

CURRICULUM VITAE

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Formal Education and Training

1985-1988	Postdoctoral Fellow	UCLA School of Medicine (Child Development & Psychopathology)
1981-1985	Ph.D.	University of North Carolina Chapel Hill, NC
1976-1977	M.A.	Peabody College Nashville, TN
1972-1976	B.S.	Oregon State University Corvallis, OR

Professional Experience

2020-Distinguished Professor		GSE&IS, Psychiatry, UCLA
2008-present	Professor	Joint Appointment, Dept. of Psychiatry, UCLA
1999-present	Professor	GSE&IS UCLA
1995-1999	Associate Professor	GSE&IS UCLA
1990-1995	Assistant Professor	GSE&IS UCLA
1988-1990	Research Psychologist	UCLA School of Medicine Department of Psychiatry
1985-1988	Post-doctoral Fellow, Center for Research Childhood Psychopathology	UCLA School of Medicine Dept. of Psychiatry
1981-1984	Graduate Research Assistant	University of North Carolina Carolina Institute for Research on Early Education of the Handicapped II
1979-1981	Project Coordinator	Virginia Commonwealth University RECEP (Model Dem Project)

Infants and Young Children
Autism Research and Treatment

Occasional Reviewer

Autism Research
American Journal on Intellectual and Developmental Disabilities
Child Development
Developmental Psychology
Development and Psychopathology
Infant Behavior and Development
Journal of the American Academy of Child Adolescent Psychiatry
Journal of Autism and Developmental Disorders
Journal of Child Psychology & Psychiatry
Lancet
Pediatrics
Brookes Publishers, Guilford Publishers
Grant Review, Research Council of Canada, Spencer Foundation, National Science Foundation, MRC (UK), Norwegian Health Council

Bibliography

Peer Reviewed Articles

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2. Shire, S.Y., Baker Worthman, L., Shih, W.& **Kasari, C** Comparison of Face-to-Face and Remote Support for Interventionists Learning to Deliver JASPER Intervention with Children Who have Autism. *J Behav Educ* (2020). <https://doi.org/10.1007/s10864-020-09376-4>
3. Hyde, C., Pizzano, M., McDonald, N.M. *et al.* A telehealth approach to improving clinical trial access for infants with tuberous sclerosis complex. *J Neurodevelop Disord* **12**, 3 (2020). <https://doi.org/10.1186/s11689-019-9302-0>
4. Luers, B, Qian, M, Nahum-Shani, I, **Kasari, C.**, Almirall, D (submitted, 2019) Linear Mixed Models for Comparing Dynamic Treatment Regimens on a Longitudinal Outcome in Sequentially Randomized Trials . *Biostatistics*.
5. **Kasari, C.** (2019). Time to rethink pre-emptive interventions for infants with early signs of autism spectrum disorder. *The Lancet Child & Adolescent Health*.
6. Gulsrud, A., Carr, T., Williams, J., Panganiban, J., Jones, F., Kimbrough, J., ... & **Kasari, C.** (2019). Developmental screening and early intervention in a childcare setting for young children at risk for autism and other developmental delays: A feasibility trial. *Autism Research*.
7. Sturm, A., & **Kasari, C.** (2019). Academic and psychosocial characteristics of incoming college freshmen with autism spectrum disorder: The role of comorbidity and gender. *Autism research: official journal of the International Society for Autism Research*.

