

---

 Curriculum Vitae
 

---

**NAME:****Boyd***Last Name***Brian***First Name***A.***Middle Initial***EDUCATION:**

<b>DEGREE</b>	<b>DISCIPLINE</b>	<b>INSTITUTION</b>	<b>DATE AWARDED</b>
Ph.D.	Special Education	University of Florida	08/2005
M.Ed.	Special Education	University of Virginia	05/2002
B.S.	Psychology	College of William and Mary	12/1997

**EMPLOYEMENT HISTORY:**

<b>Start/End Dates</b>	<b>Title, Department</b>	<b>Institution</b>
2022	William C. Friday Distinguished Professor, School of Education	University of North Carolina at Chapel Hill
2021 – 2022	Professor, Applied Behavioral Science	University of Kansas
2021 – 2022	Senior Scientist, Life Span Institute	University of Kansas
2018 – 2021	Assoc. Prof., Applied Behavioral Science	University of Kansas
2018 – present	Director, Juniper Gardens Children's Project	University of Kansas
2018 – 2021	Assoc. Scientist, Life Span Institute	University of Kansas
2017 – 2018	Assoc. Chair for Research, Allied Health Sciences	University of North Carolina at Chapel Hill
2015 – 2018	Assoc. Prof., Allied Health Sciences	University of North Carolina at Chapel Hill
2010 – 2018	Investigator, Carolina Institute for Developmental Disabilities	University of North Carolina at Chapel Hill
2010 – 2018	Fellow, Frank Porter Graham Child Development Institute	University of North Carolina at Chapel Hill
2009 – 2015	Asst. Prof., Allied Health Sciences	University of North Carolina at Chapel Hill
2007 – 2009	Investigator, Frank Porter Graham Child Development Institute	University of North Carolina at Chapel Hill
2005 – 2007	Postdoctoral Fellow, Allied Health Sciences	University of North Carolina at Chapel Hill

---

 KU Teaching Record
 

---

**A. List of Courses Taught**

<b>Course Number and Title</b>	<b>Semester/Year</b>	<b>Number Enrolled</b>
--------------------------------	----------------------	------------------------

ABSC 989: Methods of Obtaining External Research Funding	Spring / 2021	6
ABSC 989: Methods of Obtaining External Research Funding	Spring / 2020	6
ABSC 989: Methods of Obtaining External Research Funding	Spring / 2019	6

## B. Graduate and Postgraduate Advising Record

### o Graduate Committee Service: Masters

Year of Completion	Student Name (University)	My Role
2022	Veronica Fluhart (KU)	Committee Member
2022	Jevan Bremby (KU)	Committee Member
2020	Jessica Juanico (KU)	Committee Member

### o Committee Chair: Doctoral

Year of Completion	Student Name (University)	My Role
2018	Meiling Lin (UNC-Chapel Hill)	#Dissertation Advisor
2017	Caroline McCarty (UNC-Chapel Hill)	Committee Chair
2017	Chetna Sethi (UNC-Chapel Hill)	Committee Chair
2013	Heather Fritz (UNC-Chapel Hill)	Committee Chair
2012	Dwight Irvin (UNC-Chapel Hill)	#Dissertation Advisor

*Note:* # = Served as student's primary advisor; however, could not officially serve in the role of committee chair because I was either in a different academic unit from the student (Irvin) or no longer at UNC-Chapel Hill (Lin).

### o Other Graduate Committee Service: Doctoral

Year of Completion	Student Name (University)	My Role
2022	Erin Bojanek (KU)	Committee Member
2022	Shannon Kelly (KU)	Committee Member
2022	Abigail Blackman (KU)	Committee Member
2022	Suma Suswaram (KU)	Committee Member
2021	Heather Fielding Gebhardt (KU)	Committee Member
2020	Sheida Raley (KU)	Committee Member
2020	Aaron Dallman (UNC-Chapel Hill)	Committee Member
2019	Abigail Carroll (UNC-Chapel Hill)	Committee Member
2019	Leslie Bross (KU)	Committee Member
2019	Kathryn Burke (KU)	Committee Member
2018	Shuting Zheng (UNC-Chapel Hill)	Committee Member

2018	Nikhil Tomar (UNC-Chapel Hill)	Committee Member
2018	Ashley Mason (UNC-Chapel Hill)	Committee Member
2017	Jamie Pearson (U of Illinois)	External Committee Member
2013	Mackenzi Pergolotti (UNC-Chapel Hill)	Committee Member
2013	Elizabeth Furgang (UNC-Chapel Hill)	Committee Member
2013	Sumita Rege (UNC-Chapel Hill)	Committee Member
2012	Kaitlyn Wilson (UNC-Chapel Hill)	Committee Member
2012	Lauren Little (UNC-Chapel Hill)	Committee Member
2012	Ann Sam (UNC-Chapel Hill)	Committee Member
2010	Elena Gay (UNC-Chapel Hill)	Committee Member
2010	Michelle Flippin (UNC-Chapel Hill)	Committee Member

○ **Postdoctoral Fellows**

Year(s)	Student Name	Mentor Relationship	PhD Granting Institution
2021-2022	James Lee	Primary Mentor	University of Illinois-UC
2018-2022	Anna Wallisch	Primary Mentor	University of Kansas Medical Center
2017-2019	Kristi Morin	Co-mentor w/Drs. Kara Hume & Samuel Odom	Texas A & M University
2017-2018	Caroline McCarty	Primary Mentor	UNC-Chapel Hill
2016-2018	Melissa Savage	Co-mentor w/Drs. Kara Hume & Samuel Odom	Purdue University
2015-2018	Clare Harrop	Primary Mentor	University of Manchester
2013-2015	Meghan Swanson	Co-mentor w/Dr. Joseph Piven	City University of New York

## Research Record

### A. Research Publications

- **Peer-reviewed manuscripts**

**Note:** \* = student or trainee-led papers; **Key for contributions = C**, conceptual/idea generation and development; **A**, analytic/methodological; **WP**, writing/primary first draft generation/direction; **WS** writing/substantive contribution to writing, edits and revisions

1. Amsbary J, Alzamel A, Lin M, Savage M, Reszka S, Crais E, Watson L, & **Boyd B.** (in press). Targeting social-communication and play skills for preschoolers with autism spectrum disorder. *Young Except Child* (Contributions = C, WS)
2. Amsbary J, Lin M, Savage M, Fanning L, Reszka S, Watson L, & **Boyd B.** (in press). Engaging parents in the development and testing of a website to support social communication and play development for preschoolers with autism spectrum disorder. *J Spec Educ Technol.* (Contributions = C, WS)
3. Dallman AR, Harrop C, Lecavalier L, Bodfish J, Kalburgi SN, Jones DR, Holloway J, **Boyd BA.** (in press). Brief report: Replication of the psychometric characteristics of the Behavioral Inflexibility Scale in an independent sample. *J Autism Dev Disord.* (Contributions = C, WS)

4. Dallman AR, Perry C, Goldblum J, Butera N, **Boyd BA**, Harrop C. (in press). Occupational disruption leading to occupational changes: The influence of the COVID-19 pandemic on autistic children and their families. *Open J. Occup. Ther.*
5. Locke J, Hassrick EM, Stahmer AC, Iadarola S, **Boyd B**, Mandell DS, Shih W, Hund L, Kasari C. (in press). Using novel implementation tools for evidence-based intervention delivery (UNITED) across public service systems for three evidence-based interventions in under-resourced communities: Study protocol. *BMC Psychiatry.*
6. Maye M, **Boyd BA**, Martinez-Pedraza FL, Halladay A, Thurm A, Mandell DS (in press). Short report: Biases, barriers, and possible solutions: Steps towards addressing autism researchers under-engagement with racially, ethnically, and socioeconomically diverse communities. *J Autism Dev Disord.* (Contributions = C, W)
7. Steinbrenner J, McIntyre N, Rentschler L, Pearson J, Luelmo P, Jaramillo ME, **Boyd BA**...Hume K. (in press). Patterns in reporting and participant inclusion related to race and ethnicity in autism intervention literature: Data from a large-scale systematic review of evidence-based practices. *Autism*
8. Wallisch A, Irvin D, Kearns W, Lou Y, **Boyd BA**, Rous B. (in press). Advances in measuring wandering behavior in the early childhood classroom. *OTJR: Occupation, Participation, and Health*
9. Bodfish JW, Lecavalier L, Harrop C, Dallman A, Kalburgi S, Hollway J...**Boyd BA**. (2022). Measuring the functional impact of behavioral inflexibility in children with autism using the Behavioral Inflexibility Scale-Clinical Interview (BIS-CI). *J Autism Dev Disord.* 52(2): 782-790 (Contributions = C,A,WP)
10. Buzhardt J, Wallisch A, **Boyd BA**, Salley B, Jiam F, Irvin D. (2022). Exploration of growth in expressive communication for infants and toddlers with autism spectrum disorder. *J Early Interv.* 44(1): 3-22. (Contributions = C, WP)
11. Jones D, Dallman A, Harrop C, Whitten A, Pritchett J, Lecavalier L...**Boyd BA**. (2022). Evaluating the feasibility of the NIH toolbox cognition battery in children and adolescents with autism spectrum disorder. *J Autism Dev Disord.* 52(2): 689-699. (Contributions = C, A, WS)
12. Kaiser K, Villalobos ME, Locke J, Iruka IU, Proctor C, **Boyd B** (2022). Centering Black parent voices: A culturally grounded autism parent training program. *Autism.* 26(3): 716-726. (Contributions = C, WS)
13. Lord C, Charman T, Havdahl A, Anagnostou E, **Boyd BA**, Carbone P...McCauley J. (2022). Lancet commission on the future of care and clinical research in autism. *The Lancet.* 399(10321): 271-334. (Contributions = C, WP)
14. Harrop C, Dallman A, Lecavalier L, Bodfish JW, **Boyd BA**. (2021). Behavioral inflexibility across two neurogenetic conditions: Down syndrome and fragile X syndrome. *Am J Intellect Dev Disabil.* 126(5): 409-420. (Contributions = C, WP, A)
15. Streed C, Hall J, **Boyd BA**, Batza K, Kurth NK. (2021). Comparative health status and characteristics of respondents of the 2019-2020 National Survey on Health Reform and Disability by sexual and gender minority status. *LGBT Health.* 8(8): 563-568.
16. Bross LA, Travers JT, Wills HP, Huffman J, Watson E, Morningstar M, **Boyd B**. (2020). Effects of video modeling for young adults with autism in community employment settings. *Career Dev Transit Except Individ.* 43(4): 209-225. (Contributions = C)
17. Hall JP, Batza K, Streed CG, **Boyd BA**, Kurth N. (2020). Health disparities among sexual and gender minorities with autism spectrum disorder. *J Autism Dev Disord.* 17 pages. (Contributions = C, WS)

