medical Rehabilitation Research, National Institute of Child Health and Human Development/National Institute Neurological Disorders and Stroke, National Institutes of Health (K12 HD055931)

The purpose of this project was to develop youth self-report item banks that parallel the Pediatric Evaluation of Disability Inventory (PEDI-CAT) domains for future incorporation into a computer adaptive test.

Giving Youth a Voice: A Collaborative Evaluation of the Effectiveness and Feasibility of a Novel Environmental Modification Training for Youth with Disabilities

1/1/11- 10/31/12
Awarded Budget: \$75,000
Role: PI

Deborah Munroe Noonan Memorial Research Fund

The purpose of this project was to implement and evaluate a novel training that teaches youth with disabilities to evaluate environmental barriers and supports, identify modification strategies, and request accommodations to enable participation in an activity in the school, workplace, or community.

Computer Adaptive Testing of Adaptive Behavior of Children and Youth with Autism

10/2/09- 8/31/13
Awarded Budget: \$284,375
Role: Investigator

Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institutes of Health (R21 HD065281)

The purpose of this project was to determine the applicability, reliability, and validity of the newly revised computer-adaptive version of the PEDI (PEDI-CAT) for children and youth with autism spectrum disorder.

Publications

PubMed: <http://www.ncbi.nlm.nih.gov/sites/myncbi/1vimpf-9uoLA4/bibliography/47715841/public/?sort=date&direction=ascending>

Google Scholar: h- index: 30; i10- index: 62 <https://scholar.google.com/citations?user=cVqwF-IAAAAJ&hl=en&oi=ao>

PEER REVIEWED PUBLICATIONS

*Mentored student co-authors ‡Mentored co-authors with disabilities

84. **Kramer, J. M.**, Dean, E. V., Peace Urquilla, M., Beasley, J. B., Linnenkamp, B. (2024). Collaboration with researchers with intellectual/developmental disabilities: An illustration of inclusive research attributes across two projects. *Inclusion*, 12(1), 55-74. <https://doi.org/10.1352/2326-6988-12.1.55>
83. Bianka‡, C., Nonga-Mann‡, C., * Thomas‡, E., **Kramer, J. M.** (2024). Figuring out an accessible PEDI-PRO Score Report for young adults with disabilities. *Inclusion*, 12(1),20-25. <https://doi.org/10.1352/2326-6988-12.1.20>
82. Pfeiffer, B., Hallock, T., Tomczuk, L. ‡, & **Kramer, J.** (2024). Peer support provided by people with intellectual and developmental disabilities: A rapid scoping review to develop a toolkit for inclusive research. *Social Sciences*, 13(1), 47. <https://doi.org/10.3390/socsci13010047>
81. **Kramer, J.M.**, Beasley, J.B., Caoili, A., Kalb, L., Peace Urquilla, M., Klein, A., Poncelet, J., Black, S., & Tessler, R.C. (2023). Development and content validity of The Person Experiences Interview Survey (PEIS): A measure of the mental health services experiences of people with developmental

disabilities. *Frontiers in Psychiatry*, 14, 1271210. doi: 10.3389/fpsy.2023.1271210

80. **Kramer, J. M.**, Beasley, J. B., Caoili, A., Goode, T. D., Guerrero,* F., Klein, A., Grosso, E., & Kennelly, E. (2023) Caregiver experiences with teleservices for people with intellectual and developmental disabilities and mental health needs during onset of COVID-19. *Journal of Mental Health Research in Intellectual Disabilities*, 16(3), 186-204. <https://doi.org/10.1080/19315864.2023.2214096>
79. **Kramer, J. M.**, Guerrero*, F., Caoili, A., Beasley, J. B., Kalb, L., Klein, A., Goode, T. D. (2023). Telehealth information and communication technology access for family caregivers of people with intellectual and developmental disabilities and mental health needs. *Disability & Health*, 16(3), 101463. <https://doi.org/10.1016/j.dhjo.2023.101463>
78. Schwartz, A.E., Caoili, A., Beasley, J.B., **Kramer, J.M.**, & Kalb, L.G. (2023). Clinical applications of the VIA Inventory of Strengths with individuals with intellectual/developmental disabilities. *The Journal of Positive Psychology*, 18(3), 439-448. DOI: 10.1080/17439760.2022.2036797
77. Maciver, D., Singh Roy, A., Johnston, L., Tyagi, V., Arakelyan, S., **Kamer, J. M.**, Richmond, J., Romero-Ayuso, D., Nakamra-Thomas, J., Todorva, L., & van Hartingsveldt, M. (2023). Participation -related constructs and participation of children with additional support needs in schools. *Developmental Medicine and Child Neurology*, 65(4), 498-508. <https://doi.org/10.1111/dmcn.15390>
76. **Kramer, J. M.**, Schwartz, A., Hollack, T., Myrvold, R. Hwang, I., Pfeiffer, B., & The Inclusive Cool Cats Research Team[‡] (2023). Developing and evaluating a toolkit of strategies to support remote inclusive research teams. *Journal of Intellectual Disabilities*, 27(4), 964-975 doi: 10.1177/17446295221110390
75. Guerrero*, F., Zheng, Q., **Kramer, J.**, Reichow, B., & Snyder, P. (2023). A systematic review of the measurement properties of the Family Empowerment Scale. *Disability and Rehabilitation*, doi.org/10.1080/09638288.2023.2178528.
74. Maciver, D., Tyagi, V., Johnston, L., **Kramer, J. M.**, Richmond, J., Todorova, L., Romero-Ayuso, D., Nakamura-Thomas, H., van Hartingsveldt, M., O'Hare, A., & Forsyth, K. (2022). Psychometric properties of the School Participation Questionnaire: Testing a measure of participation-related constructs. *Developmental Medicine and Child Neurology*, 64(7), 847-854. <https://doi.org/10.1111/dmcn.15146>
73. Hwang, I.T., Hallock T.M., Schwartz, A.E., Roth, S., Pfeiffer, B., & **Kramer, J. M.** (2022). How people with intellectual and developmental disabilities on collaborative research teams use technology: A rapid scoping review. *Journal of Applied Research in Intellectual Disabilities*, 35(1), 88-111. doi: 10.1111/jar.12931
72. Sheth*, A.J., **Kramer, J.M.**, Magasi, S., Heller, T., Nishida, A., & Hammel, J. (2021). "It's not the same without you:" Exploring the experience and perception of transition for people with intellectual disabilities and dementia. *British Journal of Learning Disabilities*, 49 (3), 365-372. <https://doi.org/10.1111/bld.12412>
71. Greenberg, K. K.*, Schwartz, A. E., & **Kramer, J. M.** (2021). Adoption of patient-reported outcome measures with youth with intellectual/developmental disabilities: Contextual influences and practice patterns. *Child: Care, Health & Development*, 47(4), 501-508. <https://doi.org/10.1111/cch.12862>
70. Schwartz, A., **Kramer, J.**, & PEDI-PRO Youth Team[‡] (2021). Inclusive approaches to developing content valid patient-reported outcome measure response scales for youth with intellectual/developmental disabilities. *British Journal of Learning Disabilities*, 49(1), 100-110. <https://doi.org/10.1111/bld.12346>
69. **Kramer, J. M.**, Schwartz, A. E., Davies, D. K., Stock, S., & Ni, P. (2021). Usability and reliability of an accessible Patient Reported Outcome Measure (PROM) software: The PEDI-PRO. *American Journal of Occupational Therapy*, 75, 7501205010. <https://doi.org/10.5014/ajot.2020.040733>