8. Stahmer, A. C., Vejnosa, S., Iadarola, S., Straiton, D., Segovia, F. R., Luelmo, P., ... & **Kasari, C.** (2019). Caregiver Voices: Cross-Cultural Input on Improving Access to Autism Services. *Journal of racial and ethnic health disparities*, 1-22.
9. Locke, J., Rotheram-Fuller, E., Harker, C., **Kasari, C.**, & Mandell, D. S. (2019). Comparing a practice-based model with a research-based model of social skills interventions for children with autism in schools. *Research in Autism Spectrum Disorders*, 62, 10-17.
10. Shih, W., Dean, M., Kretzmann, M., Locke, J., Damla, S., Mandell, D. S., ... & **Connie, K.** (2019). Remaking Recess Intervention for Improving Peer Interactions at School for Children With Autism Spectrum Disorder: Multisite Randomized Trial. *School Psychology Review*, 48(2), 133-144.
11. Shire, S. Y., Shih, W., Chang, Y. C., Bracaglia, S., Kodjoe, M., & **Kasari, C.** (2019). Sustained Community Implementation of JASPER Intervention with Toddlers with Autism. *Journal of autism and developmental disorders*, 1-13.
12. Nuske, H. J., McGhee Hassrick, E., Bronstein, B., Hauptman, L., Aponte, C., Levato, L., ... **Kasari, C** & Smith, T. (2019). Broken bridges—new school transitions for students with autism spectrum disorder: A systematic review on difficulties and strategies for success. *Autism*, 23(2), 306-325.
13. Kidwell, K. M., Seewald, N. J., Tran, Q., **Kasari, C.**, & Almirall, D. (2018). Design and analysis considerations for comparing dynamic treatment regimens with binary outcomes from sequential multiple assignment randomized trials. *Journal of applied statistics*, 45(9), 1628-1651.
14. Georgiades, S., & **Kasari, C.** (2018). Reframing Optimal Outcomes in Autism. *JAMA pediatrics*, 172(8), 716-717.
15. Harrop, C., Tu, N., Landa, R., Kasier, A., & **Kasari, C.** (2018). Sensory Behaviors in Minimally Verbal Children With Autism Spectrum Disorder: How and When Do Caregivers Respond?. *American journal on intellectual and developmental disabilities*, 123(1), 1-16.
16. Brady, N. C., Fleming, K., Romine, R. S., Holbrook, A., Muller, K., & **Kasari, C.** (2018). Concurrent validity and reliability for the Communication Complexity Scale. *American journal of speech-language pathology*, 27(1), 237-246.
17. Kaale, A., Smith, L., Nordahl-Hansen, A., Fagerland, M. W., & **Kasari, C.** (2018). Early interaction in autism spectrum disorder: Mothers' and children's behaviours during joint engagement. *Child: care, health and development*, 44(2), 312-318.
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19. Pellecchia, M., Nuske, H. J., Straiton, D., Hassrick, E. M., Gulsrud, A., Iadarola, S., ...**Kasari, C** & Mandell, D. S. (2018). Strategies to Engage Underrepresented Parents in Child Intervention Services: A Review of Effectiveness and Co-occurring Use. *Journal of Child and Family Studies*, 1-14.
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51. Anderson, A., Locke, J., Kretzmann, M., **Kasari, C.**, & AIR-B Network. (2016). Social network analysis of children with autism spectrum disorder: predictors of fragmentation and connectivity in elementary school classrooms. *Autism, 20*(6), 700-709.
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57. Carr, T., Shih, W., Lawton, K., Lord, C., King, B., & **Kasari, C.** (2016). The relationship between treatment attendance, adherence, and outcome in a caregiver-mediated intervention for low-resourced families of young children with autism spectrum disorder. *Autism, 20*(6), 643-652.
58. Locke, J., Shih, W., Kretzmann, M., & **Kasari, C.** (2016). Examining playground engagement between elementary school children with and without autism spectrum disorder. *Autism, 20*(6), 653-662.
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61. Locke, J., Olsen, A., Wideman, R., Downey, M. M., Kretzmann, M., **Kasari, C.**, & Mandell, D. S. (2015). A tangled web: The challenges of implementing an evidence-based social engagement intervention for children with autism in urban public school settings. *Behavior therapy, 46*(1), 54-67.
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autism spectrum disorder who are minimally verbal. *Journal of autism and developmental disorders*, 45(6), 1712-1724.

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<https://www.spectrumnews.org/news/latest-test-promising-autism-therapy-shows-mild-benefits/>
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RESEARCH SUPPORT

Current, and pending projects

ACTIVE

P50 HD055784 (Bookheimer, PI; Kasari, Project director) 08/06/07-07/31/22
 NICHD

Determinants of Social, Communicative, and other Core Deficits in Autism

The primary focus of the UCLA ACE is to understand the relationship between aberrant brain development and core deficits in autism by identifying mechanisms relating genes to brain structure/function and brain to behavior, and to develop effective interventions based on basic experimental and clinical research findings that will change outcomes in autism. Project 2 addresses gaps in our knowledge of early intervention for infants at risk of autism by a) testing the efficacy of an early social communication intervention (Baby JASPER) using a rigorous randomized controlled treatment design, b) intervening on core deficits of early autism, c) mediating intervention through the parent in both clinic and home settings; and (d) integrating electrophysiological measures to better inform our predictors of outcomes.

