

EDUCATION

2023	Ph.D. in Special Education, Concentration in Cognitive Neuroscience <i>University of Central Florida, Orlando, FL</i>
2013	M.S. in Speech-Language Pathology <i>Nova Southeastern University, Orlando, FL</i>
2008	B.A. in Communication Sciences and Disorders <i>University of Central Florida, Orlando, FL</i>

ACADEMIC APPOINTMENTS

2024–Present	Assistant Professor <i>Department of Communication Sciences and Disorders, Cathy Hughes School of Communications, Howard University, Washington, DC</i>
2025–Present	Postdoctoral Fellow, DREAM Technical Assistance Center <i>Florida International University</i> Leads educational technology integration and digital learning initiatives for a federally funded technical assistance center supporting special education personnel preparation at Minority Serving Institutions, including HBCUs and TCCUs.

RESEARCH INTERESTS

- Executive Function
- Self-Regulation
- Communication Sciences and Disorders
- Online Communication and Learning
- Artificial Intelligence
- Educational Neuroscience

RESEARCH EXPERIENCE

2020–2023	Interdisciplinary Lab Designer, Neuroscience & Special Education <i>University of Central Florida</i> Designed and developed a neurobehavioral research lab integrating EEG, galvanic skin response, and eye-tracking technologies to support research on neurological and behavioral processes.
2021–2023	Research Assistant, National Center for Innovation, Design, and Digital Learning (CIDDL) <i>University of Central Florida</i> Collaborated across institutions to advance educational technology research and dissemination; authored practitioner-facing resources on emerging instructional technologies.
2021–2023	Research Assistant, Using Multimodal Eye Tracking Data to Detect Dyslexia <i>University of Central Florida</i> Collected psychophysiological and eye-tracking data using GSR, iMotions, and Affdex to examine responses among students with dyslexia.
2020–2022	Research Assistant, Project RAISE <i>University of Central Florida</i> Supported research on robots and artificial intelligence to improve social skills for elementary students; operationalized communication goals for data collection.

PEER-REVIEWED PUBLICATIONS

- Young, F., Moise, D., Wilder, T. L., & Grays, A. (2025). The classroom ain't safe either: The role of school discipline in criminalizing Black girls with disabilities. *Phylon: The Clark Atlanta University Review of Race and Culture*, 62(2), 127–147.
- Marino, M. T., Vasquez, E., III, Wilder, T. L., & Basham, J. D. (2025). Unions as change agents: Washington Education Association's pioneering approach to special education teacher preparation. *School Community Journal*, 35(1), 109–136.
- Wilder, T. L., & Stratchan, N. (2025). AI-enhanced interview success: Leveraging eye-tracking and cognitive measures to support self-regulation in college students with ADHD. *Education Sciences*, 15(2), 165. <https://doi.org/10.3390/educsci15020165>
- Wilder, T. L., Peercy, M. M., Orland-Barak, L., & Wilson, S. (2024). Leading teacher education: Navigating the tension between past and the future. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871241284086>
- Wilder, T. L., Grays, A., Young, F., Moise, D., & Theodore, S. (2024). Learn to succeed: Supporting executive functioning skills in diverse early childhood. *Young Children*, 75(5).
- Theodore, S., Romano, L., Young, F., Moise, D., & Wilder, T. L. (2023). Cultivating culturally responsive-sustaining approaches to social and emotional learning for students with or at risk for emotional and behavioral dis/abilities. *Excelsior: Leadership in Teaching and Learning*. <https://doi.org/10.14305/jn.19440413.2023.16.1.02>
- Grays, A., Moise, D., Moore, E., Young, F., & Wilder, T. L. (2023). Why are we whispering: Addressing implicit bias in K–12 education. *Southeastern Regional Association of Teacher Educators (SRATE) Journal*, 32(1), 1–9.
- Carter, R. A., Jr., Zhang, L., Hunt, T. L., Bloom, L., Wilder, T. L., Yang, S., & Parsons, C. (2023). Educator preparation: A multi-discipline analysis of standards to promote critical thinking. *Teachers and Teaching*, 1–17. <https://doi.org/10.1080/13540602.2023.2191184>

Accepted / In Press

- Kea, C. D., Young, F., Wilder, T. L., Sirgany, L., & Trent, S. (in press). Leave, move, or stay? An examination of attrition factors of novice dual-certified teachers of color. *Current Issues in Education*.