68. Hwang, I.-T.*, **Kramer, J. M.**, Cohn, E. S., & Barnes, L. L. (2020). Asian immigrant parents' role enactment while accessing and using services for their child with developmental disabilities in the United States: A meta-synthesis study. *Qualitative Health Research*, 30 (11), 1632- 1646. <https://doi.org/10.1177/1049732320926138>.
67. Kirby, A. V., Terrill, A. L., Schwartz, A. E., Henderson, J., Whitaker, B. N., & **Kramer, J.** (2020). Occupational therapy practitioners' knowledge, comfort, and competence regarding youth suicide. *OTJR: Occupation, Participation, & Health*, 40(4), 270-276. <https://doi.org/10.1177/1539449220908577>
66. Maciver, D., Tyagi, V., **Kramer, J. M.**, Richmond, J., Todorova, L., Romero-Ayuso, R., Nakamura-Thomas, H., Hartingsveldt, M., Johnston, L., O'Hare, A., & Forsyth., K. (2020). Development, psychometrics and feasibility of the School Participation Questionnaire: A teacher measure of participation related constructs. *Research in Developmental Disabilities*, 106, 103766. <https://doi.org/10.1016/j.ridd.2020.103766>
65. Bevans, K. B., Ahuvia, I. L., Hallock, T. M., Mendonca, R., Roth, S., Forrest, C.B., Blackwell, C., **Kramer, J.**, & Wakschlag, L. (2020). Investigating child self-report capacity: a systematic review and utility analysis. *Quality of Life Research*, 29, 1147–1158. <https://doi.org/10.1007/s11136-019-02387-3>.
64. Schwartz*, A.E., Young Adult Mental Health/Peer Mentoring Research Team, **Kramer, J.M.**, Rogers, E.S., McDonald, K.E., & Cohn, E.S. (2020). Stakeholder-driven approach to developing a peer-mentoring intervention for young adults with intellectual/developmental disabilities and co-occurring mental health conditions. *Journal of Applied Research in Intellectual Disabilities*, 1–13. doi:10.1111/jar.12721.
63. Schwartz, A. E., **Kramer, J. M.**, Cohn, E. S., & McDonald, K. E. (2020). “That felt like real engagement”: Fostering and maintaining inclusive research collaborations with individuals with intellectual disability. *Qualitative Health Research*, 30(2), 236–249 doi: 10.1177/1049732319869620.
62. **Kramer, J. M.** Schwartz, A. E., Watkins‡, D., Peace‡, M., Luterman‡, S., Barnhart, B., Alexander, J. (2019). Improving research and practice: Priorities for young adults with intellectual/developmental disabilities and mental health needs. *Journal of Mental Health Research in Intellectual Disabilities*, DOI: [10.1080/19315864.2019.1636910](https://doi.org/10.1080/19315864.2019.1636910).
61. Swatt*, A., Schwartz, A.*, & **Kramer, J.** (2019). Youth's perspective of responsibility: Exploration of a construct for measurement with youth with developmental disabilities. *Physical and Occupational Therapy in Pediatrics*, 39(2), 204-216. <https://doi.org/10.1080/01942638.2018.1502227>.
60. Liljenquist, K., Coster, W., **Kramer, K.**, & Rossetti, Z. (2019). Content development, accessibility and feasibility of a self-report tool for use in programmes serving youth with cognitive disabilities – The participatory experience survey. *Australian Occupational Therapy Journal*, E-pub ahead of print. DOI: 10.1111/1440-1630.12571.
59. Rosenfeld, L., **Kramer, J.**, Levin, M., Barrett*, K., Acevedo-Garcia, D. (2018). Scoping Review: Social determinants of young children's participation in the United States. *OTJR: Occupation, Participation, and Health*, 38(4), 225-234. <https://doi.org/10.1177/1539449218784727>.
58. **Kramer, J. M.**, & Schwartz*, A. E. (2018). Development of the Pediatric Disability Inventory-Patient Reported Outcome (PEDI-PRO) measurement conceptual framework and item candidates. *Scandinavian journal of occupational therapy*, 25(5), 335-346. <https://doi.org/10.1080/11038128.2018.1502344>.
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56. **Kramer, J.**, Hwang*, I., Levin, M., Acevedo-Garcia, D., & Rosenfeld, L. (2018). Identifying environmental barriers to participation: Usability of a health-literacy informed problem identification approach for parents of young children with developmental disabilities. *Child: Care, Health, and Development*, *44*, 249-259. doi: 10.1111/cch.12542.
55. Schwartz*, A. E. & **Kramer, J. M.** (2018). "I just had to be flexible and show good patience": management of interactional approaches to enact mentoring roles by peer mentors with developmental disabilities. *Disability and Rehabilitation*, *40*(20), 2364-2371. doi: 10.1080/09638288.2017.1334835.
54. Schwartz*, A., Longo*, A., & **Kramer, J.** (2018). Patient reported outcome measures for youth with developmental disabilities: Incorporation of design features that reduce cognitive demands. *Developmental Medicine and Child Neurology*, *60*(2), 173-184. doi: 10.1111/dmcn.13617.
53. **Kramer, J. M.**, Ryan*, C. T., Moore*, R., & Schwartz*, A. (2018). Feasibility of electronic peer mentoring for transition-age youth and young adults with intellectual and developmental disabilities: Project Teens making Environment and Activity Modifications. *Journal of Applied Research in Intellectual Disabilities*, *31*(1), e118-e129. doi: 10.1111/jar.12346.
52. **Kramer, J.**, Hwang*, I., Helfrich, C., Samuel, P., Carralles, A., & the YELL Youth Research Team[‡]. (2018) Evaluating the social validity of Project TEAM: A problem-solving intervention to teach transition age youth with developmental disabilities to resolve environmental barriers. *International Journal of Disability, Development, and Education*, *65*, 57-75. doi: 10.1080/1034912X.2017.1346237.
51. **Kramer, J.**, & Schwartz*, A. (2017). Reducing barriers to Patient Reported Outcome Measures for people with cognitive impairments. *Archives of Physical Medicine and Rehabilitation*, *98* (8), 1705-1715. doi: 10.1016/j.apmr.2017.03.0.
50. **Kramer, J.** & Schwartz*, A. (2017). Refining the Pediatric Evaluation of Disability Inventory–Patient-Reported Outcome (PEDI-PRO) item candidates: Interpretation of a self-reported outcome measure of functional performance by young people with neurodevelopmental disabilities. *Developmental Medicine and Child Neurology*, *59*(10), 1083- 1088. doi: 10.1111/dmcn.13482.
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46. Coster, W. J., **Kramer, J. M.**, Tian, F., Dooley*, M., Liljenquist*, K., Kao, Y-C., & Ni, P. (2016). Evaluating the appropriateness of a new computer-administered measure of adaptive function for children and youth with autism spectrum disorders. *Autism*, *20*(1), 14-25. doi: 10.1177/1362361314564473.
45. **Kramer, J. M.**, Liljenquist*, K., & Coster, W. (2016). Validity, reliability, and usability of the PEDI-CAT (ASD). *Developmental Medicine and Child Neurology*, *58*(3), 255-261. doi: 10.1111/dmcn.12837.
44. **Kramer, J.**, Liljenquist*, K., Ni, P., & Coster, W. (2015). Examining differential responses of youth with and without autism on a measure of everyday activity performance. *Quality of Life Research*, *24*(12), 2293-3000. doi: 10.1007/s11136-015-1035-2. *Nominated for the Quality of Life Research Journal (QLR) Outstanding Article of the Year Award*
43. Levin, M., **Kramer, J. M.** (2015). Key elements supporting goal attainment for transition-age young adults: A case study illustration from Project TEAM. *Inclusion*, *3*(3), 145-161. doi: 10.1352/2326-6988-3.3.145.

42. **Kramer, J.** (2015). Identifying and evaluating the therapeutic strategies used during a manualized self-advocacy intervention for transition-age youth. *OTJR: Occupation, Participation, and Health*, 35(1), 23-33. doi: 10.1177/1539449214564146.
41. Kao, Y. C., **Kramer, J. M.**, Liljenquist*, K., & Coster, W. (2015). Association between impairment, function, and daily task management in children and adolescents with autism. *Developmental Medicine and Child Neurology*, 57(1), 68-74. doi: 10.1111/dmcn.12562.
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38. Cohn, E., Coster, W., & **Kramer, J.** (2014). Facilitated learning model to teach habits of evidence-based reasoning across an integrated master of science in occupational therapy curriculum. *American Journal of Occupational Therapy*, 68(Supplement 2), S73-S82. doi: 10.5014/ajot.2014.685S05.
37. Cohn, E., **Kramer, J.**, Schub*, J., May-Benson, T. (2014). Parents' explanatory models and hopes for therapy outcomes of occupational therapy using a sensory integration approach. *American Journal of Occupational Therapy*, 68(4), 454-462. doi: 10.5014/ajot.2014.010843.
36. **Kramer, J.**, Barth[‡], Y., Curtis[‡], K., Livingston[‡], K., O'Nei[‡], M., Smith[‡], Z., Vallier, S[‡], & Wolfe[‡], A. (2013). Involving youth with disabilities in the development and evaluation of a new advocacy training: Project TEAM. *Disability and Rehabilitation*, 35(7), 614- 622. doi: 10.3109/09638288.2012.705218. Impact factor: 1.950 (2019)
35. Liu, L., Pan, A., Chung, L., Gau, S. S., **Kramer, J.**, & Lai, J. (2013). Reliability and validity of the Paediatric Volitional Questionnaire-Chinese version. *Journal of Rehabilitation Medicine*, 45(1), 99-104. doi: 10.2340/16501977-1052.
34. **Kramer, J.**, Heckmann*, S., Bell-Walker*, M. (2012). Accommodations and therapeutic techniques used during the administration of the Child Occupational Self Assessment (COSA). *British Journal of Occupational Therapy*, 75(11), 495-502. doi: 10.4276/030802212X13522194759851.
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IN PRESS:

None at this time

PUBLISHED: BOOK CHAPTERS AND OTHER PUBLICATIONS

- Kramer, J.**, & Gorter, J. W. (2022). Editorial: Factors influencing participation. *Disability & Rehabilitation*, 44 (9), 1558- 1559. DOI: 10.1080/09638288.2021.1994027.
- Kramer, J.**, Levin, M., Schwartz, A., & Pollard, R. (2018, January). Project TEAM: Transition-age youth with intellectual and developmental disabilities problem-solve environmental barriers to participation. *American Occupational Therapy Continuing Education Article: Code CEA0118*.
- Kramer, J.**, & tenVelden, M. (2015). Enabling youth's rights using the Child Occupational Self Assessment. In Poulsen, Ziviani, & Cuskelly (Eds.), *Motivation and Goal Setting: Engaging Children and Parents in Therapy*. London: Jessica Kingsley.
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- Bowyer, P., **Kramer, J.**, Ploszaj, A., Ross, M., Schwartz, O., Kielhofner, G., & Kramer, K. (2008). *The Short Child Occupational Profile (SCOPE) (version 2.2)*. Model of Human Occupation Clearinghouse, Department of Occupational Therapy, College of Applied Health Sciences, University of Illinois at Chicago, Chicago, Illinois.
- Harney, S., & **Kramer, J.** (2007, November 12). Using the Child Occupational Self Assessment to generate student- centered IEP goals. *OT Practice*, 10-15.
- Kramer, J.**, Bowyer, P., & Kielhofner, G. (2007). The Model of Human Occupation, the ICF, and the OT Practice Framework: Connections to support best practice around the world. In G. Kielhofner, *The model of human occupation: Theory and application* (4th ed., pp. 519- 531). Baltimore, MD: Lippincott, Williams, & Wilkins.
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- Kramer, J.**, & Bowyer, P. (2007). Application of the Model of Human Occupation to Children and Family Interventions. In S. Dunbar (Ed.), *Occupational Therapy Models for Intervention with Children and Families* (pp. 51- 96). Thorofare, NJ: Slack.
- Keller, J.**, Kafkes, A., Basu, S., Federico, J., & Kielhofner, G. (2005). *The Child Occupational Self Assessment* (version 2.1). MOHO Clearinghouse, Department of Occupational Therapy, College of Applied Health Sciences, University of Illinois at Chicago, Chicago, Illinois.

Presentations

PEER- REVIEWED CONFERENCE PRESENTATIONS

- Kramer, J. M.**, Solondo, K., Schwartz, A., Persch, A., & Pfeiffer, B. (March, 2024). *Using & Interpreting a Self-Assessment of Functional Abilities for Youth & Young Adults With Developmental Disabilities: The PEDI-PRO*. Presented at the American Occupational Therapy Association INSPIRE Conference. Orlando, FL

- Persch, A., **Kramer, J. M.**, Pfeiffer, B., Schwartz, A., Ni, P., Guerrero, F. (March, 2024). *Psychometric Properties of the PEDI-PRO: An Accessible Self-Reported Measure of Functional Abilities for Transition-Age Youth With IDD*. Research panel presented at the American Occupational Therapy Association INSPIRE Conference. Orlando, FL.
- Kramer, J.** (2023, November). *Using a new self-assessment of functional abilities for youth and young adults with developmental disabilities: The PEDI-PRO*. Presented at the Florida Occupational Therapy Association Conference. Clearwater, FL.
- Kramer, J.**, Johnson, K. R., & Ausderau, K. K. (2023, June). *Virtual Inclusive Research: Two years of lessons learned*. Presented at the American Association on Intellectual and Developmental Disabilities Conference. Pittsburgh, PA.
- Pfeiffer, B., & **Kramer, J.** (2022, April). *Research during public health emergencies: Tools to prepare and support the engagement of stakeholders with IDD in research teams*. Presented at the American Occupational Therapy Association INSPIRE Conference. San Antonio, TX/ Virtual.
- Kramer, J.**, Goode, T., Beasley, J., Peace, M., & Watkins, D. (2021, November). *Reconciling the Past, Changing the Future: Building Capacity of Young Adults with IDD-MH, Families, and Researchers to Partner in Research*. Presented at the Association of University Centers on Disability Annual Conference (virtual conference).
- *This virtual concurrent session was in the top 10 most viewed sessions of this conference.*
- Schwartz, A., **Kramer, J.**, Hallock, T., Hwang, I., Myrvold, R., Pfeiffer, B. (2021, June). *Fostering remote research collaborations: A Toolkit for Remote Inclusive Research*. Presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) 145th Annual Meeting (virtual conference).
- Kramer, J.**, Schwartz, A., & Greenberg, K. (2021, April). *Usability and reliability of the Pediatric Evaluation Disability Inventory- Patient Reported Outcome (PEDI-PRO) software interface for youth with DD*. Presented at the American Occupational Therapy Association INSPIRE Virtual Conference.
- Arnold, S.H., Fragala-Pinkham, M.A., James, S.A., **Kramer, J.M.**, Kolobe, T.H.A. (2021, Feb). *Determinants of Change in Student Mobility, Daily Activity, and Social-Cognitive Status During a School Year*. Combined Sections Meeting of the American Physical Therapy Association. Virtual.
- Beasley, J., Goode, T., & **Kramer, J.** (2020, November). *Promoting Equity for Young Adults with IDD-MH and their Families in Research*. Presented at the Association of University Centers on Disability Annual Conference (virtual conference).
- Kramer, J.**, Schwartz, A., Hwang, I. (2020, September). *Project TEAM: A group intervention to teach transition age youth with developmental disabilities to problem solve physical and social environmental barriers*. Instructional course presented at the 74th Annual meeting of the American Academy of Cerebral Palsy and Developmental Medicine. Virtual.
- Kramer, J.**, Fragala-Pinkham, M., Shore, B., AlHeresh, R. (2020, September). *Assessing activity level outcomes using the Pediatric Evaluation of Disability Inventory- Computer Adaptive Test (PEDI-CAT) family of measures*. Instructional course presented at the 74th Annual meeting of the American Academy of Cerebral Palsy and Developmental Medicine. Virtual.
- Schwartz, A., & **Kramer, J.** (2020, September). *Developing and testing a mental health intervention for young adults with developmental disabilities using a participatory approach*. Seminar presented at the 74th Annual meeting of the American Academy of Cerebral Palsy and Developmental Medicine. Virtual.
- Schwartz*, A., **Kramer, J.**, Cohn, E., & McDonald, K. (June 2019). *They're able to shift the course of science: Fostering inclusive research partnerships with people with intellectual disability*. Paper presented at the Occupational Therapy Research Summit, Charleston, SC.
- Schwartz*, A., **Kramer, J.**, Cohn, E., Rogers, E. S., McDonald, K. (June 2019). *Stakeholder-driven approach to developing a peer mentoring intervention for young adults with intellectual/developmental disabilities and co-occurring mental health conditions*. Paper presented at