18. Lecavalier L, Bodfish J, Harrop C, Whitten A, Jones D, Pritchett J, Faldowski R, **Boyd BA** (2020). Development of the Behavior Inflexibility Scale for children with autism spectrum disorder and other developmental disabilities. *Autism Res.* 13(3): 489-499. (Contributions = C, A, WP)
19. Shogren KA, Mosconi MW, Raley S, Dean E, Edwards B, Wallisch A, **Boyd BA**, Kiblen J. (in press). Approaches for advancing the personalization of assessment and intervention in young adults with ASD by targeting self-determination and executive processes. *Autism Adulthood.* (Contributions = WS)
20. \*Zheng S, Hume K, Able H, Bishop S, **Boyd BA**. (2020). Exploring developmental and behavioral heterogeneity among preschoolers with ASD: A cluster analysis on principal components. *Autism Res.* 13(5): 796-809. (Contributions = C, WP)
21. Hume K, Sam A, Mokrova I, Reszka S, **Boyd B**. (2019). Facilitating social interactions with peers in early childhood settings for young children with ASD. *School Psych Rev.* 48(2): 123-132. (Contributions = C, WP)
22. \*Nowell SW, Watson LR, **Boyd B**, Klinger LG. (2019). Efficacy study of a social-communication and self-regulation intervention for school-aged children with autism spectrum disorder. *Lang Speech Hear Serv Sch.* 50(3): 416-433. (Contributions = C, WP)
23. Reszka SS, Belardi K, Amsbary J, **Boyd BA**, Watson LR. (2019). Fidelity of a teacher-implemented intervention for preschoolers with autism spectrum disorders: No, some, and unexpected effects. *Topics Early Child Spec Educ.* 39(1): 56-67. (Contributions = C, A, WP)
24. \*Sethi C, Harrop C, Zhang W, Pritchett J, Whitten A, **Boyd B**. (2019). Parent and professional perspectives on behavioral inflexibility in autism spectrum disorders: A qualitative study. *Autism.* 23(5): 1236-1248. (Contributions = C, A, WP)
25. Turner-Brown L, Hume K, **Boyd B**, Kainz K. (2019). Preliminary efficacy of Family-Implemented TEACCH for Toddlers: Effects on caregivers and their toddlers with autism spectrum disorder. *J Autism Dev Disord.* 49(7): 2685-2698. (Contributions = C, A, WS)
26. **Boyd BA**, Iruka I, Pierce N. (2018). Strengthening service access for children of color with autism spectrum disorders: A proposed conceptual framework. *Int Rev Res Dev Disa.* 54: 1-33. (Contributions = C, WP)
27. **Boyd BA**, Watson LR, Reszka SS, Sideris J, Alessandri M, Baranek GT, Crais ER, Donaldson A, Gutierrez A, Johnson L, Belardi K. (2018). Efficacy of the ASAP intervention for preschoolers with ASD: A cluster randomized controlled trial. *J Autism Dev Disord.* 48(9): 3144-3162. (Contributions = C, A, WP)
28. \*Harrop C, Amsbary J, Towner-Wright S, Reichow B, **Boyd BA**. (2018). That's what I like: The use of circumscribed interests within interventions for individuals with autism spectrum disorder. A systematic review. *Res Autism Spect Dis.* 57: 63-86. (Contributions = C, A, WS)
29. \*Harrop C, Jones D, Zheng S, Nowell S, **Boyd B**, Sasson, N. (2018). Circumscribed interests and attention in autism: The role of biological sex. *J Autism Dev Disord.* 48(10): 3449-3459. (Contributions = WS)
30. \*Harrop C, Jones D, Zheng S, Nowell S, **Boyd B**, Sasson N. (2018). Sex differences in social attention in autism. *Autism Res.* 11(9): 1264-1275. (Contributions = WS)
31. Odom SL, Cox A, Sideris J, Hume KA, Hedges S, Kucharczyk S, Shaw E, **Boyd B**, Reszka S, Neitzel J. (2018). Assessing quality of program environments for children and youth with autism: Autism Program Environment Rating Scale (APERS). *J Autism Dev Disord.* 48(3), 913-924. (Contributions = C, WS)
32. Reichow B, Hume K, Barton E, **Boyd B**. Early intensive behavioral intervention (EIBI) for young children with autism spectrum disorders (ASD). (2018). *Cochrane Database of Systematic Reviews* 2018, Issue 5. Art. No.: CD009260. DOI: 10.1002/14651858.CD009260.pub3. (Contributions = C, A, WP)

33. \*Swanson MR, Shen MD, Wolff JJ, **Boyd B**, Clements M, Rehg J...Piven J for IBIS Network (2018). Full day home language recordings reveal “hyper-vocalizing” in infants at high familial risk for autism. *Child Dev.* 89(2), e60-e73. (Contributions = C, WS)
34. Zhang W, Baranek GT, **Boyd BA** (2018). Brief Report: Factors associated with emergency department visits for epilepsy among children with autism spectrum disorder. *J Autism Dev Disord.* 48(5): 1854-1860. (Contributions = C, WS)
35. \*Kirby, AV, **Boyd BA**, Williams K, Faldowski, R, Baranek GT. (2017). Sensory and repetitive behaviors among children with autism spectrum disorder at home. *Autism.* 21(2): 142-154. (Contributions = C, A, WS)
36. Zhang W, Mason A, **Boyd B**, Sikich L, Baranek G. (2017). A rural-urban comparison in emergency department visits for U.S. children with autism spectrum disorder. *J Autism Dev Disord.* 47(3): 590-598. (Contributions = C, WP)
37. \*Ghilain CS, Parlade MV, McBee MT, Durham P, Gutierrez A, Boyd BA, Odom S, Alessandri M. (2016). Validation of the Pictorial Infant Communication Scales for preschool-aged children with autism spectrum disorder. *Autism.* 21(2): 203-216. (Contributions = C, WS)
38. \*Harrop C, McBee M, **Boyd BA**. (2016). How are child restricted and repetitive behaviors associated with caregiver stress over time? A parallel process multilevel growth model. *J Autism Dev Disord.* 46(5): 1773-1783. (Contributions = C, A, WP)
39. \*Sam A, Reszka S, **Boyd B**, Pan Y, Hume K, Odom S. (2016). The association between adult participation and the engagement of preschoolers with ASD. *Autism Res Treat.* Article ID 6029837. (Contributions = C, WS)
40. Wolff JJ, **Boyd BA**, Elison JT. (2016). Dimensional characterization of restricted and repetitive behaviors in early childhood. *J Neurodev Disord.* 8(1): 27-37. (Contributions = C, WS)
41. Hu BY, Lim C, **Boyd BA** (2016). Examining engagement and interaction of children with disabilities in inclusive kindergartens in China. *Infants Young Child.* 29(2): 146-163. (Contributions = WS)
42. \*Sanders EJ, Irvin DW, Belardi K, McCune L, **Boyd BA**, Odom SL. 2016. The questions children with autism spectrum disorder encounter in the inclusive preschool classroom. *Autism.* 20(1): 96-105. (Contributions = C, A, WP)
43. \*Irvin DW, **Boyd BA**, Odom SL. 2015. Adult talk in the inclusive classroom and the socially competent behavior of preschoolers with autism spectrum disorder. *Focus Autism Dev Dis.* 30(3): 131-142. (Contributions = C, A, WP)
44. \*Irvin DW, **Boyd BA**, Odom SL. 2015. Child and setting characteristics affecting the adult talk directed at preschoolers with autism spectrum disorder in the inclusive classroom. *Autism.* 19(2): 223-234. (Contributions = C, A, WP)
45. Odom SL, Thompson JL, Hedges S, **Boyd BA**, Dykstra JR, Duda MA, Szidon K, Smith L, Board A. 2015. Technology-aided interventions and instruction for adolescents with autism spectrum disorder. *J Autism Dev Disord.* 45(12): 3805-3819. (Contributions = WS)
46. \*Sam AM, Reszka SS, Odom SL, Hume KA, **Boyd BA**. 2015. The use of coding methods to estimate the social behavior directed toward peers and adults of preschoolers with ASD in TEACCH, LEAP, and eclectic “BAU” classrooms. *Behav Disorders.* 40(2): 91-101. (Contributions = C, WP)
47. Steinbrenner JD, Watson LR, **Boyd BA**, Crais ER, Wilson K, Baranek GT, Flippin M, Flagler S. (2015). Developing feasible and effective school-based interventions for children with ASD: A case study of the iterative development process. *J Early Intervention.* 37(1): 23-43. (Contributions = C, WP)
48. Aldrich RM, McCarty CH, **Boyd B**, Bunch CE, Balentine CB. 2014. Empirical lessons about occupational categorization from case studies of unemployment. *Can J Occup Ther.* 81(5): 289-297. (Contributions = WP)
49. Ausderau K, Furlong M, Sideris J, Bullock J, Little LM, Watson LR, **Boyd BA**, Belger A, Dickie VA, Baranek GT. 2014. Sensory subtypes in children with ASD: Latent transition profile analysis