Manuscripts Under Review

- Moore, M. D., & Wilder, T. L. (under review). More than a meal: How feeding routines support physical development and learning in early intervention. *Young Children*.
- Wilder, T. L., Davis, A., Moise, D., Mitchell, L., & Johnson, M. (under review). The ACCESS framework: A guide for artificial intelligence, cognition, and communication. *Teaching Exceptional Children*.

BOOK CHAPTERS

- Scott, L., Wilder, T. L., Zaugg, T., & Romualdo, A. (2024). Enhancing special education using AI: The intersection of personalized learning and inclusivity. In A. G. Walters (Ed.), *Transforming special education through artificial intelligence* (pp. 45–78). IGI Global.
- Moise, D., Wilder, T. L., Grays, A., & Young, F. (in press). Between healing and hustle: Navigating Black relationships in Insecure. In O. Aboderin (Ed.), *We Got Y'all: Relationships and representations in Insecure*.

OTHER SCHOLARLY PUBLICATIONS

- Moise, D. T., Wilder, T. L., & Young, F. (2021, December). Education exchange: More than a self-care Sunday. *Teachers Connecting to Advance Retention and Empowerment*, 11, 9.

CREATIVE AND SCHOLARLY PRODUCTS

- Wilder, T. L., Silva, M. A., Cramer, E., & Ellis, D. (2026). Grant proposal development workbook. DREAM Technical Assistance Center, Florida International University.
- Wilder, T. L., Grays, A. Y., & Towson, J. (2023). Child Outcomes Summary [Spanish learning modules]. Professional Learning Unique to Service Providers in Florida (PLUS-FL).
- Patterson, M. S., Wilder, T. L., Tazi, Y., Holman, K., Grace, B., Grays, A., Marino, M. T., Carter, R., Jr., & Perkins, M. (2021). Recruitment through Interaction and Strategic Enrollment: RISE Special Education [Interactive map].

NON-REFEREED PUBLICATIONS

- Wilder, T. L. (2022). Dumplings and personalized learning. Center for Innovation, Design, and Digital Learning.
- Wilder, T. L. (2022). Pancakes and program evaluation. Center for Innovation, Design, and Digital Learning.
- Wilder, T. L. (2022). Focus to-do increases time management skills in pre-service teachers. Center for Innovation, Design, and Digital Learning.

Wilder, T. L. (2021). Connect belief: Universal design for learning and inclusive early childhood education. Center for Innovation, Design, and Digital Learning.

EXTERNAL GRANTS AND SPONSORED PROJECTS

Funded

Wilder, T. L. (Project Director/Principal Investigator), Toliver-Smith, A., & Zapata, M. (2025–2030). Project SPEECH: Specialized Preparation in Explicit Education for Communication and High-Intensity Needs. U.S. Department of Education, Office of Special Education Programs, Personnel Development to Improve Services and Results for Children with Disabilities at Minority Serving Institutions (84.325M). Howard University. \$1,368,105.

Dieker, L., Lane, K., Mosher, M., Buckman, M., Wilder, T. L., Lannan, A., & Lee, D. (2026–2030). Advancing Leadership through Interdisciplinary Graduate Networks in Special Education (ALIGNS). U.S. Department of Education, Office of Special Education Programs, Preparation of Leadership Personnel Grant Program. University of Kansas, Howard University, & University of Kentucky. \$3,600,581.

Under Review

Wilder, T. L. (2026). Project BISON: Building Individualized Skills in Oral Language, Reading, and Numeracy. U.S. Department of Education, Office of Special Education Programs (84.325K). Howard University. Under review.

Unfunded Submissions

Malone, C., & Wilder, T. L. (2025). Consortium for Unified School Psychologist & Speech Pathologist Preparation (The CUSP Program). U.S. Department of Education, Office of Special Education Programs. Howard University. \$1,250,000.