- the Occupational Therapy Research Summit, Charleston, SC.
- Kramer, J.,** Helfrich, C., Schwartz*, A., Hwang*, I., & Samuel, P. (2019, April). *Outcomes of an environmental-focused, problem-solving intervention for transition age youth: Project TEAM.* Presented at the American Occupational Therapy Association, New Orleans, LA.
- Schwartz*, A., **Kramer, J.,** Cohn, E., & McDonald, K. (April 2019). *A cyclical model of engagement of people with intellectual disabilities in participatory action research.* Paper presented at the American Occupational Therapy Association Conference, New Orleans, LA.
- Kramer, J.,** Hwang*, I., & Schwartz*, A. (2018, October). *Project TEAM: A group intervention to teach transition age youth with developmental disabilities to problem solve physical and social environmental barriers to participation.* Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Columbus, OH.
- Schwartz*, A., & **Kramer, J.** (2018, October). *Supporting individuals with neurodevelopmental disabilities to be research collaborators.* Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Columbus, OH.
- Pfeiffer, B., Classen, S., Persch, A., & **Kramer, J.** (April, 2018). *Transportation and community participation for individuals with developmental disabilities.* Presented at the National Conference of the American Occupational Therapy Association. Salt Lake City, UT.
- Kramer, J.,** & Schwartz*, A. (September, 2017). *Dare greatly: Involving youth with neurodevelopmental disabilities as co-researchers.* Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Montreal, Quebec.
- Schwartz*, A., & **Kramer, J.** (September, 2017). *Evaluating accessibility design features in patient reported outcome measures of functional performance for use by youth with neurodevelopmental disabilities.* Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Montreal, Quebec.
- Hwang*, I., **Kramer, J.,** Levin, M., Carrellas, A., Samuel, P. S. (June, 2017). *Youth and parent perspectives of an environment-focused problem solving intervention to increase participation of transition-age youth with developmental disabilities.* Presented at the American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- Hwang*, I. T., **Kramer, J.,** Rosenfeld, L., Levin M., & Acevedo-Garcia D. (June, 2017). *Use of a structured prompting approach to help parents of young children with developmental disabilities (DD) identify environmental barriers to participation.* Presented at the Occupational Therapy Summit of Scholars, Boston, MA.
- Schwartz*, A. & Kramer, J. (June, 2017). *"I just had to be flexible and show good patience": Management of interactional approaches to enact mentoring roles by peer mentors with developmental disabilities.* Presented at the Occupational Therapy Summit of Scholars, Boston, MA.
- Kramer, J.,** Levin, M., & Hwang*, I. (April, 2017). *Project TEAM: Empowering transition-age youth with developmental disabilities to problem solve environmental barriers to participation.* Presented at the American Occupational Therapy Association conference, Philadelphia, PA.
- Magasi, S., Harniss, M., **Kramer, J.,** & Jones, R. (November, 2016). *Fairness in testing-applying the principles of universal design and accessibility to the development and administration of rehabilitation measures.* Presented at the American Congress of Rehabilitation Medicine, Chicago, IL.
- Schwartz*, A., PEDI-PRO Youth TEAM, & **Kramer, J.** (November, 2016). *Developing the PEDI-PRO: Innovative youth self-report software.* Presented at the Massachusetts Occupational Therapy Association conference, Norwood, MA.
- Lindsay, R., Levin, M., & Hwang*, I. T., & **Kramer, J.** (October, 2016). *Parents of young children with disabilities: New critical thinking strategies to support participation at home and in the community.* Presented at the American Public Health Association, Denver, CO.
- Kramer, J.,** & Schwartz*, A. (September, 2016). *Initial proof of concept for a self-report of functional*

- performance for transition-age youth: The PEDI-PRO*. Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Hollywood, FL.
- Kramer, J.**, & Schwartz*, A. (September, 2016). *Cognitive accessibility of patient reported outcomes (PRO) for youth and adults with developmental disabilities: Assumptions and proposed design features for rehabilitation assessment*. Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Hollywood, FL.
- Kramer, J.**, Schwartz*, A., Foley, A., McDonald, K., Romer, K., Dehaiman, L., & Liljenquist, K. (June, 2016). *Shifting boundaries: Processes and outcomes of inclusive research*. Presented at the American Association on Intellectual and Developmental Disabilities, Atlanta, GA.
- Kramer, J.**, & Schwartz*, A. (May, 2016). *Proof of concept for a cognitively accessible self-report for transition-age youth: The PEDI-PRO*. Presented at the Occupational Therapy Summit of Scholars, Pittsburgh, PA.
- Ryan*, C., **Kramer, J.**, & Cohn, E. (May, 2016). *Exploring the self-disclosure process in peer mentoring relationships for transition-age youth with developmental disabilities*. Presented at the Occupational Therapy Summit of Scholars, Pittsburgh, PA.
- Rosenfeld, L., Levin-Demir, M., Hwang*, I., & **Kramer, J.** (May, 2016). *Addressing environmental barriers of children with disabilities and their families*. Presented at the Massachusetts Early Intervention Consortium, Framingham, MA.
- Kramer, J.** & Schwartz*, A. (April 2016). *A participatory approach to developing the new Pediatric Evaluation of Disability Inventory-Patient Reported Outcome (PEDI-PRO)*. Presented at the American Occupational Therapy Association Annual Conference, Chicago, IL.
- Fragala-Pinkham, M., Shore, B. J., & **Kramer, J.** (October, 2015). *Introduction to the Pediatric Evaluation of Disability Inventory-Computer Adaptive Test (PEDI-CAT): A new option for measuring function*. Presented at the American Academy for Cerebral Palsy and Developmental Medicine, Austin, TX.
- Levin, M., & **Kramer, J.** (October, 2015). *Empowering transition-age youth with disabilities to achieve goals*. Presented at the Massachusetts Occupational Therapy Association, Norwood, MA.
- Selmane*, R., **Kramer, J.**, Helfrich, C., Levin, M., (October, 2015). *Increasing readiness for advocacy through a problem-solving advocacy intervention*. Presented at the Massachusetts Occupational Therapy Association, Norwood, MA.
- Todorova, L., & **Kramer, J.** (2014, June). *Validity evidence for the Bulgarian translation of the Child Occupational Self Assessment*. Presented at the World Federation of Occupational Therapists, Yokohama, Japan.
- tenVelden, M., **Kramer, J.**, Forsyth, K., Agnew, J., Todorova, L., O'Brien, J., Bowyer, P., & Romero, D. (2014, June). *Enhancing the Child Occupational Self Assessment (COSA): Creating a meaningful and culturally appropriate self assessment for youth*. Presented at the World Federation of Occupational Therapists, Yokohama, Japan.
- Demir, M., & **Kramer, J.** (2014, June). *Supporting community participation of transition-age youth using an innovative self-advocacy intervention: Project TEAM*. Presented at the American Association on Intellectual and Developmental Disabilities, Orlando, FL.
- Kramer, J.** (2014, June). *A youth-driven framework of participation, the environment, and modifications: A meta-synthesis*. Presented at the Society for Disability Studies, Minneapolis, MN.
- Kramer, J.** (2014, April). *Formative evaluation of Project TEAM (Teens making Environment and Activity Modifications)*. Presented at the American Occupational Therapy Association, Baltimore, MD.
- Kramer, J.** (2013, June). *A multi-method, participatory formative evaluation of Project TEAM (Teens making Environment and Activity Modifications)*. Presented at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA.
- Kramer, J.** (2013, May). *Formative evaluation of a manualized self-advocacy intervention, Project TEAM (Teens making Environment and Activity Modifications)*. Presented at the Occupational Therapy Summit of Scholars, Chicago, IL.