- using a national survey of sensory features. *J Child Psychol Psychiatry*. 55(8): 935-944. (Contributions = WS)
50. **Boyd BA**, McCarty CH, Sethi C. 2014. Families of children with autism: A synthesis of the family routines literature. *J Occup Sci*. 21(3): 322-333. (Contributions = C, A, WP)
  51. Reszka SS, Hume KA, Sperry L, **Boyd BA**, McBee MT. 2014. The Classroom Practice Inventory: Psychometric evaluation of a rating scale of intervention practices for children with autism spectrum disorder. *Res Autism Spect Dis*. 8: 633-643. (Contributions = C, A, WP)
  52. **Boyd BA**, Hume K, McBee MT, Alessandri M, Gutierrez A, Johnson L, Sperry L, Odom SL. 2014. Comparative efficacy of TEACCH, LEAP and non-model-specific special education programs for preschoolers with autism spectrum disorders. *J Autism Dev Disord*. 44(2): 366-380. (Contributions = C, A, WP)
  53. Hume K, **Boyd BA**, Hamm J, Kucharczyk S. 2014. Supporting independence in adolescents on the autism spectrum. *Remedial Spec Educ*. 35(2): 102-113. (Contributions = WP)
  54. Reszka SS, **Boyd BA**, McBee M, Hume K, Odom SL. 2014. Brief report: Concurrent validity of autism symptom severity measures. *J Autism Dev Disord*. 44(2): 466-470. (Contributions = C, A, WP)
  55. **Boyd BA**, Woodard C, Bodfish JW. 2013. Feasibility of exposure response prevention to treat repetitive behaviors of children with autism and an intellectual disability: A brief report. *Autism*. 17(2): 196-204. (Contributions = C, A, WP)
  56. \*Coman D, Alessandri M, Gutierrez A, Novotny S, **Boyd BA**, Hume K, Sperry L, Odom S. 2013. Commitment to philosophy and burnout among high fidelity teachers implementing preschool programs for children with autism spectrum disorders. *J Autism Dev Disord*. 43(2): 345-360. (Contributions = C, WS)
  57. \*Dykstra, J., Sabatos-DeVito, M. G., Irvin, D. W., **Boyd, B. A.**, Hume, K. A., & Odom, S. L. (2013). Using the language environment analysis (LENA) system in preschool classrooms with children with autism spectrum disorders. *Autism*, 17(5), 582-594. (Contributions = C, A, WS)
  58. \*Irvin DW, Hume K, **Boyd BA**, McBee MT, Odom, S.L. 2013. Child and classroom characteristics associated with the adult language provided to preschoolers with autism spectrum disorder. *Res Autism Spect Dis*. 7(8): 947-955. (Contributions = C, A, WP)
  59. Baranek GT, Watson LR, **Boyd BA**, Poe M, David F, McGuire L. 2012. Hyporesponsiveness to social and nonsocial stimuli in children with autism, children with developmental delays, and typically developing children. *Dev Psychopathol*. 24(2): 307-320. (Contributions = C, WS)
  60. \*Dykstra J, **Boyd BA**, Watson LR, Crais ER, Baranek GT. 2012. The impact of the Advancing Social-Communication and Play intervention on preschoolers with autism spectrum disorders. *Autism*. 16(1): 33-49. (Contributions = C, A, WP)
  61. \*Frueier A, Baranek GT, Watson LR, **Boyd BA**, Bullock JC. 2012. Precursors and trajectories of sensory features: Qualitative analysis of infant home videos. *Am J Occup Ther*. 66(5): e81-e84. (Contributions = C, WS)
  62. \*Irvin DW, McBee M, **Boyd BA**, Hume K, Odom SL. 2012. Child and family factors affecting receipt and use of services for preschoolers with autism spectrum disorder. *Res Autism Spect Dis*. 6(1): 565-572. (Contributions = C, A, WP)
  63. Odom SL, Hume K, **Boyd BA**, Stabel A. 2012. Moving beyond the intensive behavioral treatment vs. eclectic dichotomy: Evidence-based and individualized programs for learners with ASD. *Behav Modif*. 36(3): 270-297. (Contributions = C, WP)
  64. Reichow B, Barton EE, **Boyd BA**, Hume K. Early intensive behavioral intervention (EIBI) for young children with autism spectrum disorders (ASD). (2012). *Cochrane Database of Systematic Reviews* 2012, Issue 10. Art. No.: CD009260. DOI: 10.1002/14651858.CD009260.pub2. (Contributions = C, A, WP)
  65. \*Wilson KP, Dykstra JR, Watson LR, **Boyd BA**, Crais ER. 2012. Coaching in early education classrooms serving children with autism: A pilot study. *Early Childhood Educ J*. 40(2): 97-105. (Contributions = C, A, WS)

66. **Boyd BA**, Conroy MA, Asmus JM, McKenney L. 2011. Direct observation of peer-related social interaction outcomes for young children with autism spectrum disorders. *Exceptionality*. 19(2): 94-108. (Contributions = C, A, WP)
67. **Boyd BA**, McDonough SG, Bodfish JW. 2011. Evidence-based behavioral interventions for repetitive behaviors in autism. *J Autism Dev Disord*. 42(6): 1236-1248. (Contributions = C, WP)
68. **Boyd BA**, McDonough SG, Rupp B, Khan F, Bodfish JW. 2011. Effects of a family-implemented treatment on the repetitive behaviors of children with autism. *J Autism Dev Disord*. 41(10): 1330-1341. (Contributions = C, A, WP)
69. **Boyd BA**, Woodard C, Bodfish JW. 2011. Modified exposure response prevention to the treat the repetitive behaviors of a child with autism: A case report. *Case Reports in Psychiatry*. Volume 2011 (Article ID: 241095): 5 pages. (Contributions = C, A, WP)
70. Hume KH, **Boyd BA**, McBee M, Coman D, Gutierrez A, Shaw E, Sperry L, Alessandri M, Odom SL. 2011. Assessing implementation of comprehensive treatment models for young children with ASD: Reliability and validity of two measures. *Res Autism Spect Dis*. 5(4): 1430-1440. (Contributions = C, A, WP)
71. \*Kinard J, Wilson K, Dykstra J, Watson L, **Boyd BA**. 2011. Advancing social-communication and play: Development of a supplemental intervention for public preschools serving children with autism. *Perspectives in School-Based Issues*. 12(3): 91-100. (Contributions = C, WS)
72. Watson LR, Patten E, Baranek GT, Poe M, **Boyd BA**, Freuler A, Lorenzi J. 2011. Differential associations among sensory response patterns and social communication measures in children with autism and developmental disorders. *J Speech Hear Lang Res*. 54(6): 1562-1576. (Contributions = C, WS)
73. **Boyd BA**, Baranek GT, Sideris J, Poe M, Watson LR, Patten E, Miller E. 2010. Sensory features and repetitive behaviors in children with autism and developmental delays. *Autism Res*. 3(2): 78-87. (Contributions = C, A, WP)
74. **Boyd BA**, Odom SL, Humphreys BP, Sam AM. 2010. Infants and toddlers with autism spectrum disorders: Early identification and early intervention. *J Early Intervention*. 32(2): 75-98. (Contributions = C, WP)
75. **Boyd BA**, Shaw E. 2010. Autism in the classroom: A group of students changing in population and presentation. *Preventing Sch Failu*. 54(4): 1-9. (Contributions = C, WP)
76. Odom SL, **Boyd BA**, Hume KH, Hall LM. 2010. Evaluation of comprehensive treatment models for individuals with autism spectrum disorders. *J Autism Dev Disord*. 40(4): 425-436. (Contributions = C, A, WP)
77. **Boyd BA**, McBee M, Holtzclaw T, Baranek GT, Bodfish JW. 2009. Relationships among repetitive behaviors, sensory features, and executive functions in high functioning autism. *Res Autism Spect Dis*, 3(4): 959-966.
78. Mancil GR, **Boyd BA**, Bedesem P. 2009. Parental stress and autism: Are there useful coping strategies? *Educ Train Dev Disab*. 44(4): 523-537. (Contributions = C, A, WP)
79. **Boyd BA**, Conroy MA, Asmus JM, McKenney ELW, Mancil GR. 2008. Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorders. *Educ Train Dev Disab*. 43(2): 186-197. (Contributions = C, A, WP)
80. Baranek GT, **Boyd BA**, Poe MR, David FJ, Watson LR. 2007. Hyperresponsive sensory patterns in young children with autism, developmental delay, and typical development. *AM J Ment Retard*. 112(4): 233-245. (Contributions = C, A, WP)
81. **Boyd BA**, Conroy MA, Mancil GR, Nakao T, Alter PJ. 2007. Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders. *J Autism Dev Disord*. 37(8): 1550-1561. (Contributions = C, A, WP)
82. Conroy MA, Asmus JM, **Boyd BA**, Ladwig CN, Sellers JA. 2007. Antecedent classroom factors and disruptive behaviors of children with autism spectrum disorders. *J Early Intervention*. 30(1): 19-35. (Contributions = WS)



83. Conroy MA, **Boyd BA**, Asmus J, Madera D. 2007. A functional approach for ameliorating social skills deficits in young children with autism spectrum disorders. *Infants Young Child*. 20(3): 242-254. (Contributions = WP)
84. **Boyd BA**, Alter PJ, Conroy MA. 2005. Using their interests: A novel strategy for increasing the social behaviors of young children with autism. *Beyond Behavior*. 14(3): 3-9. (Contributions = C, A, WP)
85. **Boyd BA**, Correa VI. 2005. Developing a framework for reducing the cultural clash between African American parents and the special education system. *Multicultural Perspectives*. 7(2): 3-11. (Contributions = C, WP)
86. Stichter JP, Conroy MA, **Boyd BA**. 2004. Undefined role of the antecedent: Addressing the measurement quagmires in applied research. *Ed Treatment Childre*. 27(4): 490-508. (Contributions = C, WP)
87. **Boyd BA**. 2002. Examining the relationship between stress and lack of support in mothers of children with autism. *Focus Autism Dev Dis*. 17(4): 208-215. (Contributions = C, WP)

- **Manuscripts Under Review**

1. **Boyd BA**, Howard W, Bodfish JW, Lecavalier L, Harrop C, Jones D, Dallman A, ...Hollway J. (under review). Examining sensitivity to developmental change on the Behavioral Inflexibility Scale. *Autism*.
2. **Boyd BA**, Stahmer AC, Odom SL, Wallisch A, Matheis M. (under review). It's time to close the research to practice gap in autism: The need for implementation science. *Autism*.
3. Gardner-Neblett N, Iruka I, Humphries M, **Boyd BA**, Boyton-Jarrett R, Currenton S, Durden T. (under review). Dismantling the Black-White achievement gap paradigm: Why and how we need to focus instead on systemic change. *J. Educ*.
4. Goldblum, JE, Dallman A, Perry C, **Boyd B**, & Harrop C. (under review). Autistic children, caregivers, socioemotional and financial distress, and dyadic interactions during COVID-19. *Am J Intellect Dev Disabil*.
5. Perry CM, Dallman A, Goldblum J, **Boyd BA**, Harrop C. (under review). The impact of COVID-19 on caregiver stress in families of autistic children. *J Autism Dev Disord*.
6. Reszka SS, Wallisch A, **Boyd BA**, Watson L, Grasely-Boy N. (under review). Pilot testing a measure of social-communication change across home and school contexts.
7. Wallisch A, **Boyd BA**, Hall JP, Kurth NK, Streed CJ, Mulcahy A, McMaughan DJ, Batza K. (under review). Healthcare disparities among autistic, LGBTQ+ persons.