UA3MC11055:04 (Kasari, PI) 09/01/08-08/31/25
 HRSA

Autism Intervention Research Network on Behavioral Health

This network consists of 7 research sites focused on intervention research for underserved and under-represented children with autism and the development of tools and dissemination of guidelines, tools and research information.

R01 HD090138 (Jeste, PI; Kasari, Co-I) 10/01/15-03/31/22
 NIH

Early Behavioral Intervention to Improve Social Communication Function in Infants with TSC

There are two primary specific aims and two exploratory aims. (1) To examine the effects of an experimental intervention (JASPER) on primary (joint engagement) and secondary (joint attention, play, cognition, and parent use of social communication support strategies) outcomes in infants with TSC. (2) To identify electrophysiological biomarkers of change with treatment by examining the effects of JASPER on resting state EEG activity, low level visual processing and face processing. (3) To

characterize baseline clinical, behavioral, and electrophysiological characteristics of children that may predict social communication outcomes. (4) To determine whether changes in primary and secondary outcomes can be quantified after an initial two-week intensive intervention period.

3104 (Kasari, PI) 07/01/16-07/01/19
John & Marcia Goldman Foundation

JASPER in the Classroom: Implementation of a Train the Trainer Model

This study aims to determine the effects of a social communication module (Joint Attention Symbolic Play Engagement and Regulation---JASPER) on child outcomes in authentic preschool classrooms in a large school district serving primarily low resourced children with autism spectrum disorder (ASD).

R01 HD095973 (Kasari, PI) 04/01/19-3/31/24
NIH

Personalized, Responsive Intervention Sequences for Minimally Verbal Children with Autism (PRISM)

The goal of this study is to examine critical questions in the development of an adaptive intervention for improving social communication in preschool-aged children with autism spectrum disorders who have limited language. Questions include whether or not to augment an initial developmentally and behaviorally targeted social communication intervention by adding a speech generating device, whether to assess for slower response to initial intervention early versus later, and what next best treatment to provide to children who are identified as slower responders.

R01 HD098248 (Kasari, PI) 04/01/19-03/31/24
NIH

Community Based Adaptive Autism Intervention for Toddlers (CAIT)

The proposed study (CAIT: Community-based Adaptive Autism Intervention for Toddlers) aims to determine the most optimal sequence of interventions for improving the social- communicative, language and cognitive outcomes of toddlers with autism spectrum disorder (ASD). This study will employ a Sequential Multiple Assignment Randomized Trial (SMART) design to evaluate how best to improve social communication outcomes in toddlers with ASD over two treatment phases. The primary effectiveness aim is to determine among slower responders, the effect of augmenting JASPER with structured teaching vs. continuing JASPER on primary (social communicative utterances) and secondary outcomes (joint engagement and play).

P50 DC018006 (Kasari-Multi PI) 07/1/19-6/30/24

Predicting & Optimizing Language Outcomes in Minimally Verbal Children w Autism Spectrum Disorder

While the majority of children with ASD who have not yet acquired spoken language by age four remain minimally verbal over the long term, a minority are 'late bloomers' and make significant gains despite their earlier delays. The projects in the Center explore who these children are, and how we might optimize their language development by investigating genetics, motor and brain functioning and evaluating a novel behavioral treatment. The findings will have an important impact on clinical practice and will lead to new ways of identifying the children with ASD most at risk for severe communication disorders.

Role: Center Director, Administration Core Co-Lead, Project 3 Lead

Unknown (Kasari-Multi-PI) 09/01/19-08/31/22
The Simons Foundation

Evaluating BOSCC and ELSA as Outcome Measures in the Context of a JASPER Intervention

In this study which compares two methods of evaluating communicative competence in minimally verbal children with autism, my role is to supervise the intervention component of the project both at UCLA and through training and consultation with Drs. Tager-Flusberg and Kim in Boston and New York.

R41MC33087-01(Sturm, PI)
HRSA

09/01/2019-08/31/2020

Understanding The Impact of Disparity in Special Education Services for Underrepresented Groups with ASD

The aim of this study is to identify disparity in special education for underresourced youth with ASD and understand the impact of disparity in young adulthood.

Role: Co-Investigator

W81XWH-20-1-0085 (PI:Kasari)
DOD-DA CDMRP

06/01/2020-05/31/2023

TSC Remote Assessment and Intervention (TRAIN)

Our primary aim is to examine the effects of an adapted caregiver training intervention (Remote JASPER) on primary (joint engagement) and secondary (joint attention, play, and parent use of social communication support strategies) outcomes in young children with TSC. We have two exploratory aims; to characterize baseline child characteristics that may predict social communication outcomes, and to examine the acceptability and feasibility of the adapted caregiver-mediated training program.