Dieker, L., Lane, K., Mosher, M., Buckman, M., Wilder, T. L., Lannan, A., & Lee, D. (2025). Advancing Leadership through Interdisciplinary Graduate Networks in Special Education (ALIGNS). U.S. Department of Education, Office of Special Education Programs. \$3,600,581.

Wilder, T. L., Zapata, M., & Toliver-Smith, A. (2024). Project SPEECH. U.S. Department of Education, Office of Special Education Programs. Howard University. \$1,250,000.

Dieker, L., Lane, K., Mosher, M., Buckman, M., Wilder, T. L., Lannan, A., & Lee, D. (2024). Culture and Technology Research to Practice Alliance (CTRPA). U.S. Department of Education, Office of Special Education Programs. \$3,287,387.

Marino, M., & Vasquez, E. (2022). Technology-enhanced learning enabled by partner organization, research, and teaching success UCF TELEPORTS V 2.0. U.S. Department of Education, Office of Special Education Programs. [Wilder, T. L., grant team member].

Marino, M., Vasquez, T., & Dieker, L. (2021). Technology enhanced learning enabled by partner organizations, research, and teaching success (TELEPORTS). U.S. Department of Education, Office of Special Education Programs. [Wilder, T. L., grant team member].

TEACHING AND SUPERVISION EXPERIENCE

Howard University

Fall 2025

COSD 691: Research Methods I | Instructor of Record

Department of Communication Sciences and Disorders

Spring 2026

COSD 595: Research Methods II | Instructor of Record

Department of Communication Sciences and Disorders

Spring 2026

COSD 718: Grant Writing | Instructor of Record

Department of Communication Sciences and Disorders

2025–2026

COSD 561: Neurogenic Language Disorders | Instructor of Record

Department of Communication Sciences and Disorders

2025–2026

COSD 769: Neuro and Cognitive Foundations | Instructor of Record

Department of Communication Sciences and Disorders

2025–2026

COSD 7045: Advanced Research Methods | Instructor/Co-Instructor

Department of Communication Sciences and Disorders

University of Central Florida

Fall 2022–Spring 2023

EDF 6065: Programming for Students with Disabilities at the Secondary Level

College of Community Innovation and Education

Graduate research assistant; supported graduate web-based instruction.

Fall 2021–Spring 2022

EEX 4242: Teaching Exceptional Students in Secondary Settings

College of Community Innovation and Education

Instructor of Record, undergraduate web-based course.

Spring 2021

EEX 4941: Internship II

College of Community Innovation and Education

Coaching mentor for student teachers in exceptional education.

2016–2020

SPA 6946: Clinical Practice

University of Central Florida

External clinical site supervisor; provided individualized supervision, assessment support, mentorship, and coaching aligned with ASHA clinical supervision standards.

INVITED LECTURES AND WEBINARS

- Wilder, T. L. (2026, June 16). Teaching students to think in the age of AI [Invited webinar]. Center for Excellence in Teaching, Learning, and Assessment (CETLA), Howard University, Washington, DC.
- Wilder, T. L. (2024, November 14). Mastering time management: Crafting your optimal study plan strategies for student success [Invited presentation]. Howard University, Washington, DC.
- Wilder, T. L., Patterson, M. S., Tazi, Y., Parsons, C., Marino, M. T., & Vasquez, E. (2023, April 14). Removing barriers to special education recruitment with UDL [Invited guest lecture]. Harvard Graduate School of Education, Cambridge, MA.
- Moore, E., Moise, D., Wilder, T. L., & Young, F. (2022, October). Developing resilience while navigating resilience in higher education [Invited presentation]. Holmes Scholar Forum, Touro College, New York, NY.