- **Books or Book Chapters**

**Note:** ^=invited; **Key for contributions = C**, conceptual/idea generation and development; **A**, analytic/methodological; **WP**, writing/Primary first draft generation/direction; **WS** writing/Substantive contribution to writing, edits and revisions)

1. ^**Boyd BA**, Dykstra Steinbrenner J, Reszka SS, Carroll, A. (2019). Research in autism education: Current issues and future directions: In Hume K, Jordan R, Roberts JM, editors. *The SAGE Handbook of Autism and Education*. Washington DC: Sage Publications. (Contributions = C, WP)
2. ^**Boyd BA**, Kucharczyk S, Wong C. (2016). Implementing evidence-based practices in early childhood classroom settings. In Reichow B, **Boyd BA**, Barton EE, Odom SL, editors. *Handbook of Early Childhood Special Education*. New York: Springer. (Contributions = C, WP)
3. Reichow BR, **Boyd BA**, Barton EE, Odom SL (co-editors). (2016). *Handbook of Early Childhood Special Education*. New York: Springer. (Contributions = C, WP)
4. ^Conroy MA, Alter PJ, **Boyd BA**, Bettini E. (2014). Teacher preparation for students who demonstrate challenging behaviors. In Sindelar PT, McCray ED, Brownell MT, Lingnugaris/Kraft

B, editors. Handbook of Research on Special Education Teacher Preparation. New York: Routledge, Taylor, and Francis: 320-333. (Contributions = WS)

5. ^Irvin DW, Patten E, **Boyd BA**. (2014). Service use among young children with autism spectrum disorder. In Patel VB, Preedy VR, Martin CR, editors. The Comprehensive Guide to Autism. New York: Springer: 1159-1176. (Contributions = C, WP)
6. ^Odom SL, **Boyd BA**, Hall L, Hume K. (2014). Comprehensive treatment models for children and youth with autism spectrum disorder. In Volkmar F, Rogers S, Pelphrey K, Paul R. Handbook on Autism and Pervasive Developmental Disorders (4<sup>th</sup> ed). Hoboken (NJ): John Wiley and Sons: 770-787. (Contributions = C, WP)
7. ^**Boyd BA**, Wakeford L. (2013). Repetitive behaviors and sensory features: Evidence-based intervention strategies. In: Goldstein S, Naglieri J, editors. Interventions for Autism Spectrum Disorders: Translating science into practice. Hoboken (NJ): John Wiley and Sons: 233-256. (Contributions = C, WP)

## B. Scholarly Presentations

- **Oral and Poster Presentations**

1. Ayalew B, Sturm A, **Boyd B**, Kasari C. Disparities in autism diagnosis and classroom placement in Black students. International Society for Autism Research Conference; 2022 May; Austin, TX
2. Hassrick EM, Iadarola S, Locke J, Mandell D, Valente T, Ventimiglia J, Stahmer A, **Boyd B**, Kasari C. UNITED: Using collaborative teaming strategies and social network theories to sustain the implementation of evidence-based intervention for children on the autism spectrum. International Society for Autism Research Conference; 2022 May; Austin, TX
3. Wallisch A, **Boyd B**, Hall JP, Kurth NK, Streed CJ, Batza K. Healthcare disparities among autistic, sexual and gender minority individuals. International Society for Autism Research Conference; 2022 May; Austin, TX
4. Wallisch A, **Boyd B**, Iruka I, Payne K, Mars C, Liy A., Franklin T. Moving towards equity by understanding implicit racial biases within early childhood settings. Conference on Research Innovations in Early Intervention; 2022 February; San Diego, CA
5. Dallman A, Perry C, Goldblum J, Lecavalier L, **Boyd B**, Harrop C. Understanding behavioral inflexibility and anxiety in ASD during the COVID-19 pandemic. International Society for Autism Research Conference; 2021 May; virtual meeting.
6. Wallisch A, **Boyd B**. Which children are responding and why? A novel method to understand subtypes of treatment responders and non-responders. International Society for Autism Research Conference; 2021 May; virtual meeting.
7. Dallman A, Perry C, Goldblum J, Lecavalier L, **Boyd B**, Harrop C. Understanding behavioral inflexibility and anxiety in ASD during the COVID-19 pandemic. Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2021 April; virtual meeting.
8. **Boyd B.**, Bodfish J, Lecavalier L, Harrop C, & Dallman A. Preliminary validation of the Behavioral Inflexibility Scale – Clinical Interview. International Society for Autism Research Conference; 2020 May; Seattle, WA (Conference cancelled).
9. Wallisch A, Buzhardt J, Irvin D, **Boyd B**, Salley B, Jia F. Expressive communication growth trajectories of young children with autism: Exploring a novel progress monitoring tools. International Society for Autism Research Conference; 2020 May; Seattle, WA (Conference cancelled).
10. **Boyd B**, Bodfish J, Lecavalier L, Harrop C, & Dallman A. Initial validation of the Behavioral Inflexibility Scale-Clinical Interview. Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2020 April; San Diego, CA (Conference cancelled).
11. Chapman E, Harrop C, Dallman A, McQueen E, Perry C, Jones D, & **Boyd B**. Behavioral inflexibility and cognitive inhibition differentiates children with ASD and ADHD. Gatlinburg

- Conference on Research and Theory in Intellectual and Developmental Disabilities; 2020 April; San Diego, CA (Conference cancelled).
12. Durden T, **Boyd B**, Curenton S., & RISER Network. Pathways to cultural and holistic excellence for young black children; Asa Hilliard Symposium: Are you woke?; 2020 April, Atlanta, GA (Conference cancelled).
  13. Wallisch A, Irvin D, Kearns W, Luo Y, **Boyd B**, Rous B. Advances in measuring wandering in the early childhood classroom; Conference on Research Innovations in Early Intervention; 2020 February; San Diego, CA.
  14. Dallman AR, Harrop C, & **Boyd B**. The role of occupational inflexibility in autism spectrum disorders and Down syndrome. Society for the Study of Occupational Science Conference; 2019 October; Scottsdale, Arizona.
  15. Dallman AR, Harrop C, & **Boyd B**. Increased behavioral inflexibility in Down syndrome: Measurement, identification, and implications for occupational therapy. Occupational Therapy Summit of Scholars; 2019 June; Charleston, SC.
  16. Dallman A, Jones DR, Harrop C, **Boyd B**. The mediating role of executive functioning in problem behaviors in autism spectrum disorder. International Society for Autism Research Conference; 2019 May; Montreal, Canada.
  17. Nowell S, Watson LR, **Boyd B**, Klinger L. Efficacy study of a social-communication and self-regulation intervention for school-aged children with autism spectrum disorder: A randomized controlled trial. International Society for Autism Research Conference; 2019 May; Montreal, Canada.
  18. Dallman A, Harrop C, **Boyd B**, Bodfish J, Lecavalier L. Behavioral inflexibility in Down syndrome: Measurement and identification in a community sample. Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2019 April; San Antonio TX.
  19. Harrop C, Jones D, Zheng S, Nowell S, **Boyd B** & Sasson N. Sex Differences in Social Attention and Motivation in Autism: An Eye Tracking Study. International Meeting for Autism Research Conference; 2018 May, Rotterdam, Netherlands.
  20. Jones D, Dallman A, Harrop C, & **Boyd B**. Using the NIH Toolbox Cognition Battery to characterize the cognitive profile of children with Autism. International Meeting for Autism Research Conference; 2018 May, Rotterdam, Netherlands.
  21. Harrop H, Amsbary J, Wright-Towner S, Reichow B, & **Boyd B**. That's what I like: The use of circumscribed interests within intervention for individuals with autism spectrum disorder. A systematic review. Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2018 April; San Diego, USA.
  22. **Boyd B**, Watson L, Alessandri M, Baranek G, Crais B, Donaldson A, Johnson L, Gutierrez A, & Reszka S. Efficacy of the ASAP intervention for preschoolers with ASD. Conference on Research Innovations in Early Intervention; 2018 February; San Diego, CA.
  23. Jones D, Harrop C, Dallman A, **Boyd B**, the BIDD Team. The NIH Toolbox: An Integrated Cognitive Battery for Children with Autism. North Carolina Cognition Conference; 2018 February; Chapel Hill, NC.
  24. Harrop C, Jones D, Zheng S, Nowell S, **Boyd B**, Sasson, N. Using Eye Tracking to Examine Attention to Social Stimuli and Circumscribed Interests in Girls with Autism Spectrum Disorder. NIH Research Festival; 2017 September; Rockville, USA.
  25. Harrop C, Zheng S, Nowell S, Jones D, Parish-Morris J, **Boyd B**, Sasson N. Using Eye Tracking to Examine Attention to Social Stimuli and Circumscribed Interests in Girls with ASD. International Meeting For Autism Research Conference; 2017 May, San Francisco, USA.
  26. **Boyd BA**. School-based research in ASD: Current trends and future directions. Council for Exceptional Children Conference; 2017 April; Boston, MA.
  27. Harrop C, Sethi C, Zhang W, Whitten A, Pritchett J, Jones D, the BIDD Team. Using focus groups to guide measure development for behavioral inflexibility in developmental disabilities. Poster at

Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2017 March; San Antonio, USA.

28. **Boyd BA**, Bodfish J, Lecavalier L, Harrop C, Whitten A., Pritchett J. Measuring the Functional Impact of Behavioral Inflexibility for Children with ASD. Gatlinburg Conference on Research and Theory of Intellectual and Developmental Disabilities; 2017 March; San Antonio, TX.
29. Sethi C, Zhang W, Harrop C, **Boyd BA**. Behavioral Inflexibility in ASD: Impact on family occupations. Society for the Study of Occupations Conference; 2016 Oct; Portland, ME.
30. **Boyd BA**, Watson LR, Reszka S, Crais ER, Baranek GT. Efficacy of the ASAP intervention for preschoolers with autism spectrum disorder. The International Meeting for Autism Research Conference; 2016 May; Baltimore, MD.
31. Swanson MR, **Boyd BA**, Shen M, Patterson S, Chappel C....Piven J for IBIS Network. The early language environment and 9 month "hyper-vocalizing" in infants at risk for autism. The International Meeting for Autism Research Conference; 2016 May; Baltimore, MD.
32. Wolff JJ, **Boyd BA**, Elison JT. A parent-report measure of restricted and repetitive behaviors for early childhood. The International Meeting for Autism Research; 2016 May; Baltimore, MD.
33. **Boyd BA**. Advancing Social-communication And Play: The good, bad, and in-between of multisite, randomized studies. Conference on Research Innovations in Early Intervention; 2016 February; San Diego, CA.
34. Reszka S, Amsbary J, **Boyd BA**, Watson LR, Crais ER. The measurement and prediction of intervention fidelity for the Advancing Social-communication And Play (ASAP) intervention. Conference on Research Innovations in Early Intervention; 2016 February; San Diego, CA.
35. Belardi K, Dykstra J, Watson L, Baranek G, Crais B, **Boyd B**. A tool for measuring social-communication in preschoolers with ASD. Gatlinburg Conference on Research and Theory of Intellectual and Developmental Disabilities; 2015 April; New Orleans, LA.
36. **Boyd B**, Watson LR. The ASAP project: Promoting social-communication and play for preschoolers with ASD. Council for Exceptional Children Conference; 2015 April; San Diego, CA.
37. Turner-Brown L, Hume K, **Boyd B**, Kainz K, Jennings S, Zheng S, Arnold C. Family implemented TEACCH for toddlers (FITT) reduces parent stress and improves toddler social-communication skills: Results from a small, randomized controlled trial. International Meeting for Autism Research Conference; 2015 May; Salt Lake City, UT.
38. Zheng S, Turner-Brown L, Hume K, **Boyd B**. Visual attention patterns of toddlers with ASD: Comparison of performance on the visual exploration task (VET) and the VET-toddler. International Meeting for Autism Research Conference; 2015 May; Salt Lake City, UT.
39. **Boyd BA**, Watson LR, Reszka S, Crais ER, Baranek GT. Measuring team cohesion of multidisciplinary school-based teams. Conference on Research Innovations in Early Intervention; 2014 February, San Diego, CA.
40. Sanders E, Irvin DW, Belardi K, McCune L, **Boyd BA**, Odom SL. The questions preschoolers with autism spectrum disorder experience in the inclusive classroom. Gatlinburg Conference on Research and Theory of Intellectual and Developmental Disabilities; 2013 March; San Antonio, TX.
41. Odom SL, **Boyd BA**, Hume K. Relative effects of two comprehensive treatment models on the development of preschool children with autism spectrum disorders. Society for the Research in Child Development Conference; 2013 April; Seattle, WA.
42. Turner-Brown L, Hume K, **Boyd BA**. Early analysis of the feasibility and acceptability of Family Implemented TEACCH for Toddlers (FITT). International Meeting for Autism Research Conference; 2013 May; San Sebastian, Spain.
43. Turner-Brown L, Sasson N, Moses L, Hume, K, **Boyd B**. The potential of eyetracking tasks in early intervention studies: Examination of the Visual Exploration Task. International Meeting for Autism Research, Toddler Treatment Network Conference; 2013 May; San Sebastian, Spain.