PENDING

IES (Locke, PI; Kasari, Co-I)

07/01/20-6/30/24

School-Based Paraprofessional Education for Engagement at Recess (SPEER)

The goal of this study is to conduct a 2x2 factorial randomized trial of two implementation support methods to help school personnel deliver a peer engagement intervention at recess and lunch. The study will contrast external coaching and internal school team development on paraprofessionals' intervention implementation fidelity.

R01 HD091110 (Hassrick, PI; Kasari, Co-I)
NIH

04/01/19-03/31/24

Social Dynamics of Intervention (SODI)

Traditional social network analysis (SNA) will be used to track the configuration and frequency with which parents, other home providers, teachers, classroom aides and school clinicians share information, solve problems and provide advice about the autism interventions they are targeting with children. We will measure goal coordination among parents and autism providers, determine barriers and facilitators to team collaboration and assess whether or not the quality of collaboration is associated with student educational outcomes.

Completed Projects

P50HD055784 (Bookheimer, PI; Kasari, Project Director)

8/6/2007-7/31/2014

Determinants of Social, Communicative, and other Core Deficits in Autism

The primary focus of the UCLA ACE is to understand the relationship between aberrant brain development and core deficits in autism by identifying mechanisms relating genes to brain structure/function and brain to behavior, and to develop effective interventions based on basic experimental and clinical research findings that will change outcomes in autism. Project 4 addresses

gaps in our knowledge of early intervention for infants at risk of autism by a) testing the efficacy of an early social communication intervention (Baby JASPER) using a rigorous randomized controlled treatment design, b) intervening on core deficits of early autism, c) mediating intervention through the parent in both clinic and home settings; and (d) integrating electrophysiological measures to better inform our predictors of outcomes.

R01HD076903 (Brady & Kasari, MPI)
NIH/NICHHD

7/5/13-4/30/18

The CCS: A Treatment Outcome Measure for Individuals with Severe ID

The Communication Complexity Scale (CCS) will be investigated as an outcome measure for use in clinical trial research. We will measure the reliability and validity of the assessment and determine if it measures changes in children with autism who are receiving a behavioral intervention.

2409-017298 (Kasari, Kaiser, MPI)
Merck Foundation

Phenotypic Specific Communication Intervention for Children with Down Syndrome

The proposed study is a randomized controlled trial of an early communication intervention combining two evidence-based treatments that teach expressive communication (Enhanced Milieu Teaching; EMT) and joint attention/symbolic play (Joint Attention Symbolic Play Engagement and Regulation; JASPER) using a dual mode (words + signs). We will enroll 82 36 to 54 month old children with DS who have fewer than 20 words in Nashville and Los Angeles.

8939 (Kasari)
Autism Speaks

4/1/14-3/30/17

ASD Advocacy to Action: Planned Partnership of Under-Resourced Families in South Los Angeles

We propose to partner with the Special Needs Network, Inc. (SNN), a South Los Angeles parent-centered organization promoting education, early identification and treatment for under-served and low resourced families. As one of its services, the SNN provides the Parent Advocacy Mentor Program (PAM), a six-session, 18-hour intensive program designed for parents, caregivers, and professionals who work with children with autism. We propose to augment the current PAM program to include an additional series of sessions geared at the acquisition of early intervention strategies for families taught by either the community providers or UCLA providers in the community. We propose to train the existing community leaders in a shortened-version of the empirically supported JASPER intervention (Brief-JASPER; B-JASPER) to achieve sustainability.

R01HD080098 (Wood)
NICHD

12/15/13-11/30/16

BIACA comparison to Coping Cat

The proposed research will: (1) examine the efficacy of BIACA relative to Coping Cat, which represents standard practice treatment, (2) evaluate the maintenance of treatment gains, (3) examine the impact of personalized intervention on functional outcomes such as social responsiveness, loneliness, and friendship quality, (4) test autism severity as a moderator of treatment outcome, and (5) explore other moderators and mediators of treatment outcome. A total of 180 youth (ages 8-13 years) with ASD and co-occurring anxiety will be randomly assigned to one of the two treatment conditions.