- Kramer, J., Heckmann*, S., & Bell-Walker*, M.** (2013, April). *Accommodations and therapeutic techniques used during the administration of the Child Occupational Self Assessment (COSA)*. Presented at the American Occupational Therapy Association, San Diego, CA.
- Coster, W. J., **Kramer, J.**, Kao, Y-C., Liljenquist, K., & Dooley*, M. (2013, April). *Psychometric properties of the PEDI-CAT for children, youth, and young adults with autism spectrum disorders*. Presented at the American Occupational Therapy Association, San Diego, CA.
- Kramer, J.**, Coster, W., Kao, Y., & Haley, S. M. (2011, June). *Application of a new measure of activity and participation with children with Autism Spectrum Disorder*. Presented at the American Association on Intellectual and Developmental Disabilities, Minneapolis, MN.
- Kramer, J.**, Coster, W., Kao, Y., Orsmond, G. (2011, April). *"I'm my child's prefrontal lobe": Evaluations of performance of everyday activities by parents of children with autism*. Presented at the American Occupational Therapy Association, Philadelphia, PA.
- Kramer, J.** (2011, April). *"Kids Speak Out!": Best practices and evidence-based strategies for administering the Child Occupational Self Assessment (COSA)*. Presented at the American Occupational Therapy Association, Philadelphia, PA.
- Wilcox, A., Garcia-Reidy, T., & **Kramer, J.** (2011, April). *Building a volitional profile: A systematic approach to assessing, documenting, and addressing volition in pediatric rehabilitation*. Presented at the American Occupational Therapy Association, Philadelphia, PA.
- Kramer, J.**, Barth, Y., Curtis, K., Livingston, K., O'Neil, M., & Smith, Z. [The Youth Development and Marketing Panel] (2011, March). *"Game Plan!": A new environmental modification training*. Presented at the Federation for Children with Special Needs Visions of Community Conference, Boston, MA.
- Kramer, J.** (2010, April). *Evaluating the social validity of the goals, procedures, and outcomes of the Child Occupational Self-Assessment: A systematic approach to integrating mixed methods*. Presented at the American Occupational Therapy Association, Orlando, FL.
- Kramer, J.** (2010, April). *"I do lots of things": A qualitative approach to understanding how children with cerebral palsy describe their competence for everyday activities*. Presented at the American Occupational Therapy Association, Orlando, FL.
- Kramer, J.** (2010, June). *"Give them a voice": Therapists' perspectives on how the Child Occupational Self Assessment impacts their communication with school-aged children with disabilities*. Presented at the Interdisciplinary Conference on Communication, Medicine, and Ethics (COMET). Boston, MA.
- Kramer, J.** (2009, October). *How children with disabilities use likert scales to report competence and importance of everyday activities*. Presented at the joint Annual Meeting of the American Congress and Rehabilitation Medicine and the American Society of Neurorehabilitation, Denver, CO.
- Bowyer, P., **Kramer, J.**, Lee, J., & O'Brien, J. (2009, April). *Linking research and practice in assessment development: A mixed-methods approach to determining the clinical utility of the Short Child Occupational Profile (SCOPE)*. Presented at the American Occupational Therapy Association, Houston, TX.
- Bowyer, P., **Kramer, J.**, Lee, J., & O'Brien, J. (2009, April). *Getting a better picture: How pediatric practitioners choose assessments for practice*. Presented at the American Occupational Therapy Association, Houston, TX.
- Kramer, J.**, Lee, S., Kielhofner, G., & Taylor, R. (2009, April). *Obtaining Rasch measures in the clinic: The development of a paper-and-pencil scoring form for the Occupational Self Assessment*. Presented at the American Occupational Therapy Association, Houston, TX.
- Kramer, J.**, Lee, S., Kielhofner, G., & Taylor, R. (2009, April). *External validity and stability of the Occupational Self-Assessment when used with adolescents with fatigue*. Presented at the American Occupational Therapy Association, Houston, TX.
- Kramer, J.**, Lee, S., Kielhofner, G., & Taylor, R. (2009, April). *Using the Occupational Self-Assessment to capture client-reported outcomes: Establishing sensitivity using a unique Rasch-model approach*. Presented at the American Occupational Therapy Association, Houston, TX.

- Austin, S., & **Kramer, J. M.** (2008, April). *Understanding Rasch based measurement: An introduction for occupational therapy practitioners and students*. Presented at the American Occupational Therapy Association, Long Beach, CA.
- Kramer, J. M.**, Cahill, S., & Bowyer, P. (2008, April). *Applying the Model of Human Occupation to school-based practice*. Presented at the American Occupational Therapy Association, Long Beach, CA.
- Kramer, J.M.**, Kielhofner, G., & Lee, J. (2007, November). *In the know with MOHO: Recent updates to the Model of Human Occupation*. Presented at the Illinois Occupational Therapy Association, Naperville, IL.
- Kramer, J.M.**, Garcia, G., & Kramer, J. C. (2007, May). *Advocacy in Progress: Participation and control in a People First group*. Presented in panel *Participatory Action Research and Disability Studies: Critically examining how far we have come in changing research paradigms*. Presented at the Society of Disability Studies, Seattle, WA.
- Kramer, J.M.**, Bowyer, P., & Cahill, S. (2007, April). *The Model of Human Occupation: Supporting child-centered, occupation-based practice across contexts*. Presented at the American Occupational Therapy Association, St. Louis, MO.
- Kramer, J.M.**, Cahill, S.M., & Bowyer, P. (2007, April). *Supporting inclusion: Occupational therapy processes and assessments*. Presented at the Second City Disability Studies in Education Conference, Chicago, IL.
- Hammel, J., Dudgeon., B.J., & **Kramer, J.** (2007, February). *Making participation a habit: Defining participation "from within" by using a participatory action approach to examining barriers and supports to home and in community. Disability, societal habit, and participation*. Presented at the Habits III Habit and Participation: Promoting Participation Conference, Pacific Grove, CA.
- Kramer, J.**, Magasi, S., Mirza, M., & Shevil, E. (2006, September). *Building Alliances: Occupational therapy and disability studies*. Presented at the Illinois Occupational Therapy Association, Springfield, IL.
- Kramer, J.**, Cahill, S., & Bowyer, P. (2006, September). *Addressing motivation in intervention using the Pediatric Volitional Questionnaire*. Presented at the Illinois Occupational Therapy Association, Springfield, Illinois.
- Bowyer, P., & **Kramer, J.** (2006, July). *Model Of Human Occupation with children and youth in occupational therapy: Theory, assessments, and application*. Presented at the World Federation of Occupational Therapists, Sydney, Australia.
- Garcia, E., **Kramer, J.M.**, Kramer, J.C., Phillips, M., & Cruz, I. (2006, June). *The politics of self Advocacy*. Presented in panel presentation *Methodologies to support the participation of people with cognitive and intellectual disabilities in disability activism and disability studies research*. Presented at the Society for Disability Studies, Bethesda, MD.
- Hammel, J., & **Keller, J.** (2006, February). *Exploring strategies to increase voice and power of people with intellectual disabilities within research on community participation. Needs and barriers to participation*. Presented at the International Conference on Aging, Disability, and Independence, St. Petersburg, FL.
- Kielhofner, G., **Keller, J.**, & McCammon, S. (2005, November). *Client self assessment on MOHO*. Presented at the Illinois Occupational Therapy Association, Oak Brook, IL.
- Keller, J.** (2005, June). *"You work together, and you teach together"- An ethnography of a woman with an intellectual disability and her story of resisting expectations and re-creating social relationships in the community*. Presented at the Society for Disability Studies, San Francisco, CA.
- Kielhofner, G., **Keller, J.**, Krieger, S., Paul-Ward, A., & Forsyth, K. (2005, May). *Research and development of three assessments for client-centered intervention and outcome documentation*. Presented at the American Occupational Therapy Association, Long Beach, CA.
- Kielhofner, G., **Keller, J.**, & Castle, L. (2005, May). *The Model of Human Occupation: Contemporary concepts, evidence, and resources to support practice*. Presented at the American Occupational Therapy Association, Long Beach, CA.