44. **Boyd BA**. Family implemented TEACCH for toddlers (FITT): Analysis of feasibility and acceptability data. The Division for Early Childhood Conference; 2013 October; San Francisco, CA.
45. Sanders E, Irvin DW, Belardi K, McCune L, **Boyd BA**, Odom SL. The diversity of questions preschoolers with autism spectrum disorder experience and respond to: Implications for SLPs. American Speech and Hearing Association Conference; 2013 November; Chicago, IL.
46. Freuler A, Baranek GT, Dickie V, Watson LR, **Boyd B**, Bulluck J. Caregiver Narratives and Sense-Making Strategies in the Context of Daily Activities: A Qualitative Analysis of Home Movies of Children with ASD. In: Gatlinburg Conference on Research and Theory in Intellectual Disabilities; 2012 March; Annapolis, MD.
47. **Boyd B**, Hume K, Alessandri M, Gutierrez A, Johnson L, Sperry L, Odom S. Efficacy of the LEAP and TEACCH Comprehensive Treatment Models for Preschoolers with ASD. In: International Meeting for Autism Research Conference; 2012 May; Toronto, Canada.
48. Irvin D, **Boyd B**, Morris K, Common E, Odom S. Factors affecting adult talk in the inclusive classroom environment and the resulting socially competent behaviors of preschoolers with ASD. In: Conference on Research Innovations in Early Intervention; 2011 Feb; San Diego, CA.
49. Reichow B, Barton E, **Boyd B**, Hume K. Systematic review of EIBI for children with autism. In: Conference on Research Innovations in Early Intervention; 2011 Feb; San Diego, CA.
50. Irvin D, **Boyd B**, Morris K, Common E, Odom S. Child characteristics affecting adult talk in the inclusive classroom environment and the resulting socially competent behaviors of preschoolers with ASD. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual Disabilities; 2011 March; Annapolis, MD.
51. Hume K, **Boyd B**, McBee M, Coman D, Gutierrez A, Shaw E, Alessandri M, Odom, S. Assessing implementation of comprehensive treatment models for young children with autism spectrum disorder: Reliability and validity of two measures. In: Conference of the Association for Behavior Analysis International; 2011 Jan; Washington, D.C.
52. Irvin D, **Boyd B**, McBee M, Hume K, Odom S. Factors affecting receipt of educational and therapeutic services for school-aged children with autism spectrum disorder. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual Disabilities; 2011 March; San Antonio, TX.
53. Hume K, **Boyd B**, Sabatos-DeVito M, Dykstra J, Irvin D, Odom S. An analysis of adult language in classrooms serving young children with autism spectrum disorders. In: Conference of the LENA Users Conference; 2011 April; Denver, CO.
54. Sabatos-DeVito M, Dykstra J, Irvin D, **Boyd B**, Hume K, Odom S. Using the language environment analysis (LENA) system as a measure of the preschool language environment of young children with autism spectrum disorders. In: Conference of the Society for Research in Child Development; 2011 April; Montreal, Canada.
55. **Boyd B**, Hume K, McBee M, Odom S. Concurrent validity and stability of diagnosis using three measures of ASD symptom severity. In: Conference of the International Meeting for Autism Research; 2011 May; San Diego, CA.
56. Dykstra J, Christian L, Pearson J, Watson L, **Boyd B**. The development of a coding system for social-communication behaviors for the ADOS. In: Conference on the International Meeting for Autism Research; 2011 May; San Diego, CA.
57. Ghilian G, Coman DC, Hume K, Sperry L, **Boyd B**, Odom S, Alessandri M. The impact of teachers' attitudes towards evidence-based practices on experienced levels of burnout: Do comprehensive treatment models for children with autism positively effect teachers, too? In: Conference on the International Meeting for Autism Research; 2011 May; San Diego, CA.
58. Hume K, **Boyd B**, Sabatos-DeVito M, Dykstra J, Irvin D, Odom S. Using natural language samples (LENA) as a treatment outcome measure for preschool children with autism. In: Conference of the International Society on Early Intervention: 2011 May; New York, NY.

59. Kinard J, Wilson K, Watson L, **Boyd B**, Horvath S, Grisnik J. Development of a fidelity of implementation tool for a school-based intervention. In: Conference on the International Meeting for Autism Research; 2011 May; San Diego, CA.
60. Irvin D, **Boyd B**, McBee M, Hume K, Odom S. State differences and comprehensive treatment model characteristics affecting the receipt of educational and therapeutic services for school-aged children with autism spectrum disorder. In: Conference on the International Meeting for Autism Research; 2011 May; San Diego, CA.
61. Wilson K, Dykstra J, Watson L, **Boyd B**, Crais E, Baranek G, Lenhard T, Flagler S. Practitioner feedback on an evolving classroom-based intervention for preschoolers with autism. In: Conference on the International Meeting for Autism Research; 2011 May; San Diego, CA.
62. **Boyd BA**, Odom SL. (November 2011). Measuring the social behaviors and symptoms of children with autism spectrum disorders. In: Conference of the Division of Early Childhood Conference; 2011 Nov; Washington, D.C.
63. **Boyd BA**, Watson LR, Baranek GT, Crais E, Odom SL, Flagler S, Flippin M, McGuinn-Duncombe H, Lenhardt T. Social communication and symbolic play intervention for preschoolers with autism: Initial findings from a pilot study. In: Conference on the Research Innovations in Early Intervention; 2010 Feb; San Diego, CA.
64. **Boyd BA**, Hume K, Dykstra J, Irvin D, Sabatos-DeVito M, Odom SL. (March, 2010) Using LENA as a treatment outcome measure for preschool children with autism: Initial findings and limitations. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual Disabilities; 2010 March; Denver, CO.
65. **Boyd BA**, Hume K, Dykstra J, Irvin D, Sabatos-DeVito M, Odom SL. Examining the feasibility and outcomes of using LENA in preschool classrooms for children with autism. In: Conference of the LENA Users Conference; 2010 April; Annapolis, MD.
66. Coman D, Gutierrez A, Schneider M, Sperry L, Hume K, Alessandri M, **Boyd B**, Odom S. (May, 2010). A preliminary investigation of the relationship between commitment to philosophy and burnout among teachers of preschool children with autism spectrum disorders. In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.
67. Dykstra J, Irvin D, Sabatos-DeVito M, **Boyd B**, Hume K, Odom S. Exploring the use of the Language Environment Analysis (LENA) system in preschool classrooms of children with autism spectrum disorders. In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.
68. Ghilain C, Coman D, Gutierrez A, Hume K, **Boyd B**, Odom S, Alessandri M. The impact of teachers' attitudes towards evidence-based practices on experienced levels of burnout: Do comprehensive treatment models for children with autism positively effect teachers, too? In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.
69. Landoll J, Ghilain C, Coman D, Schoultz P, Gutierrez A, Sperry L, **Boyd B**, Odom S, & Alessandri M. Autism severity and the effects of parental stress on parent and teacher report of autism symptoms in preschool children. In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.
70. Novotny S, Coman D, Schoultz P, Guitierrez A, Alessandri M, Hume K, Sperry L, **Boyd B**, Odom S. Joint attention as predictor of development during treatment in preschool aged children with autism spectrum disorders. In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.
71. Schoultz P, Landoll J, Coman D, Gutierrez A, Alessandri M, Hume K, Sperry L, **Boyd B**, Odom S. The role of maternal education and stress on developmental rates for preschool children with autism spectrum disorders. In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.
72. Sperry L, Hume K, **Boyd B**. The Classroom Practice Inventory: Evaluation of a rating scale of early intervention practices for children with autism spectrum disorders. In: Conference of the International Meeting for Autism Research; 2010 May; Philadelphia, PA.

73. Sam A, Humphreys B, Odom S, Boyd B, Hume K, Alessandri M, Gutierrez A, Sperry L. Key structural features of comprehensive treatment models for young children with autism spectrum disorders. In: Conference of the Institute of Education Sciences conference; 2010 June; Washington, D.C.
74. **Boyd** BA, McDonough SG, Hotzclaw T, Bodfish JW. Effects of family-based exposure response prevention on the repetitive behaviors of children with autism. In: Conference of the International Meeting for Autism Research; 2009 May; Chicago, IL.
75. Watson LR, **Boyd** BA, Baranek GT, Crais E, Odom SL, Flagler S, Flippin M, McGuinn-Duncomb, H, Lenhardt T. Addressing joint attention and symbolic play in preschoolers with autism. In: Conference of the Association of Speech and Hearing Sciences; 2009 Nov; New Orleans, LA
76. **Boyd** BA, Woodward C, Bodfish J. Effects of exposure response prevention treatment on the ritualistic, repetitive behaviors of children with autism. In: Conference of the Research Innovations in Early Intervention; 2008 Feb; San Diego, CA.
77. Flippin M, Watson LR, **Boyd** BA, McGuinn-Duncombe H, Williams, T. Autism intervention in the preschools: A qualitative study of related service providers' perspectives. In: Conference of the Institute for Education Sciences; 2008 June; Washington, D.C.
78. Flippin M, Watson LR, **Boyd** BA, McGuinn-Duncombe H, Lenhardt-Williams T. Starting in the trenches: Bridging research and practice in autism intervention. In: Conference of the Association of Speech and Hearing Sciences; 2008 June; Chicago, IL.
79. Gay EP, Watson LR, Baranek GT, Poe M, **Boyd** B, Miller H. Sensory processing patterns in relation to social communication symptoms and skills in young children with autism. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2008 March; San Diego, CA.
80. **Boyd** BA, Baranek GT, Poe M, Sideris J, Watson LR, Gay EP. Sensory features and repetitive behaviors in autism: Use of a structural equation model. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2008 March; San Diego, CA.
81. Odom SL, **Boyd** BA, Hall L, Hume K. Meta-evaluation of comprehensive treatment models for children with autism. In: Conference of the International Meeting for Autism Research; 2008 May; London, England.
82. Baranek GT, DeRamus M, Watson LR, **Boyd** BA, Poe M. Hyporesponsive sensory patterns in young children with autism, developmental delay and typical development. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2007 March; Annapolis, MD
83. **Boyd** BA, Baranek GT, Watson LR, Gay E. Repetitive behaviors and sensory features in young children with autism: Examining relationships and specificity. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2007 March; Annapolis, MD.
84. Baranek GT, Watson LR, **Boyd** BA, Poe M, Miller H. Hyper- and Hypo-responsiveness to sensory stimuli in children with autism. In: Conference of the International Meeting for Autism Research; 2007 May; Seattle, WA.
85. **Boyd** BA, Baranek GT, Watson LR, Gay E, Poe M. Relationship between sensory features and repetitive behaviors in children with autism. In: Conference of the International Meeting for Autism Research; 2007 May; Seattle, WA.
86. **Boyd** BA, Conroy MA. Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders: Use of structural analysis analogues. In: Conference on the Research Innovations in Early Intervention; 2006 Feb; San Diego, CA.
87. Conroy MA, **Boyd** BA, Asmus JM, McKenney ELW, Mancil GR, Daunic AP. Examining outcomes of peer-related social behaviors of young children with autism spectrum disorders. In: Conference on the Research Innovations in Early Intervention; 2006 Feb; San Diego, CA.