R324U150001 (Kasari)
IES

7/1/15-12/31/16

Getting SMART About Social and Academic Engagement of Elementary-aged Students with ASD

This study involves a pilot Sequential Multiple Assignment Randomized Trial with 3 phases: 1) children randomized to an environmental modification intervention; 2) 2 months later, children re-randomized for intervention augmentation with parent assisted or peer-mediated training; 3) 2 months later, children assessed for early or slow response in peer social engagement with further augmentation for slow responders by combining parent and peer treatments and no change for early responders.

Invited talks since 2011

Invited Talks at Organized Workshops/Meetings

2018 *Engagement, Dissemination and Evaluation in the Community*, WHO workshop, Rome, Italy

2016 November DB:PREP® An Intensive Review of Developmental-Behavioral Pediatrics: *ASD Behavioral Interventions, and cases*, San Diego

2013 Feb 29: *Targeted interventions: Progress and challenges*, Autism Speaks Move the Needle, Washington DC

2013 April 9 Interagency Autism Council: NIH workshop on nonverbal school aged children

2013 Autism Speaks Drug Outcome Measurement meeting

2012 NICHD Vision Conference, Charting a New Course for IDD research at NICHD; Washington DC: New approaches to evidence based preventive and treatment interventions

2010 NIH Workshop on Minimally Verbal (Co-Chair with Helen Tager-Flusberg), Bethesda, MD

Invited Conference Presentations

2017 May 12: INSAR keynote, Engaging Autism: Interventions for improving social communication outcomes, San Francisco, CA

2017 May10: INSAR preconference keynote: Measuring meaningful social outcomes at school, San Francisco, CA

2016 Oct 28: Social skills interventions in schools: Implications of peer group and child, AACAP, NY

2014 Oct 22: Modularized and targeted treatments on core deficits for children with ASD, AACAP, San Diego

2014 May: IMFAR Preconference: Atlanta Georgia: Early interventions for minimally verbal children

2013 May: IMFAR Preconference: San Sebastian, Spain: Early interventions in ASD

2011 APA, Washington DC, Invited talk, Efficacy of interventions for ASD, Division 53

2010 APA, San Diego, Invited talk, Efficacy of interventions for ASD, Division 33

Invited International and National Talks

2019

- March 13 IES workshop: *Interventions for children with ASD: Application of SMART*, Ann Arbor, MI
- May 10 NY State Regional Centers for ASD: *Inclusion of children with ASD: Key issues for educators*
- May 24 *Introduction to JASPER Model, and early intervention for ASD*, Santiago, Chile
- May 28 *Early intervention: The JASPER model*, Montevideo, Uruguay
- June 22 *Update on early interventions for ASD*, University of Tokyo, Japan
- June 23 *Remaking recess; involving peers in intervention for children with ASD*, School Psychologists, Tokyo, Japan
- July 8 *Peer relationships and making friends in the primary grades*, U of Oregon, Eugene
- Aug 3 *Outcome measures for ASD studies and update on behavioral interventions*, Cold Spring Harbor Intensive Course on ASD
- Aug 13 *Quality early childhood education in LEAs for preschoolers with disabilities;* Policy Analysis for California Education, Sacramento, CA
- Aug 29 *Minimally verbal children with ASD: Assessment and Intervention;* Curtin University, Perth, Australia
- Aug 30 *Children with ASD at School: Making friends and achieving social inclusion;* Parent night, Perth, Australia
- Sept 26 *Autism in U.S. public schools* International Conference on Autism, Lancet Commission
- 2018**
- March 13 *Engaging autism: Social communication intervention for ASD*, Jacksonville, FL autism conference
- April 5 *Engaging autism: New directions for intervention*, Distinguished Lecture Series, Children's Specialized Hospital, NJ
- April 20 *Update on early interventions for ASD*, NYASLP conference, Rochester, NY
- June 9 *Interventions for Children with Autism Spectrum and other Neurodevelopmental Disorders*, 119th Annual Meeting of Japanese Neuropsychiatry Association, Tokyo
- August 3 *Smarter approach to early interventions for ASD*, MIND Institute Summer Institute
- Sept 11 *Intervening on social communication impairment in children with ASD: Evidence of Jasper model*, Helsinki, Finland
- Oct 18 *Engaging autism: New findings from intervention research*, Purdue University autism conference
- Oct 30 *Engaging autism: New findings from intervention research*, Montevideo, Uruguay
- Nov 3-4 *Introduction to JASPER*, Actualizados, Buenos Aires, Argentina

Nov 8 *Evidence for early interventions: ABA and NDBI interventions*, Tn Association of Behavior Analysts, Nashville TN