CONFERENCE PRESENTATIONS

International

- Wilder, T. L., Grays, A., Young, F., Moise, D., & Theodore, S. (2025, July). The LEARN framework: Supporting self-regulation in diverse early childhood settings. Oxford Education Research Symposium, Oxford, United Kingdom.
- Young, F., & Wilder, T. L. (2025, July). Family engagement in action: Using community and home supports to fuel academic success. Division of International Special Education & Services (DISES) Conference, Nairobi, Kenya.
- Wilder, T. L., & Young, F. (2025, July). Keeping it 100: Black special education teachers' retention challenges in K–12 settings. Division of International Special Education & Services (DISES) Conference, Nairobi, Kenya.
- Burke, K., Macy, M., Towson, J., Wilder, T. L., Grays, A., & Meyer, J. (2023, November). Development of online professional development for Child Outcome Summary. Division for Early Childhood of the Council for Exceptional Children, Minneapolis, MN.
- Theodore, S., Wilder, T. L., Young, F., & Kea, C. D. (2022, April). The “sista-hood” of scholarship: Culturally responsive mentorship for Black women in special education doctoral programs. AERA Annual Meeting, Chicago, IL.
- Wilder, T. L., Patterson, M. S., Tazi, Y., Grays, A., Grace, B., Holman, K., Rujimora, J., & Marino, M. T. (2022, March). Mapping the future: Teacher preparation across the United States. UDL-IRN Summit, asynchronous session.
- Anderson, K., & Wilder, T. L. (2022, March–April). Universal design for learning (UDL) and coaching. UDL-IRN International Summit on Demand, online.
- Anderson, K., & Wilder, T. L. (2021). Mindfulness as a protective factor against stress for children. 22nd International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Orlando, FL.
- Hunt, J. H., Taub, M., Swihart, R. J., Patterson, M., Wilder, T. L., & Marino, M. T. (2021, June). Increasing engagement through virtual reality & UDL for students with learning disabilities [Poster presentation]. International Society for Technology in Education Conference, San Antonio, TX.

National

- Kea, C., Young, F., & Wilder, T. L. (2025). Life ain't been no crystal stair for special education teachers of color: Retention during and beyond induction years. Teacher Education Division of the Council for Exceptional Children Annual Conference, Kansas City, MO.
- Wilder, T. L. (2025, November). Navigating the digital divide: Self-regulation strategies for neurodiverse students in online learning and communication environments. Academy of Neurologic Communication Disorders and Sciences Annual Scientific Meeting, Washington, DC.
- Wilder, T. L., Hirn, J., Bates, J., & Simmons, J. (2025, November). Defying gravity: Navigating higher education with disabilities. American Speech-Language-Hearing Association Annual Convention.
- Wilder, T. L. (2025, August 7). Supporting neurodivergent professionals through inclusive communication [Invited presentation]. Pinnacle Live, virtual.
- Towson, J. A., Wilder, T. L., Grays, A. Y., Moise, M. A., & Green, K. B. (2024, September). Iterative development of online professional development for the Child Outcomes Summary. Council for Exceptional Children, Division for Early Childhood Conference, New Orleans, LA.
- Marino, M. T., McMahon, D., Wilder, T. L., Dieker, L., Smith, S., & Hughes, C. (2024, February). Teacher education: Using AI in designing and delivering courses. Council for Exceptional Children AI Webinar Series, online.
- Wilder, T. L., Samuels, H., Edwards, D., & Hill-Jackson, V. (2024, February). Pulling back the professoriate curtain: Black doctoral scholars' arts-based reflections in a year-long mentoring community. American Association of Colleges for Teacher Education, Denver, CO.