88. **Boyd BA**, Lam KSL, Watson LR, Bodfish JW, Baranek GT. Retrospective video analysis of stereotypies in infants with autism at 9-12 and 15-18 months of age. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2006 March; San Diego, CA.
89. Conroy MA, Asmus JM, **Boyd BA**, McKenney ELW, Mancil GR, Daunic AP. An analysis of terminal outcomes on the social behaviors of young children with autism. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2006 March; San Diego, CA.
90. **Boyd BA**, Watson LR. (May, 2006). Early features of autism: Gesture use and stereotypic behavior in infancy. In: Conference of the Annual TEACCH May Conference; 2006 May; Chapel Hill, NC.
91. **Boyd BA**, Lam KSL, Baranek GT, Tschoepe R, Watson LR, Crais ER. Infant stereotypies in autism: Examining developmental trajectories and current phenotypes. In: Conference of the International Meeting for Autism Research; 2006 May; Montreal, Canada.
92. Crais ER, Watson LR, Baranek GT, **Boyd BA**, Miller HL, Wilson KP. Developmental patterns of gesture use in infants with autism spectrum disorders. In: Conference of the International Meeting for Autism Research; 2006 May; Montreal, Canada.
93. **Boyd BA**, Conroy MA, Asmus JM. An analysis of classroom contextual factors on the social behaviors of students with autism. In: Conference of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities; 2005 March; Annapolis, MD.
94. **Boyd BA**, Conroy MA, Nakao T. Effects of teacher engagement on the social behaviors of students with autism. In: Conference of the International Meeting for Autism Research; 2005 May; Boston, MA.
95. **Boyd BA**, Crawford K, Sellers JN, Thiemann K. Application of descriptive and experimental assessment procedures to social skill interventions for children with autism. In: Conference of the Association for Behavior Analysis; 2005 May; Chicago, IL.
96. **Boyd BA**, Conroy MA, Alter PJ. Effects of restricted interests on the social behaviors of children with autism. In: Conference of the Division of Early Childhood; 2005 Oct; Portland, OR.
97. **Boyd BA**, Correa VI. African American and Latino parents interface with service providers: Finding common ground. In: Conference of the Council of Exceptional Children; 2004 April; New Orleans, LA.
98. Conroy MA, Ladwig CN, **Boyd BA**, Madera DD, Weeks EL. Project GATORRS: Social skills assessment and intervention for young children with autism. In: Conference of the Council for Exceptional Children; 2004 April. New Orleans, LA.
99. **Boyd BA**, Conroy MA, Alter PJ. Using the restricted interests of young children with autism to increase their social behavior with peers. In: Conference of the Teacher Educators for Children with Behavior Disorders; 2004 Nov; Tempe, AZ.
100. **Boyd BA**, Conroy MA, Asmus JM, Alter PJ. Linking assessment of social behavior to successful outcomes for young children with autism. In: Conference of the Division of Early Childhood; 2004 Dec; Chicago, IL.
101. Conroy MA, **Boyd BA**, Ladwig CN, Asmus JM. Managing behavior in inclusive classrooms: Young children with autism. In: Conference of the Division of Early Childhood; 2009 Dec; Chicago, IL.
102. Conroy MA, Asmus JM, Ladwig CN, Sellers J, Madera D, **Boyd B**, Majors G. Functional assessment and intervention of social skills for young children with autism. In: Conference of the International Positive Behavior Support Conference; 2003 March; Orlando, FL.
103. **Boyd BA**, Fullerton E, Payne LL. EASY: Environmental arrangement study for young children. In: Conference of the Council for Exceptional Children; 2003 April; Seattle, WA.
104. Conroy MA, Asmus JM, Ladwig CN, **Boyd BA**, Madera D. Young children with autism in inclusive classrooms: From policy to practice. Presented at the conference of the Division of Early Childhood; 2003 Oct; Washington, D.C.



105. Fullerton E, **Boyd BA**, Payne LL. Environmental arrangement study for young children. In: Conference of the Division of Early Childhood; 2003 Oct; Washington, D.C.
106. Conroy MA, **Boyd BA**, Jones H, Daunic A, Smith S. Assessment of problem behaviors in children with emotional/behavioral disorders. In: Conference of the Teacher Educators for Children with Behavior Disorders; 2003 Nov; Scottsdale, AZ.
107. Stichter JP, Conroy MA, **Boyd BA**. The undefined role of the maintaining variable in antecedent-based research. In: Conference of the Teacher Educators for Children with Behavior Disorders; 2003 Nov; Scottsdale, AZ.
108. **Boyd BA**, Ryndak, DL, Seo S, Church P, Fisher D. Inclusive education: What we know about the effects on students with significant disabilities and their nondisabled classmates. In: Conference of the Association for Persons with Severe Handicaps; 2003 Dec; Chicago, IL.
109. Ladwig CN, Conroy MA, Asmus JM, **Boyd BA**, Madera D. Snapshot assessment: Easy-to-use tool for observing young children's social skills. In: Conference of the Division of Early Childhood; 2003 Dec; Washington, D.C.
110. Conroy MA, Ladwig CN, Valcante G, **Boyd BA**. Strategies for including young children with autism in general education settings. In: Conference of the Division of Early Childhood; 2002 Dec; San Diego, CA.
111. Faulkner R, Sperry LA, **Boyd BA**. Using visual strategies to adapt circle time for students with autism. In: Conference of the Treatment and Education of Autistic and Communication-handicapped Children (TEACCH) International Conference; 2000 May; Chapel Hill, NC.

- **Invited Presentations**

1. **Boyd BA**. Understanding implicit racial bias within the context of autism spectrum disorder; Duke Center for Autism Seminar Series; 2022 June (virtual presentation).
2. **Boyd BA**. Autistic and neurodiverse in college: The importance of embracing and understanding multiple identities. Norwalk Community College; 2022 April.
3. **Boyd BA**. Exploring the consequences of bias and structural racism on service disparities in autism; University of Washington SMART Center Speaker Series; 2022 March (virtual presentation).
4. **Boyd BA**. Improving diversity, equity, inclusion, and access in autism and developmental disabilities research. [keynote address]. Vanderbilt Kennedy Center Science Day; 2021 November.
5. **Boyd BA**. Do implicit racial biases matter in autism? SPARK for Autism webinar; 2021 July (virtual webinar).
6. **Boyd BA**. Improving diversity, equity, and inclusion in autism research. Autism Science Foundation Day of Learning; 2021 April (virtual presentation).
7. **Boyd BA**. Examining the influence of implicit bias on the outcomes of autistic children and youth. Center for Autism Research and Treatment Distinguished Lecture series; University of California-Los Angeles; 2021 March (virtual presentation).
8. **Boyd BA**. Sensory and repetitive behaviors in autism: Separating fact from fiction. CAN REACH Community Lecture; University of California-Los Angeles; 2021 March (virtual presentation).
9. **Boyd BA**. Repetitive behaviors and interests in autism spectrum disorder: Moving from measurement to intervention. University of Alabama Autism Conference; 2021 February (virtual presentation).
10. **Boyd BA**. Implementing interventions in real-world settings: The role of implementation science. Marcus Grand Rounds, Emory University; 2021 January (virtual presentation).
11. **Boyd BA**. Behavioral inflexibility as a potential transdiagnostic behavioral marker of neurodevelopmental disorder. BioNexus KC; Kansas City, MO; 2020 December (virtual presentation).

12. **Boyd BA.** Behavioral inflexibility in autism: Why is it important to measure and intervene? Human Development and Psychology colloquium; University of California-Los Angeles; 2020 November (virtual presentation).
13. **Boyd BA.** Moving from evidence to implementation: Understanding the role of implementation science. College of Education, Florida Atlantic University; 2020 November (virtual presentation).
14. **Boyd BA.** Implementing interventions in real-world settings; Where do we go from here? College of Education, Florida Atlantic University; 2020 November (virtual presentation).
15. **Boyd BA.** Managing challenging behavior in the classroom. Brincar Foundation, Buenos Aires, Argentina; 2020 October (virtual presentation).
16. **Boyd BA.** Schools as contexts for interventions to support children with ASD. Brincar Foundation, Buenos Aires, Argentina; 2020 October (virtual presentation).
17. **Boyd BA.** Behavioral inflexibility as a potential transdiagnostic behavioral marker of neurodevelopmental disorder. School of Behavioral and Brain Science, University of Texas at Dallas; 2020 October (virtual presentation).
18. **Boyd BA.** Doing research with instead of on people. Wheelock College of Education & Human Development, Boston University; 2020 June (virtual presentation).
19. **Boyd BA.** Advancing Social-communication And Play (ASAP): Implementing interventions for children with ASD across contexts. Child Language Doctoral Program, University of Kansas; 2020 May (virtual presentation).
20. **Boyd BA.** Bridging school and home: Supporting teachers and parents of children with ASD. Every Child Special Interest Group: Language and Culture Commission of the Italian Community Services; 2019 December, San Francisco, CA
21. **Boyd BA.** Beyond the “ABA” vs. eclectic debate: Why are we making this so complicated? Midwest Symposium for Leadership in Behavioral Disorders: Autism Conference; 2019 October, Overland Park, KS
22. **Boyd BA.** Measuring and treating behavioral inflexibility in children with ASD. Chan Division of Occupational Science and Occupational Therapy, University of Southern California: 2019 September, Pasadena, CA
23. **Boyd BA.** Behavioral inflexibility in autism spectrum disorder: From assessment to intervention. Center for Autism Spectrum Disorder’s Severe Behavior Program, University of Nebraska Medical Center: 2019 July, Omaha, NE
24. **Boyd BA.** Evidence-based practices for children and youth with ASD: What do we know. Florida State University Summer Training Institute on Autism, Florida State University: 2019 June, Tallahassee, FL
25. **Boyd BA.** Behavioral inflexibility in ASD: Can we measure it and intervene? KCART seminar series, University of Kansas: 2019 April, Lawrence, KS
26. **Boyd BA.** Juniper Garden’s Children’s Project: Past, Present, and Future. UCEDD seminar series, University of Kansas: 2019 April, Lawrence, KS
27. **Boyd BA.** Implementing interventions in real-world settings: Where do we go from here? Purdue Autism Research Center seminar series, Purdue University: 2019 March, West Lafayette, IN
28. **Boyd BA.** Promoting the social-communication and play skills of young children with autism spectrum disorder. Purdue Autism Research Center seminar series, Purdue University: 2019 March, West Lafayette, IN
29. **Boyd BA.** Juniper Garden’s Children Project: Research in the trenches. Lawrence Rotary Club meeting, Lawrence Rotary: 2019 March, Lawrence, KS
30. **Boyd BA.** Implementing interventions in real-world settings: What comes next? John D. Wiley Seminar Series at Waisman Center, University of Wisconsin-Madison: 2017 December, Madison, WI
31. **Boyd BA.** Re-thinking repetitive behavior in autism spectrum disorders: From conceptualization to measurement to treatment. In: Association for Speech and Hearing Association Conference: 2017 November, Los Angeles, CA