2017

January 8 *Components of effective early interventions*. Invited keynote workshop, Nagoya University, Japan

January 22 *Targeted treatments for core deficits in ASD*. Invited talk Mass General Hospital, Boston

February 4 *Educating children with ASD*. Invited keynote, ONE conference, LAUSD and CSULA

February 9 *JASPER: What it is and is not*. Invited talk, Ontario, CA Child and Community Resources

March 30 *Social communication interventions for preverbal and minimally verbal children with ASD*, WGAS, Berlin, Germany

April 19 *Early intervention in education based settings---the JASPER model*. International Conference on Autism and Neurodevelopmental Disorders, Bhutan

April 24-25 *Common pitfalls in clinical trials: The value of adaptive designs*. Looking to the Future: The Next 50 Years of Intellectual and Developmental Disabilities Research at NICHD, Bethesda

May 25 *Engaging autism: Early intervention outcomes* Vietnam Parent group, Hanoi

June 10 *Update on early intervention for ASD*. NY Association of Speech and Language Therapists, Rochester, NY

Aug 3 *Targeted social communication intervention for young children with autism*, In invited symposium, A Developmental Perspective on Optimizing Outcomes for Individuals with Autism Spectrum Disorder, APA Washington, DC

Oct 2-3 *Effective early interventions for children with autism*. Russian Conference on Developmental Disabilities, Moscow, Russia

Oct 20 *Engaging autism: effects of early interventions*. Canadian Speech Therapy conference, Toronto, Canada

Nov 11 *A smarter approach to intervening on autism*, Invited workshop, American Speech and Hearing Association, Los Angeles, CA

Nov 28 *Update on JASPER as effective early intervention*, Burgos, Spain

Dec 1 *Keys to early childhood care*, Spanish Conference, Seville, Spain

2016

January 15 *Early interventions for ASD: Active ingredients and deployment to the community*. Keynote: Autism Research Stakeholder Symposium Hamilton, Canada

January 22 *Engaging autism: Developmental implications for autism*. Children's Autism Services Conference, Edmonton, Canada

- Mar 11 *Engaging autism: early intervention update on core developmental abilities* Invited Autism Research Workshop, University of Ghent, Belgium
- April 1 *Social interventions for autism.* U Mass Pediatric Grand Rounds, Boston
- April 6 *Autism interventions: State of the science.* Endowed lecture, CSULA, Los Angeles
- May 2 *Early social communication interventions for ASD.* Distinguished Speaker series, Department of Communication, Northwestern University
- May 10 *Intervention delivery in real world settings.* Invited keynote. Canadian Autism Symposium, Ministry of Health; Montreal
- June 13-14 *New methodological approaches for interventions.* Speaker and participant, NIH Autism Centers of Excellence PI meeting
- July 7 *Parent mediated interventions for children with ASD.* INSAR invited webinar keynote
- July 30 *Update on interventions for ASD: Active ingredients and deployment in the community* Kristin Farmer Autism Center Conference, U of North Texas, Denton
- Sept 5 *Core social communication impairment in ASD.* University Belgrade, Serbia
- Oct 1 *Making friends, social skills and community involvement.* Stronger Together Community Conference, Philadelphia
- Oct 6 *School based interventions for ASD.* Nazarbayev University Astana, Kazakhstan
- Nov 5 *Early interventions for ASD: Active ingredients and deployment to the community.* Invited keynote, Sensory Processing Disorder Foundation Conference, Seattle,
- Dec 14 *What really works?* Moscow, Russia, country wide televised interactive talk
- Dec 15 *Early interventions for ASD.* Community keynote, Moscow, Russia
- Dec 16 *Evidence based interventions for ASD.* Autism Conference, Moscow, Russia

2015

- March 16 *Engaging autism: Developmental implications for ASD.* Invited talk, Manchester University, England
- March 19 *Effective autism interventions.* Eden Institute workshop, Princeton University
- March 20 *Engaging autism: Developmental implications for intervention.* Princeton University
- April 23 *Community based interventions for ASD.* Invited keynote. Autistica Foundation workshop. London, England
- May 20 *Social communication interventions for ASD.* Invited keynote, Autism Conference, Seoul, Korea