PEER REVIEWED POSTER PRESENTATIONS

- Kramer, J.,** Beasley, J., Goode, T., Grosso, E., Guerrero, F., Peace Urquilla, M., & Watkins, D. (2023, April). *Reconciling the past, changing the future: Building capacity of young adults with IDD-MH, families, and researchers to partner in research.* Poster presented at the American Association on Intellectual and Developmental Disabilities. Pittsburgh, PA.
- Kramer, J. M.,** Hallock, T., Pfeiffer, B., & Schwartz, A. (2022, June). *Research during public health emergencies: Tools to prepare stakeholders with IDD.* Poster presented at the American Association on Intellectual and Developmental Disabilities (AAIDD). Jacksonville, FL/Virtual conference.
- Kramer, J. M.,** Schwartz, A., Hallock, T., Hwang, I., Myrvold, R., & Pfeiffer, B. (2021, June). *Collaborating with people with IDD during public health emergencies: Toolkit for Remote Inclusive Research.* Poster presented at the Occupational Therapy Summit of Scholars. Virtual conference.
- Hwang, I. T., **Kramer, J.,** Hallock T., Schwartz A., Myrvold R., & Pfeiffer B. (2021, June). *Using Technology to Facilitate Inclusive Research: A Rapid Scoping Review.* Poster presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) 145th Annual Meeting (virtual conference)
- Kramer, J., & Schwartz, A.** (September, 2020). *The Pediatric Evaluation of Disability Inventory- Patient Reported Outcome Measure (PEDI-PRO) software interface: Initial investigation of usability & reliability for youth with neurodevelopmental disabilities.* Poster presented at the 74th Annual meeting of the American Academy of Cerebral Palsy and Developmental Medicine. Virtual.
- Schwartz*, A., **Kramer, J.** McDonald, M., & Cohn, E. (June 2019). *They're able to shift the course of science: Fostering inclusive research partnerships with people with intellectual disability—A tool to enhance translation to practice.* Poster presented at the American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Paul, MN
- Hwang*, I. T., **Kramer J.,** Cohn E., Barnes L., & Wen Y. (2019, April). *Asian immigrant parents' experiences and coping strategies while using services for their child with developmental disability: A meta-synthesis study.* Poster presented at 2019 American Occupational Therapy Association (AOTA) Annual Conference, New Orleans, LA.
- Schwartz*, A. & **Kramer, J.** (April 2019). *Selecting self-report assessments for pediatric clients with cognitive impairments.* Poster presented at the American Occupational Therapy Association Conference, New Orleans, LA.
- Hwang, I., & **Kramer, J.** (April, 2018). *Usability of a problem-identification approach for parents of young children with developmental disabilities to identify environmental barriers.* Presented at the National Conference of the American Occupational Therapy Association. Salt Lake City, UT.
- Kramer, J.,** Hwang, I.,* Helfrich, C., Samuel, P., Levin, M., Carrellas, A., & Goeva, A. (September, 2017). *Changes in problem-solving, readiness for advocacy, and participation: Comparing an environment-focused intervention with goal setting only for transition age youth with developmental disabilities.* Presented at the American Academy of Cerebral Palsy and Developmental Medicine, Montreal, Quebec.
- Kramer, J., & Schwartz*, A.** (June, 2017). *Participatory measurement development of a health-care outcome measure: The PEDI-PRO.* Poster presented at the American Association on Intellectual and Developmental Disabilities. Hartford, CT.
- Kramer, J.,** Ryan*, C., & Schwartz*, A. (June, 2017). *Feasibility of electronic peer mentoring for transition-age youth and young adults with intellectual and developmental disabilities.* Poster presented at the American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- Schwartz*,*A., & **Kramer, J.** (June, 2017). *Being a teacher and a friend: Enactment of dual roles by young adult peer mentors with intellectual and developmental disabilities.* Poster presented at the American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- Ryan*, C., Cohn, E., & **Kramer, J.** (June, 2017). *Self-disclosure and the development of connection in peer mentoring relationships for transition-age youth and young adults with intellectual and*

- developmental disabilities*. Poster presented at the American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- Kramer, J., Hwang*, I., Helfrich, C., & Samuel, P.** (April, 2017). *Youth and parent perspectives of an environment problem solving intervention for transition-age youth with disabilities*. Poster presented at the American Occupational Therapy Association, Philadelphia, PA.
- Hwang*, I. T., **Kramer, J., & Kalemoss*, A.** (November, 2016). *Encounters between youth with developmental disabilities and environmental barriers: Parents' understandings and reactions*. Poster presented at the Massachusetts Occupational Therapy Association, Norwood, MA.
- Kramer, J., Hwang*, I., Helfrich, C., Samuel, P., & Carrellas, A.** (September, 2016). *Youth and parent perspectives of a problem solving intervention to increase participation of transition-age youth with developmental disabilities*. Poster presented at the American Academy of Cerebral Palsy and Developmental Medicine, Hollywood, FL.
- Kramer, J., & Schwartz*, A.** (2016, June). *Access for all: Design features to optimize cognitive accessibility of health-related patient-reported outcome (PRO) measures*. Poster presented at the American Association on Intellectual and Developmental Disabilities, Atlanta, GA.
- Schwartz*, A., **Kramer, J., & Orsmond, G.** (2016, June). *Change in self-determination associated with an environment-focused intervention for youth with disabilities*. Poster presented at the American Association on Intellectual and Developmental Disabilities, Atlanta, GA.
- Schwartz*, A., **Kramer, J., & Orsmond, G.** (2016, May). *Change in self-determination associated with an environment-focused intervention for youth with disabilities*. Poster presented at the Occupational Therapy Summit of Scholars, Pittsburgh, PA.
- Hwang*, I., **Kramer, J., & Kalemoss*, A.** (May, 2016). *Encounters between youth with developmental disabilities and environmental barriers: Parents' understandings and reactions*. Poster presented at the Occupational Therapy Summit of Scholars, Pittsburgh, PA.
- Schwartz*, A., & **Kramer, J.** (2016, April). *Youth with developmental disabilities' use of the Pediatric Evaluation of Disability Inventory-Patient Reported Outcome*. Poster presented at the American Occupational Therapy Association, Chicago, IL.
- Selmane*, R., **Kramer, J., & Demir, M.** (2015, April). *Increasing readiness for advocacy through a problem-solving advocacy intervention*. Poster presented at the American Occupational Therapy Association, Nashville, TN.
- Kramer, J., Moore*, R., & Demir, M.** (2014, June). *Evaluation of an accessible peer-mentoring protocol for transition-age youth with developmental disabilities*. Poster presented at the American Association on Intellectual and Developmental Disabilities, Orlando, FL.
- Selmane*, R., **Kramer, J., Helfrich, C., & Samuel, P.** (2014, May). *Examining the relationship between readiness for advocacy and attainment of participation and advocacy goals: Preliminary results*. Poster presented at the Occupational Therapy Summit of Scholars, Philadelphia, PA.
- O'Brien, J., **Kramer, J., & Bowyer, P.** (2014, April). *Applying the model of human occupation in pediatric practice*. Poster presented at the American Occupational Therapy Association, Baltimore, MD.
- Kramer, J., Coster, W. J., & Liljenquist*, K.** (2013, June). *Functional activity performance, not IQ, predicts responsibility for major life tasks for children with ASD*. Poster presented at American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA.
- Kramer, J.** (2013, June). *Development of functional skills: Comparing youth with ASDs, developmental disabilities, and no disabilities at 5, 10, and 15 years using the PEDI-CAT*. Poster presented at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA.
- Kao, Y., Coster, W., **Kramer, J., Haley, S. M., Ni, P., Dumas, H., Fragala-Pinkman, M., & Moed, R.** (2011, April). *Measuring transition of responsibility from parent to child: The Pediatric Evaluation of Disability Inventory Computer Adaptive Test (PEDI-CAT)*. Poster presented at the American Occupational Therapy Association, Philadelphia, PA.
- Kramer, J.** (2010, May). *Evidence-based strategies for gathering and interpreting children and youth self-reports: An example using the Child Occupational Self Assessment*. Poster presented at the World

- Federation of Occupational Therapists, Santiago, Chile.
- Kramer, J.** & Bowyer, P. (2010, May). *Occupational therapists as leaders in interdisciplinary educational teams: Forging collaboration through the use of participation-focused assessments*. Poster presented at the World Federation of Occupational Therapists, Santiago, Chile.
- Kramer, J. M.** (2009, March). *Using a unique measurement approach to explore the response patterns of children with disabilities across contexts*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.
- Kramer, J.M.** (2007, November). *Giving kids a say: Using the Child Occupational Self Assessment (COSA)*. Poster presented at the Illinois Occupational Therapy Association, Naperville, IL.
- Kramer, J.M.,** Bowyer, P., & Kielhofner, G. (2007, April). *Integrating evidence and practice: Clinical implications of the Model of Human Occupation research*. Poster presented at the American Occupational Therapy Association, St. Louis, MO.
- People First of Chicago, **Kramer, J. C.,** Garcia, E., & **Kramer, J. M.** (2006, June). *People First taking action: A participatory approach*. Poster presented at the Society for Disability Studies, Bethesda, MD.
- Keller-Kramer, J.,** Magasi, S., Nepveux, D., Mirza, M., & Shevil, E. (2006, May). *Building alliances: disability studies and occupational therapy graduate student perspectives*. Poster presented at the American Occupational Therapy Association, Charlotte, NC.
- Keller-Kramer, J.** (2006, May). *Children and youth self-report assessments: Evidence to support best practice in occupational therapy*. Poster presented at the American Occupational Therapy Association, Charlotte, NC.
- Kramer, J.** (2007, February). *Using a participatory action research approach to identify strategies and routines to support self advocacy and collective community building*. Poster presented at the Habits III Habit and Participation: Promoting Participation Conference, Pacific Grove, CA.