32. **Boyd BA.** Advancing the social-communication and play of children with autism spectrum disorder. In: 10<sup>th</sup> annual UCEDD conference, University of the Virgin Islands: 2017 April, Virgin Islands
33. **Boyd BA.** School-based interventions for preschoolers with ASD. In: Evidence-based Services for ASD and Related Disorders Across the Lifespan Conference; 2016 April, Greensboro, NC
34. **Boyd BA.** Evaluation and assessment of individuals with autism across the lifespan. In: Guangzhou International Autism Seminar Program; 2015 December, Guangzhou, China
35. **Boyd BA.** Advancing the social-communication and play of children with developmental disabilities: Why assessment matters. Annual Goldstick Lecture, University of Illinois; 2015 November, Urbana-Champaign, Illinois
36. **Boyd BA.** Evidence-based practices for children with ASD: Findings from the National Professional Development Center. Autism and Developmental Disabilities: Interventions for the young child conference; 2015 October, Anaheim, California
37. **Boyd BA.** Managing the disruptive behavior of children with autism spectrum disorders in classroom settings. Autism and Developmental Disabilities: Interventions for the young child conference; 2015 October, Anaheim, California
38. **Boyd BA.** Effective strategies to support the inclusion of young children with autism spectrum disorder. Special Education Forum 2014: Holistic care for students with special education needs; 2014 November; Macau, China
39. **Boyd BA.** Evidence-based practices for learners with autism spectrum disorder. Special Education Forum 2014: Holistic care for students with special education needs; 2014 November; Macau, China
40. **Boyd BA.** Measuring treatment adherence and dosage in the context of school-based research for children and adolescents with ASD. Carolina Institute for Developmental Disabilities Investigator Forum; 2013 December; Chapel Hill, NC
41. **Boyd BA.** Promoting social-communication and play in preschoolers with ASD. Kentucky Autism Training Center, University of Louisville; 2012 June; Louisville, KY.
42. **Boyd BA.** Behavioral interventions to treat restricted, repetitive behaviors in children with autism. Neurodevelopmental Disorders Research Center Autism Forum; 2008 April; Chapel Hill, NC.
43. **Boyd BA.** We're identifying children with autism earlier: So, now what? [keynote address]. Conference of the New Horizons Mental Health Conference; 2008 May; Abingdon, VA.
44. Watson LR, **Boyd BA.** Developing and evaluating a joint attention and symbolic play intervention for preschoolers with autism. Neurodevelopmental Disorders Research Center Autism Forum; 2008 Oct; Chapel Hill, NC.

### **C. Grants and/or other Funded Projects**

#### **a. External Funding – Current Funding (Competitive Proposals)**

1. 1R21DC019215 (NIDCD/NIH)                      Bourque (PI)    08/01/21 – 05/31/23  
Exploring predictors of response to a peer-mediated communication intervention for minimally verbal preschoolers with ASD  
To increase understanding of potential child variables that predict response to peer-mediated interventions for preschoolers with ASD and limited to no spoken communication  
Role Co-I, FTE: 3%, Award amount: \$343,109
2. 1R01HD105036 (NICHD/NIH)                      **Boyd (PI)**    04/08/21 – 03/31/26  
Parent-implemented treatment for repetitive behaviors in children with ASD: Using a novel telehealth approach to increase service access  
To examine the efficacy of a remote-delivered intervention designed to decrease the repetitive and inflexible behaviors of children with ASD  
Role: PI, FTE: 15%, Award amount: \$2,477,272
3. Spencer Foundation                                      Justice (PI)    07/01/21 – 06/30/24  
Longitudinal Peer Social Networks and Early Language Development: Transforming Understanding of Critical Features of Young Children's Classroom Experiences.

To use novel sensor technologies to examine children's peer interactions and social networks.

Role: Co-PI, FTE: 2%, Award amount: \$1,000,000

4. 1R01HD100364 (NICHD/NIH) **Boyd (PI)** 08/01/20 – 06/30/25  
Validation of an outcome measure of early social-communication for young children with ASD  
To validate the Early Communication Indicator measure for use with young children with ASD  
Role: PI, FTE: 15%, Award amount: \$3,000,000
5. 1UT3MC394360100 (HRSA) Kasari (PI) 08/01/20 – 06/30/25  
UT3 Autism Intervention Research Network on Behavioral Health (AIR-B)  
To establish and maintain an interdisciplinary research network designed to provide national leadership and advance research on evidence-based interventions for children with ASD and other developmental disabilities  
Role: site PI, FTE: 10%, Award amount: \$10,000,000
6. R324B2000021 (IES/US DOED) Wills (PI) 07/01/20 – 06/30/25  
Postdoctoral Research Training in Special Education: A Research to Practice Model  
To recruit and train postdoctoral scholars interested in learning to conduct community-engaged research with children with autism or emotional and behavioral disorders  
Role: Co-PI, FTE: 5% (cost-shared), Award amount: \$766,000
7. R324A200007 (IES/US DOED) Shogren (PI) 07/01/20 – 06/30/25  
Combining the self-determined learning model of instruction and peer supports:  
Examining the impact of academic, social, and functional outcomes for students with autism spectrum disorders in inclusive secondary classrooms  
To examine the direct and comparative effects of the SDLMI and Peer Support interventions on the outcomes of high-school aged students with ASD  
Role: Co-PI, FTE: 10%, Award amount: \$3,300,000
8. F32HD101311 (NICHD/NIH) Wallisch (PI) 12/1/19-11/30/22  
Examining Biobehavioral Mechanisms of Extreme Eating Behaviors in Young Children with ASD  
To understand the cognitive mechanisms associated with food-motivated behavior in children with ASD  
Role: Primary mentor, Award amount: \$194,682
9. R305A190199 (IES/US DOED) **Boyd (PI)** 07/01/19 – 06/30/23  
Effects of implicit bias on children's early outcomes  
To examine the impact of implicit bias in early childhood classrooms on children's developmental outcomes  
Role: PI, FTE: 15%, Award amount: \$1,399,978
10. 1R01DC017181 (NIDCD/NIH) Vivanti (PI) 04/01/19 – 03/31/22  
Prevalence and profile of suboptimal responders to early intervention  
To determine the prevalence of and characterize children with autism spectrum disorder who remain minimally verbal despite having received established early-intervention for language  
Role: site PI, FTE: 5%, Award amount: \$1,200,000

○ **External Funding – Completed Funding (Competitive Proposals)**

1. R324A160033 (IES/US DOED) **Boyd (PI)** 07/01/16 – 06/30/21 (NCE)  
Promoting ASAP Collaboration through Technology (PACT): An Intervention Modification to Enhance Home-School Partnerships  
To develop a customized website and test the potential efficacy of its use in supporting home-school implementation of the ASAP intervention for preschool-aged children with ASD  
Role: PI, FTE: 20% (Yr 1), 8% (Yrs 2-4), Award Amount: \$1,469,379
2. 1R01HD82127 (NICHD/NIH) **Boyd (PI)** 12/10/14 – 05/31/21 (NCE)  
Behavioral Inflexibility in IDD: Outcome Measurement

- To develop and psychometrically validate an outcome measure for repetitive and inflexible behaviors that can be used in clinical trials for IDD populations  
Role: PI, FTE: 25% (Yrs 1-3), 5% (Yrs 4-5) Award amount: \$2,988,282
3. H325D160060 (DoED) Crais (PI) 08/01/16 - 07/31/21  
Bridging the Gap Between Research and Practice  
To prepare doctoral students in the allied health and special education fields  
Role: Investigator; FTE 2%; Award amount: \$245,816 (Current Direct Costs) (*moved to KU before completion*)
  4. R324B160038 (IES/ US DOED) Odom (PI) 07/01/16 – 06/30/20  
Postdoctoral Training in Special Education and Autism Research  
To train four postdoctoral students to become independent researchers focused on special education-relevant and autism intervention research  
Role: Co-PI (Boyd & Hume), FTE: in-kind, Award Amount: \$693,415 (*moved to KU before completion*)
  5. R324A150047 (IES/ US DOED) Odom (PI) 07/01/15 – 06/30/19  
Efficacy Study of the School-based National Professional Development Center on ASD Model  
To examine the efficacy of the NDPC professional development model and related evidence-based practices on the outcomes of school-aged children with ASD  
Role: Investigator, FTE: 1%, Award amount: \$3,498,529 (*moved to KU before completion*)
  6. R40MC27475 (HRSA) Zhang (PI) 09/01/14 – 08/31/16  
Patterns and variations in emergency department visits for U.S. children with autism: A rural-urban comparison  
To use secondary data analysis to compare emergency department visits for children with autism residing in rural vs. urban areas  
Role: Investigator, FTE: 5%, Award amount: \$97,379
  7. H325D130041 (DoED) Crais (PI) 08/01/13-07/31/18  
Interdisciplinary Leadership in Autism Spectrum Disorders Optimizing Research Practice  
Partnerships for Evidence Based Outcomes  
To prepare doctoral students in the allied health and special education fields  
Role: Investigator; FTE 2%; Award amount: \$241,849 (Current Direct Costs)
  8. 90DD063 (AIDD) Piven (PI) 07/01/12 – 06/30/17  
The Carolina Institute for Developmental Disabilities – A UCEED Program  
To continue the core functions of the UCEED housed at UNC-Chapel Hill  
Role: Investigator; FTE: 3%; Award amount: \$2,770,000
  9. 2R01HD55741 (NICHD) Piven (PI) 07/01/12 – 06/30/17  
A Longitudinal MRI Study of Infants at Risk for Autism  
This is a competitive continuation of the Autism Center of Excellence (ACE) network grant supporting a prospective, longitudinal study of brain and behavior in infants at high familial risk for autism  
Role: Investigator; FTE: 2%; Award amount: \$14,256,663
  10. R324C120006 (IES/US DOED) Odom (PI) 07/01/12 – 06/30/17  
Center on Secondary Education for Students with Autism (CSESA)  
To develop and test the efficacy of a comprehensive intervention for adolescents with ASD as well as examine moderators and mediators of outcomes  
Role: Investigator; FTE: 8% (2012-2014); Award amount: \$9,994,452
  11. R324A110256 (IES/US DOED) **Boyd (PI)** 07/01/11 – 06/30/15  
Advancing Social-Communication and Play (ASAP): An Intervention for Preschoolers with Autism  
To test the efficacy of the ASAP intervention for preschoolers with autism as well as child and classroom-level variables that moderate and/or mediate child outcomes  
Role: PI; FTE: 20%; Award amount: \$3,166,220
  12. R40MC22648 (MCHB) Turner-Brown (PI) 09/01/11 – 08/31/14  
Efficacy of the Home TEACCHing Program for Toddlers with Autism