- July 3 *Social communication intervention for Dup 15q.* Invited talk, Dup15q Family Conference, Orlando, Florida
- Aug 27 *Intervening in schools for children with ASD.* English Board workshop and Autism Research Training program, Montreal, Canada
- Sept 26 *Engaging autism: Developmental implications for ASD.* Invited talk, International Autism Conference, Jagiellonian University, Krakow, Poland
- Oct 2 *Engaging autism: Developmental implications for ASD.* Invited keynote, Danish Autism Conference, Aarhus, Denmark
- Oct 8 *Early interventions for ASD.* Invited talk, Pediatric Congress, Skopje, Macedonia
- Oct 2 *Effective early interventions in ASD.* Grand rounds, Psychiatry, U of Texas, Dallas
- Nov 7 *School programs for children with autism.* Invited talk, International Meeting for Autism Research, regional meeting, Shanghai China
- Nov 14 *Intervening on core impairments.* Invited talk, Pediatrics autism conference, Boston
- Dec 3 *Engaging autism: Developmental implications of early interventions.* Invited talk, Zero to Three conference, Seattle, WA
- Dec 9 *Academic-community partnerships: what can we learn?* Invited talk, Pediatric disorders, Institute of Medicine, Washington DC
- 2014**
- January 11 *Intervening on core impairments in ASD.* Invited talk, Psychiatry update, Mass General Hospital, Cambridge Mass
- January 30 *Engaging autism: Strategies to improve joint attention, play and joint engagement.* TEACCH workshop, Chapel Hill, NC
- March 8 *Preparing typical peers to engage children without friends.* Invited talk, Inclusion conference, Loyola Marymount University, Los Angeles
- March 24 *Interventions in schools: Communication and peer relationships.* Invited keynote. Taiwan Autism Conference, National Taiwan University, Taipei, Taiwan
- April 5 *Peer engagement at school.* Invited keynote. Budapest autism conference, Budapest, Hungary
- April 8 *Joint attention and application of speech generating devices with minimally verbal children,* ASHA invited webinar
- April 9 *Social communication school-based interventions for children with ASD.* Invited keynote, Autism conference, U of Irvine
- April 18-20 *Early interventions in ASD: State of the science.* Teacher training workshop, Mumbai, India
- April 23 *State of the art: early intervention strategies in autism.* Invited keynote, Malaysian international seminar on autism: "Autism is not a tragedy, ignorance is", Kuala Lumpur

- May 2 *Early intervention and engaging autism: Evidence based strategies for long term* Invited keynote, Annual Pediatrics conference, U of Colorado Hospital, Denver, CO
- June 10 *Inclusive models of preschool education.* Invited keynote, Croatian autism conference, South East Asian Network, Zagreb
- June 14 *Interventions for individuals with ID/DD* Invited Keynote, 10th European Conference on Psychological Theory and Research on Intellectual and Developmental Disabilities, Linkoping, Sweden
- July 22 Invited presentation on parent mediated interventions, WHO workshop parent interventions, Geneva, Switzerland
- Aug 15 *Autism as an example for early interventions.* Invited talk, Dup15q Foundation conference, Boston, Mass
- Sept 12 *Engaging autism: Developmental implications for intervention.* Invited keynote, European Autism Network, Toulouse, France
- Oct 6 *Modularized and Targeted Treatments on Core Deficits for Children with Autism Spectrum Disorder.* Invited keynote, Autism Conference, Thompson Center, U of Missouri
- Oct 11 *Early interventions for autism.* Invited talk, Japanese Psychiatry conference, Hamamatsu, Japan
- Nov 8 *Inclusion for children with ASD.* Invited talk, University of Macedonia, Skopje, Macedonia
- Nov 14 *Early interventions for children with autism.* Invited talk, International conference for autism, Antalya, Turkey
- 2013**
- January 31 *Engaging autism: Developmental implications for intervention.* Invited talk, Distinguished Lecture series, Kennedy Center; Vanderbilt University, Nashville, TN
- Feb 11 *State of the art early intervention strategies in autism.* Invited talk, (Session chaired by Mr. Lyonpo Zangley Dukpa, Honorable Minister of Health, Bhutan). South Asian Autism Network (SAAN) Conference, New Delhi, India.
- March 10 *Autism policy for education in America,* Invited talk, Autism international conference, Hanoi, Vietnam
- March 20 *Engaging autism: Developmental implications for intervention* Invited talk, Autism speaker series, MIT, Cambridge, Mass
- April 12 *Engaging autism: Developmental implications for interventions.* Invited keynote, Profectum conference, Pasadena, CA
- May 1-10 *Inclusion of children with ASD.* Invited pre-conference, IMFAR, San Sebastian Spain
- May 17 *School based social skills interventions.* Invited keynote, TEACCH conference, Chapel Hill, NC