INVITED PRESENTATIONS:

- Kramer, J.** (March, 2024). *Accessible Measurement*. Panel presentation, State of the Science Symposium, sponsored by the American Occupational Therapy Foundation. American Occupational Therapy Association INSPIRE Conference. Orlando, FL.
- Kramer, J.** (February, 2024). *Project TEAM: Empowering transition age youth with developmental disabilities to problem solve barriers to participation*. Invited speaker, Alabama Autism Conference, University of Alabama.
- Beasley, J., Kalb, L., **Kramer, J.,** & Caoili, A. (May, 2023). *Research Panel: National Center for START Services Research*. Invited presentation at the START National Training Institute, Austin, TX.
- Kramer, J.** (September, 2022). *Measuring participation for all: Ensuring access and equality in participation instruments*. Invited keynote speech at the Capturing the Magic: Participation for All 2022 Scientific Meeting. Beitostolen, Norway.
- Kramer, J.,** Goode, T. D., Beasley, J. B., Peace, M., & Watkins, D. (October, 2020). *PCORI Truth & Reconciliation project*. Invited presentation at the National Research Consortium on Mental Health in Intellectual Developmental Disabilities. Virtual
- Kramer, J.,** Shouse, J., Watkins, D., & Peace, M. (2019, April). *Needs & experiences of young adults with IDD using mental health services: Recommendations for practice & research*. Invited webinar hosted by the Mental Health- Intellectual and Developmental Disability Special Interest Group, Association of University Centers on Disability.
- The Arc of the United States, Boston University, and The Intellectual Developmental Disability Mental Health (IDD-MH) Research Partnership. (2019, January). *IDD and Mental Health: What We Are Learning About Challenges and Needs*. Webinar presented for The Arc of the United States. <https://futureplanning.thearc.org/pages/learn/where-to-start/webinars/archived-webinars>
- Kramer, J.** (2018, March). *“Nothing About Us Without Us”: Partnering with youth and young adults with intellectual & developmental disabilities (IDD) to conduct rehabilitation research*. Invited Scholar, Department of Occupational Therapy, University of Florida.

- Kramer, J.,** Levin, M., & Ryan, C. (2017, July). *Feasibility of electronic peer mentoring for transition-age youth and young adults with intellectual and developmental disabilities*. Invited webinar presented for the American Association on Intellectual and Developmental Disabilities.
- Kramer, J.** (2017, June). *Participatory approaches to designing tools for practice*. Plenary session at the Occupational Therapy Summit of Scholars, Boston, MA.
- Kramer, J.,** Schwartz*, A., & PEDI-PRO Youth Team (2017, March). *Partnering with youth researchers to develop a self-report assessment of functional performance*. Guest lecture in “S-501 Partnering with youth in educational research and practice,” Harvard Graduate School of Education, Cambridge, MA.
- Murphey, S., Pfeiffer, E., Harvison, N., Piersol, C., Orsmond, G., & **Kramer, J.** (2016, April). Invited facilitator: *Journeys to becoming a scientist: Roundtable Q & A*. Presented at Community Based Participatory Research Workshop. University of Illinois at Chicago, Chicago, IL.
- Kramer, J.** (2016, April). Invited panelist: *Balancing scientific rigor with practical significance: Exemplars & lessons learned*. Presented at Community Based Participatory Research Workshop. University of Illinois at Chicago, Chicago, IL.
- Kramer, J.** (2016, April). *(SIS) DDSIS Buzz Session: Supporting advocacy and participation for transition age youth with developmental disabilities: Project TEAM*. Presented at the American Occupational Therapy Association, Chicago, IL.
- Kramer, J.** (2014, April). *Translating contemporary approaches to disability to best practices for transition-age youth: Project TEAM (Teens making Environment and Activity Modifications)*. Presented at the Laure Institute for Disability Policy and the Institute for Child and Youth Family Policy, Heller School for Social Policy and Management, Brandeis University, Waltham, MA.
- Kramer, J.** (2010, January). *Using MOHO in the schools to guide child-centered service provision and environmental modifications, and The Pediatric Volitional Questionnaire: A systematic approach to addressing motivation for occupation*. Presented to the Northwestern National Health Service Pediatric Occupational Therapists, Manchester, UK.
- Kramer, J.** (2009, November). *Inclusive research strategies for involving both adults with intellectual disabilities/learning difficulties and children with disabilities*. Presented at the symposium Brothers and Sisters: Their role in the life of a person with a disability, Centre for Disability Studies, Royal Rehabilitation Centre Sydney/The University of Sydney, Ryde, NSW, Australia.
- Kramer, J.** (2009, April). *Time, springboard and launching pads: The outputs of a postdoc*. Invited panelist: ‘Latest OT Research: Innovative Research and the Career Pathways of Scientists’ at the 89th annual American Occupational Therapy Association Conference, Houston, TX.
- Kramer, J. M.** (2008, November). *Involving children in occupational therapy evaluation and intervention planning: The Child Occupational Self Assessment, and Supporting pediatric best practice with the Short Child Occupational Profile*. Presented to the Northwestern National Health Service Pediatric Occupational Therapists, and Funded by Greater Manchester OT CPD Fund, Manchester, UK.
- Kramer, J. M.** (2008, April). *A picture is worth a thousand words: Empowering individuals with disabilities to access research production through the use of visual strategies*. Invited panelist: American Occupational Therapy Foundation Qualitative Research *New frontiers in qualitative research* moderated by Dr. Cathy Lysack. Presented at American Occupational Therapy Association, Long Beach, CA.

Teaching and Mentorship

COURSES TAUGHT

Undergraduate Courses

HSC 3502 Survey of Disease and Disability I[‡] 2019, 2023
 University of Florida

Graduate Courses

OTH 6016 Advanced Occupational Therapy Theory* 2020, 2022, 2023, 2024
 University of Florida
 OTH 6818 Clinical Competence[‡] 2021, 2022, 2023
 University of Florida
 OTH 6700 Advocacy and Interprofessional Skills* 2021
 University of Florida
 RS890: Doctoral Seminar in Rehabilitation Sciences 2018, 2019
 Boston University
 OT 945 Clinical Theory Development and Analysis 2018
 Boston University
 OT 563 Contexts and Occupational Therapy Practice* 2017, 2018
 Boston University
 OT 620 Evidence Based Practice II[‡] 2010, 2011, 2013, 2016, 2017, 2018
 Boston University
 OT 621 Evidence Based Practice III[‡] 2009, 2010, 2011, 2012, 2015, 2016
 Boston University

*Course developed [‡] Significant course revisions

MENTORSHIP

Doctoral Students (PhD)

Fiorella Guerrero (University of Florida, Dissertation Chair, 2019-2023) *Fullbright Scholar*
 Qunshan Zheng (University of Florida, Dissertation Committee, 2022- 2023)
 Sharon Medina (University of Florida, Dissertation Committee, 2020- 2023)
 Mary Jeghers (University of Florida, Dissertation Committee, 2019- 2022)
 Ariel Schwartz (Boston University, Dissertation Committee Chair, 2016- 2019)
 I-Ting Hwang (Boston University, Dissertation Committee Chair, 2014- 2019)
 Alisa Sheth (University of Illinois at Chicago, Dissertation Committee member, 2016- 2019)
 Kendra Liljenquist (Boston University, Dissertation Committee Member, 2012- 2016)

Doctor of Occupational Therapy Students (OTD) (Advisor/Chair)

Audrey Anderson (University of Florida, 2022-2023)
 Daniela Moreira (University of Florida, 2022- 2023)
 Thaila Schug (University of Florida, 2022-2023)
 Katherine McGinley (Huntington University, 2022-2023)
 Kaitlin Goodson (University of Florida, 2021-2022)
 Bhumi Patel (University of Florida, 2021-2022)
 Jordan Bennett (University of Florida, 2020-2021)
 Shelby Waldron (University of Florida, 2020-2021)
 Courtney Newell (University of Florida, 2020-2021)
 Natalie Petrone (Boston University, 2018- 2019)
 Emily Moran (Boston University, 2018 – 2019)
 Rachel Newman (Boston University, 2018- 2019)
 Jennifer Saner (Boston University, 2016- present)