- Grays, A., Wilder, T. L., & Moise, D. (2024, February). Can we talk: Addressing implicit bias in K–12. American Association of Colleges for Teacher Education, Denver, CO.
- Wilder, T. L., Grays, A., Patterson, M., Tazi, Y., & Marino, M. T. (2023, July). RISE: Special education recruitment through interactive and strategic enrollment [Technology demonstration]. OSEP Leadership and Project Directors' Conference, Arlington, VA.
- Kea, C. D., Moise, D., Young, F., & Wilder, T. L. (2023, July). HBCUs hidden gems: Grant procurement and culturally responsive educator preparation [Meet-up]. OSEP Leadership and Project Directors' Conference, Arlington, VA.
- Carey, L., Lance, E., Wilder, T. L., Asato, M., & Cannon, A. (2022, November). Supporting equitable access to education for children and adolescents with sickle cell disease through interdisciplinary health care. Association of University Centers on Disabilities, Washington, DC.
- Wilder, T. L., Patterson, M. S., Tazi, Y., & Brewer, J. (2022, November). RISE: An interactive recruitment map to support a diverse teacher workforce. Teacher Education Division of the Council for Exceptional Children, Richmond, VA.
- Wilder, T. L., Patterson, M. S., Goldman, S. R., Marino, M. T., & Vasquez, E. (2022, June). Center for innovation, design, and digital learning. American Association of Colleges for Teacher Education Leadership Academy, Tampa, FL.
- Anderson, K., Wilder, T. L., & Grace, B. (2022, March–April). Coaching to enhance executive function skills and academic success in postsecondary undergraduate students with disabilities [Poster presentation]. American Occupational Therapy Association, San Antonio, TX.
- Anderson, K., Scott, L., Wilder, T. L., & Pike, L. (2021, November). Coping skills to decrease educator stress [Poster presentation]. Teacher Education Division of the Council for Exceptional Children, Fort Worth, TX.
- Basham, J., Vasquez, E., Zimmerman, K., Smith, S., Marino, M. T., & Wilder, T. L. (2021, November). Getting to know CIDDL: Technology trends, needs, and resources for preparing special educators. Teacher Education Division of the Council for Exceptional Children, Fort Worth, TX.
- Dieker, L., Taub, M., Berns-Conner, M., Greer, M., & Wilder, T. L. (2021, July). Preparing diverse Ph.D. students for innovations in our field. OSEP Project Directors' Conference, online.
- Anderson, K., & Wilder, T. L. (2021, July). Building relationships in coaching models to address educator burnout [Poster presentation]. OSEP Leadership and Project Directors' Conference, online.
- Anderson, K., & Wilder, T. L. (2021, March). Mindfulness to decrease stress for increased student engagement. Council for Exceptional Children Interactive Virtual Event, online.

State and Local

- Wilder, T. L. (2024, March). Speech-language pathologists in the schools: What graduate clinicians need to know. George Mason University, Washington, DC.
- Grays, A., & Wilder, T. L. (2023, March). Uniting teams, enhancing outcomes: Examining the impact of universal design for learning and adult learning theory on professional development for Early Steps providers in Florida. University of Central Florida, Orlando, FL.
- Wilder, T. L. (2022, December). Project RISE: Is your program on the map? Florida Association of Teacher Educators, Orlando, FL.
- Wilder, T. L., Young, F., & Moise, D. T. (2021, October). Culturally responsive behavior management interventions to support students with disabilities. Tennessee Association for Children's Early Education Virtual Conference, online.
- Wilder, T. L., Anderson, K., & Parsons, C. (2021). Tips and tricks to enhance executive function and increase productivity. College of Community Innovation and Education Staff Development, University of Central Florida, Orlando, FL.
- Anderson, K., & Wilder, T. L. (2020, July). Supporting students with executive function deficits in the postsecondary environment. Florida Occupational Therapy Association, Orlando, FL.
- Wilder, T. L., & Gombs, H. (2018). The function of the tongue and how it impacts speech, feeding, and sleep. American Dental Association Central Florida Chapter, Orlando, FL.

HONORS, AWARDS, AND RECOGNITION

2026

Emerging Scholar, 2026 Cohort

The EDU Ledger

Selected for the 2026 Emerging Scholars Cohort in recognition of scholarly contributions and emerging leadership in the field.

2023

Journal of Teacher Education 75th Anniversary Scholar

American Association of Colleges for Teacher Education

Selected to collaborate with a mentor and scholar team on the Journal of Teacher Education 75th Anniversary special issue, resulting in co-authorship of a 2024 publication.

2021

Outstanding Quantitative Research Award

Student Research Poster Competition, Teacher Education Division of the Council for Exceptional Children

Recognized for quantitative research contributing to the development of an interactive map of special education educator preparation programs.

2020

ACE Award for Continuing Education

American Speech-Language-Hearing Association

Recognition for completion of significant professional development activities.

2020–2023

TELEPORTS Scholar

College of Community Innovation and Education, University of Central Florida

OSEP-supported doctoral leadership preparation scholar (Award #H325D180022).