- May 28-31 *Early interventions in ASD: Where are we now, what can we expect in the future?* Invited talk, South East Asia Autism Network conference, Sarajevo, Bosnia
- June 6 *Social skills: Methods, models and mediating agents.* Invited talk, Cold Spring Harbor autism update; Long Island, NY
- June 18 *Setting the stage for developmental interventions for social communication in ASD* Invited Autism workshop, Speech and Hearing conference, University of Vermont, Burlington
- July 26 *Intervening with minimally verbal children with ASD.* Invited talk, Autism Speaks Family conference, Columbus, Ohio
- Aug 1 *Minimally verbal children: The neglected end of the spectrum.* Invited talk, APA meeting, Honolulu, Hawaii
- Sept 14-16 *Disparities for disabilities,* Invited participant, WHO meeting, Geneva, Switzerland
- Sept 27 *Interventions for autism.* Invited talk, Psychiatry update, Boston, Mass
- Oct 15-18 *Inclusive models for ASD interventions.* Invited talk, International meeting for autism, Moscow, Russia
- Oct 25 *Intervening on minimally verbal children with ASD.* Invited talk, Help group talk, Los Angeles, CA
- Oct 12 *SMART approach to combating autism.* Invited talk, International Year of Statistics meeting, Royal Society of Statistics, London, England
- 2012**
- Jan 12 *Mainstream education for school aged children with ASD.* Keynote Speaker. Autism Conference, Galway, Ireland.
- Feb 22 *Early interventions and autism.* Invited Keynote Speaker. Autism Conference, Slovenia.
- Feb 29 *Targeted treatments: Progress and challenges.* Invited presentation. Autism Speaks, Move the Needle, Washington DC.
- March 3 *Peer interactions and autism.* Invited presentation. LMU Inclusion conference.
- March 16 *Friendships, peer interactions and Aspergers* Keynote Speaker, Boston Asperger conference.
- March 27 *Engaging autism: Developmental implications for interventions* Invited Yale Grand Rounds.
- April 5 *Engaging autism: Developmental implications for interventions.* Invited talk, University of Redlands.
- June 19 *Autism Interventions: Current Evidence, New Findings.* Keynote, AAIDD, Charlotte, North Carolina.
- July *Enhancing Communication Skills in Young Children with Autism.* Invited SRCO poster for NICHD, Congressional Meeting, Washington DC.

- August *Engaging Autism: Developmental implications for interventions.* Invited talk, Georgia State University, Atlanta, GA.
- September *Engaging Autism: Developmental implications for intervention and issues of measurement.* Invited talk, USC Engineering and Autism Conference, Los Angeles, California
- November *How to involve the regular school in autism: Effective practices and positive outcomes.* Invited talk, Autism Conference, Valencia, Spain
- December *Engaging autism: Developmental implications for interventions.* Autism Science Foundation's Science and Sandwiches, UCLA

2011

- Jan 11 *Outcome measures for autism trials.* Autism Speaks Outcomes meeting, Washington DC.
- Jan 13 *Working with low resourced families—AIRB network.* HRSA meeting, Washington DC.
- Jan 20 *Social Interactions: Behavioral Measures.* Invited talk, Outcome measures for clinical trials with individuals with ASD: Challenges and opportunities meeting. Translational Medicine Initiative, Washington DC.
- Jan 27 *Autism interventions.* Cedars Grand Rounds. Los Angeles, California.
- May 12 *Taking behavioral interventions from the lab into school settings.* Invited symposium, IMFAR, San Diego, CA.
- June 14 *Smart approach to interventions in autism.* Invited symposium, NCDEU, Boca Raton, Florida.
- June *Engaging autism: Developmental implications* Invited lecture, GSU Language conference.
- Aug 6 *Early interventions for children with an Autism Spectrum Disorder.* Invited speaker, APA Evidence Based Practice Symposium (Division 53), Washington DC.
- Sept 18 *Engaging autism: Positive effects of family involvement* Invited talk, KIDA Summit on Autism, UC Irvine, California.
- Oct 12 *Engaging Autism: Developmental implications for early intervention.* MIND Institute Distinguished Lecturer Series, Sacramento, California.
- Dec 1-3 *School based interventions for children with ASD.* Invited speaker, Tokyo, Japan.