Katrina Jandl (Boston University, 2016- present)
 Rena Katrikh (Boston University, 2016- December 2017)
 Lauren Mazel (Boston University, 2016- August 2017)
 Janvi Patel (Boston University, 2015- present)
 Jessica DeMarinis (Boston University, 2015- present)

Master's Thesis Students (MSOT)

Ariel Schwartz (Boston University, Primary Reader/Chair, Graduation 2015)
 Cathryn Ryan (Boston University, Primary Reader/Chair, Graduation 2015)
 Romeissa Selmane (Boston University, Primary Reader/Chair, Graduation 2014)
 Rachel Moore (Boston University, Primary Reader/Chair, Graduation 2014)
 Jamie Schub (Boston University, Second Reader, Graduation 2011)
 Rosa Walker (Boston University, Primary Reader/Chair, Graduation 2010)

- Additional 46 occupational therapy graduate students mentored in independent research studies or research-based level I fieldwork placements.

Undergraduate Honors Program University of Florida

Anna Sierra (Mentor, Graduation, 2024)
 Juliet Rapaport (Mentor, Graduation 2022)
 Lauren Toledo (Mentor, Graduation, 2022)
 Mason Lawrence (Mentor, Graduation 2021)
 Madison DeSanto (Mentor, Graduation 2021)

Undergraduate Thesis for Distinction Boston University

Brice Hounshel (Boston University, Primary Reader/Chair, Graduation 2019)
 Joy Carveth (Boston University, Primary Reader/Chair, Graduation 2017)

Funded Undergraduate Research Opportunities Program (UROP) Students Boston University

Brice Hounshel (Awarded Boston University UROP Funds: Summer 2018)
Student received Outstanding Student Researcher Award for her research project.
 Amanda Carlos (Awarded Boston University UROP Funds: Spring 2018)
 Joy Carveth (Awarded Boston University UROP Funds: Spring 2016)
 Clare Brabson (Awarded Boston University UROP Funds: Fall 2014, Fall 2015)
 Breanna Landry (Awarded Boston University UROP Funds: Spring 2014, Fall 2015)

Academic and Professional Honors

Fellow of the American Association on Intellectual and Developmental Disabilities (FAAIDD)	2022
American Occupational Therapy Foundation Mid-Career Research Excellence Award	2021
START Special Recognition Award, START National Training Institute. <i>For support and partnership with the Center for START Services & the START Network.</i>	2021
American Occupational Therapy Association Special Interest Section Quarterly Excellence in Writing Award. For article: Kirby, A., Henderson, J., Schwartz, A., Kramer, J. , Whitaker, B. N., Terrill, A. (2020, August). Youth suicide prevention and occupational therapy: What can we do? <i>SIS Quarterly Practice Connections</i> , 5(3), 6 -7. ISSN 1084-490 https://library.aota.org/SISQPC_August_2020/	2020
Invited Continuing Education Article, American Occupational Therapy Association Development Disabilities Special Interest Section https://myaota.aota.org/shop_aota/prodview.aspx?TYPE=D&PID=326680677&SKU=CEA0118	2018
Invited Faculty Mentor, AOTA/AOTF Summer Institute for Future Scientists in Occupational	2017

Therapy	
First authored article “ <i>Examining differential responses of youth with and without autism on a measure of everyday activity performance</i> ” nominated for the Quality of Life Research Journal (QLR) Outstanding Article of the Year Award	2015
First authored article “ <i>Youth with disabilities’ perspectives of the environment and participation: A qualitative meta-synthesis</i> ” featured as a Critically Appraised Paper in the Australian Journal of Occupational Therapy, doi: 10.1111/1440-1630.12108	2014
Massachusetts Advocates for Children YAY! Award Celebrating the 40th Anniversary of Special Education	2012
Awarded to the: Youth Marketing & Research Panel, YELL Lab, Department of Occupational Therapy, Boston University	
Recipient, Dean’s Scholar Award, University of Illinois at Chicago	2007
Recipient, Provost Award, University of Illinois at Chicago	2007
Recipient, American Occupational Therapy Foundation Dissertation Research Grant	2007

Service

UNIVERSITY OF FLORIDA SERVICE

Departmental Service

UF: Research Task Force, Chair	2019- Present
UF: Faculty Mentor (Bodison, Liu)	2019- Present
OTD Curriculum Committee (Chair)	2022-present

College Service

PHP Research Committee (Chair, 2020-2024)	2019- present
CAN Research Committee (member)	2020- present
PhD in Rehabilitation Science Steering Committee (member)	2019- present
Promotion and Tenure Committee (member)	2020-present

University Service

Research Opportunity Seed Fund, Reviewer	2020, 2023
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NATIONAL SERVICE

Conference Planning Committee Co-Chair, 10 th Annual Occupational Summit of Scholars, University of Florida	2023-2024
Coordinator, Peer Review Process, 6 th Annual Occupational Therapy Summit of Scholars, Boston University	2016-2017
Peer Reviewer, Research Track, American Occupational Therapy Association National Conference	2015, 2016, 2019, 2020
Committee Member, Ad-Hoc group to develop the American Occupational Therapy Association National Conference Research Track Acceptance Criteria	2015
Research Interest Network, American Association on Intellectual and Developmental Disabilities	
Chair	2021-2023
Vice Chair	2019- 2021
Secretary	2017-2019
Organizer, Research Special Interest Group National Webinars, American Association on Intellectual and Developmental Disabilities	2014- 2017

INVITED COMMITTEES AND WORKGROUPS

National Center for START Services Advisory Board	2023- Present
The National Pediatric Rehabilitation Resource Center (C-PROGRESS)	2022- Present
National Research Advisory Council	

US Preventive Services Task Force (USPSTF) Expert Forum on pediatric quality of life measures March 5, 2019

JOURNAL EDITORIAL BOARD MEMBERSHIP

Associate Editor OTJR: Occupation, Participation, and Health 2020-present
Consulting Editor Career Development and Transition for Exceptional Individuals 2020-2023
Editorial Review Board American Journal on Intellectual & Developmental Disabilities (AJIDD) 2019- present
Editorial Review Board OTJR: Occupation, Participation, and Health 2011-2014
Editorial Review Board Canadian Journal of Occupational Therapy 2009-2012

MANUSCRIPT REVIEWER

Archives of Physical Medicine and Rehabilitation
 Developmental Medicine & Child Neurology
 Physical and Occupational Therapy in Pediatrics
 Australian Journal of Occupational Therapy
 Intellectual and Developmental Disabilities
 Disability and Rehabilitation
 American Journal of Occupational Therapy
 British Journal of Occupational Therapy
 International Journal of Disability, Development, and Education

COMMUNITY SERVICE & OUTREACH

STEM Presentations for High School Students, MA 2018
 Careers in Occupational Therapy
 • Minute Man Vocational High School
 • Upward Bound Boston
 Health and Social Science Research
 • Arlington High School
 Occupational Therapy In-Service and Training, Boston Public Schools 2012, 2017
 Occupational Therapy Assessment In-Service, South Shore Therapy 2016
 Research Internships for Students with Disabilities
 • Perkins School for the Blind Spring 2016
 • Boston Center for Independent Living Transition Internship Program Summer 2015
 Advisory Board Member, Leadership Education in Neurodevelopmental and Related Disabilities (LEND), Institute for Community Inclusion/ Children’s Hospital Boston 2012
 Transition Task Force Member, Boston Public Schools 2010-2011
 Advisory Board Member, 3LPlace, Somerville, MA 2014- 2017
 Community Program Evaluation Assistance
 Partners for Youth with Disabilities: Mentor Match Program Fall 2009
 Greater New England Chapter of the National Multiple Sclerosis Society, CogFit Program Fall 2010
 Partners for Youth with Disabilities: Mentor Match Program Fall 2011
 Partners for Youth with Disabilities: Making Healthy Connections Fall 2012
 Ivy Street School: Cottage Farm Program Fall 2015
 WayPoint Adventures Fall 2016