PROFESSIONAL SERVICE

University Service

2025–Present

Member, Graduate School Grievance Committee

Howard University

Departmental Service

2025–Present

Member, Assessment Committee

Department of Communication Sciences and Disorders, Howard University

2025–Present

Member, Research Committee

Department of Communication Sciences and Disorders, Howard University

Editorial, Review, and Advisory Service

2025–Present

Advisory Board Member

Center for Innovation, Design, and Digital Learning (CIDDL), National Technical Assistance Center

2022–Present

Guest Reviewer

Journal of Special Education Technology

2021–Present

Reviewer

TEACHING Exceptional Children

2024

Grant Reviewer

U.S. Department of Education, Office of Special Education Programs, 84.325M Competition

Community and Professional Service

2021–Present

Interview Committee Member

UCF Inclusive Education Services Program

2020–2023

Volunteer

Down Syndrome Foundation of Florida

2021

Co-Convener, Third Wednesday Forum Urban SIG Inaugural Symposium

University of Central Florida

2011–Present

Lead Special Education Volunteer

Orlando World Outreach Center, Youth Ministry

PROFESSIONAL AND CLINICAL EXPERIENCE

2022–2023

Project Manager, Professional Learning Unique to Service Providers in Florida (PLUS-FL)

Orlando, FL

Led an independent evaluation project with the Florida Department of Health to develop bilingual learning modules for Early Steps providers; managed mixed-methods data collection, stakeholder communication, and dissemination webinars.

2024

Virtual Speech-Language Pathologist

Prince George's County Public Schools / Montgomery County Public Schools, Maryland

Conducted assessments, developed treatment plans, provided therapy, monitored progress, and participated in IEP processes for students with communication needs.

2021–2023	Executive Function Coach, FOCUS <i>University of Central Florida</i> Provided assessment-informed coaching and technology-supported strategies to strengthen executive function and social-emotional skills among undergraduate STEM students with disabilities.
2020–2021	Instructional Coach, CREST <i>University of Central Florida</i> Facilitated TeachLivE simulation experiences for undergraduate teacher candidates, doctoral students, and researchers.
2016–2020	Speech and Language Learning Consultant <i>Orlando Montessori Bilingual Academy, Orlando, FL</i> Supported inclusive programming in bilingual and Montessori settings and provided individual and group speech-language services.
2015–2020	Speech and Language Business Consultant <i>Advance Learning Academy, Maitland, FL</i> Led organizational assessment, strategic planning, performance improvement, and service-delivery initiatives with executive leadership.
2011–2020	Senior Speech-Language Pathologist <i>Meric O'Grady Speech and Language Pathologist, Winter Park, FL</i> Conducted assessments and treatment, coordinated with interdisciplinary professionals, and supported patients and families across communication and feeding needs.
2013–2016	Speech-Language Pathologist <i>Life Care Centers of America, Orlando, FL</i> Provided assessment and intervention for adults with neurological and communication disorders in rehabilitation settings.
2009–2013	Speech-Language Therapist <i>Osceola County Public Schools, Kissimmee, FL</i> Managed school-based caseloads, conducted assessments, developed intervention plans, provided therapy, and collaborated with educators and families.

PROFESSIONAL LICENSURE AND CERTIFICATION

2024–Present	Maryland Speech-Language Pathology License No. 10943
2013–Present	Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)
	<i>American Speech-Language-Hearing Association</i>
2021–Present	NVivo Core Skills Certificate
2013–2023	Florida Speech-Language Pathology License No. SA 13746

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

- American Educational Research Association (AERA), Division K: Teaching & Teacher Education
- Council for Exceptional Children (CEC): Division for Culturally & Linguistically Diverse Exceptional Learners; Division on Autism and Developmental Disabilities; Teacher Education Division
- National Black Association for Speech-Language and Hearing (NBASLH)
- American Speech-Language-Hearing Association (ASHA): SIG 1 Language Learning and Education; SIG 2 Neurogenic Communication Disorders; SIG 10 Issues in Higher Education; SIG 11 Administration and Supervision; SIG 14 Cultural and Linguistic Diversity
- Florida Council for Exceptional Children (FCEC)
- Association of Doctoral Students in Exceptional Education (ADSEE)