To test the efficacy of a structured teaching intervention for toddlers with autism and examine child and family characteristics that may moderate child outcomes

Role: Investigator; FTE: 4%; Award amount: \$299,994

13. 2R01HD042168 (NICHD) Baranek (PI) 01/01/08 - 06/30/13

Sensory Experiences in Children with Autism

To examine the developmental course, functional impact and pathogenesis of unusual sensory response patterns in autism

Role: Investigator; FTE: 10%; Award amount: \$2,500,000

14. R324B070056 (IES/US DOED) Watson (PI) 7/01/07 06/30/12

Social Communication and Symbolic Play Intervention for Preschoolers with Autism Spectrum Disorders

To develop a school-based intervention program targeting the joint attention and symbolic play skills of preschool children with autism and test the relative efficacy of the intervention

Role: Co-PI, Award amount: \$1,213,062

15. R324B070219 (IES/US DOED) Odom (PI) 07/01/07 - 06/30/12

Comparison of Two Comprehensive Treatment Models for Preschool-aged Children with Autism and Their Families

To test the efficacy of two comprehensive treatment models (TEACCH and LEAP) for preschoolers with autism as well as family and child variables that moderate and/or mediate child outcomes

Role: Co-PI, Award amount: \$3,019,247

- **Proposals Under Review (Competitive Proposals)**

2. NIH Constantino, Gulsrud, White, Boyd (MPI) 04/01/22 – 03/30/27

Offsetting the Impact of Structural Racism on Outcomes of Black Children with Autism.

Role: PI, FTE: 5%, Award amount: \$3,000,000

#### D. Honors and Awards

- 2022 KU University Scholarly Achievement Award
- 2021 Trailblazer in Diversity and Equity Award, Association for Behavioral and Cognitive Therapies, Autism Spectrum & Developmental Disabilities Special Interest Group
- 2016 Awarded Distinguished Early Career Research Award, Council for Exceptional Children
- 2007 – 2009 NICHD/NIH Postdoctoral Minority Supplement Fellowship
- 2006 Diversity Student Travel Award, INSAR
- 2006 Theodore Tjossem Postdoctoral Student Award, Gatlinburg Conference
- 2004 Graduate Student Multicultural Award, University of Florida
- 2004 J. David Sexton Doctoral Student of the Year, Division of Early Childhood, CEC
- 2002 – 2005 Alumni Fellowship Award for Graduate Studies, University of Florida

---

### Service Record

---

#### A. University of Kansas

##### University

- Member*, KUCR Administration, Finance, & Research Integrity Advisory Group, 2021 - 2023
- Member*, KUCR Board of Trustees, 2020 (board restructured in 2020)
- Reviewer*, Undergraduate Research Awards, Center for Undergraduate Research, 2019

##### Life Span Institute

1. *Reviewer*, Stephen & Carolyn Schroeder Young Investigator Award for Research in Neurodevelopmental Disorders, 2020

Juniper Gardens Children's Project

1. *Search Committee Member*, Postdoctoral Fellow position, 2020
2. *Founding Member*, Diversity, Equity, and Inclusion Committee, 2019 – present
3. *Member*, Behavioral Imaging Working Group, 2019 – 2020
4. *Search Committee Chair*, Research Associate Professor position, 2019
5. *Director*, Juniper Gardens Children's Project, 2018 – present
6. *Chair*, Executive Committee of Principal Investigators, 2018 – present
7. *Member*, Leadership Team Working Group, 2018 – present
8. *Search Committee Chair*, Research Associate Professor position, 2018

Department of Special Education

1. *Search Committee Member*, Assistant Professor position, 2019

Department of Applied Behavioral Science

1. *Committee Member*, Faculty Performance Review, Applied Behavioral Science, 2018 – 2020

**University service completed while at UNC-Chapel Hill**

1. *Associate Chair for Research*, Department of Allied Health Sciences, 2017 – 2018
2. *Chair*, Research Advisory Committee, Department of Allied Health Sciences, 2017 – 2018
3. *Search Committee Chair*, Division of Occupational Science & Therapy, 2017
4. *Search Committee Member*, Division of Physical Therapy, 2017
5. *Search Committee Member*, Neuroscience Center, 2016
6. *Search Committee Member*, Division of Occupational Science, 2015
7. *Search Committee Member*, Department of Psychiatry, 2012 - 2013
8. *Search Committee Member*, Department of Allied Health Sciences, 2012 - 2013
9. *Search Committee Member*, Division of Occupational Science, 2011 - 2012
10. *Member*, Research Advisory Committee, Department of Allied Health sciences, 2010 – 2017
11. *Member*, Graduate Student Admissions Committee, Division of Occupational Science, 2009 – 2017

**B. Professional Service Outside the University**

• **Local / State**

Community Service

1. *Co-Facilitator*, Black Fathers of Autistic Children Support Group, Color of Autism, 2021
2. *Member*, Board of Directors, Children's Campus of Kansas City, 2018 – present

• **National**

Journal Editorial Boards

1. *Consulting Editor*, Journal of Clinical Child and Adolescent Psychology, 2020 - present
2. *Co-Editor*, Journal of Early Intervention, 2019 – present
3. *Consulting Editor*, Child Development, 2019 – present
4. *Associate Editor*, American Journal on Intellectual and Developmental Disabilities, 2018 – present
5. *Editorial Board*, Autism: The International Journal of Research & Practice, 2015 – 2019
6. *Editorial Board*, Journal of Positive Behavior Interventions, 2015 – present
7. *Editorial Board*, Journal of Early Intervention, 2014 – present
8. *Editorial Board*, Journal of Autism and Developmental Disorders, 2014 – present
9. *Editorial Board*, Infants and Young Children, 2014 – 2019
10. *Editorial Board*, Journal of Autism (open access), 2013 – present
11. *Editorial Board*, Topics in Early Childhood Special Education, 2011 – present
12. *Associate Editor*, Journal of Early Intervention, 2010 – 2014

13. *Editorial Board*, Beyond Behavior, 2005 – 2009Journal Reviewer for following journals:

American Journal of Speech-Language Pathology, Autism: The International Journal of Research and Practice; American Journal on Intellectual and Developmental Disabilities. Autism Research; Child Development; Development and Psychopathology; Early Childhood Research Quarterly; Exceptional Children; International Journal of Disability Development and Education; International Journal of Psychiatry in Clinical Practice; Journal of the American Academy of Child and Adolescent Psychiatry; Journal of Autism; Journal of Autism and Developmental Disorders; Journal of Early Intervention; Journal of Intellectual Disability Research; Journal of Neurodevelopmental Disorders; Journal of Occupational Science; Journal of Positive Behavior Interventions; Maternal and Child Health Journal; OTJR: Occupation, Participation, and Health; Pediatrics; PLOS One; Research in Autism Spectrum Disorders; Topics in Early Childhood Special Education

Grant Review Panels

1. *Ad Hoc Reviewer*, Autism Science Foundation, 2022
2. *Ad Hoc Reviewer*, PCORI, 2022
3. *Ad Hoc Reviewer*, NIMH Board of Scientific Counselors, 2021
4. *Ad Hoc Grant Reviewer*, NIMH Mental Health Services Research Committee (SERV), 2020, 2021
5. *Standing Panel Member*, Childhood Psychopathology and Developmental Disabilities (CPDD) Study Section, National Institutes of Health, 2016 – 2020
6. *Ad Hoc Grant Reviewer*, American Occupational Therapy Foundation, 2014
7. *Ad Hoc Grant Reviewer*, CPDD, NIH, 2012, 2014 – 2015

External Reviewer for Tenure and Promotion Dossiers

1. Department of Education Studies, University of California, San Diego, 2021
2. Department of Communication Sciences and Disorders, University of South Carolina, 2020
3. Department of Allied Health Sciences, University of North Carolina-Chapel Hill, 2020
4. Department of Psychology, Drexel University, 2019
5. Department of Early Childhood, Special Education, and Rehabilitation Counseling, University of Kentucky, 2018
6. Department of Education, University of California-Santa Barbara, 2016

Committees, Boards, and Other Activities

1. *Board Chair-Elect*, Executive Leadership Board, FPG Child Development Institute, UNC-Chapel Hill, 2021
2. *Member*, Diversity, Equity, & Inclusion Advisory Board, SPARK organization, 2021
3. *Member*, GSAPP Triple A (Applied & Academic Autism Services) Research Advisory Panel, Rutgers University, 2021
4. *Member*, Medical and Science Advisory Committee, Autism Speaks, 2021
5. *Vice President (elected)*, International Society for Autism Research (INSAR), 2021 – 2023
6. *Co-Chair*, Institute of Educational Sciences' Annual PI meeting, 2021 – 2022
7. *Ad Hoc Advisory Panel Member*, Sesame Street & Autism: See Amazing in All Children, 2021
8. *Advisory Board Member*, Sprout Therapy (ABA program), 2021
9. *Advisory Board Member*, Trust for Learning (early childhood education foundation), 2021
10. *Invited Member*, SPARK Participant Access Committee, Simons Foundation, 2020 – 2021
11. *Co-Chair*, Conference on Research Innovations in Early Intervention (CRIEI), 2020 - 2022
12. *Invited Member*, Advisory Council Workgroup on Clinical Trial Reviews, Center for Scientific Review, NIH, 2020 – 2021



13. *External Advisory Committee*, UC Davis IDDRRC, 2020 - 2025
14. *Member*, Executive Leadership Board, FPG Child Development Institute, UNC-Chapel Hill, 2019 – 2022
15. *Invited Member*, Researchers Investigating Sociocultural Equity and Race Network (RISER), 2019 – present
16. *Invited Member*, Council for Exceptional Children Early Career Award Committee, 2018 – 2020
17. *Executive Board Member*, Conference on Research Innovations in Early Intervention, 2017 - present
18. *Working Group Member*, Department of Defense Congressionally Directed Medical Research Programs, ABA Stakeholders Meeting, 2017
19. *Working Group Member*, Scientific Vision Workshop on Cognition, NICHD, 2011
20. *Executive Board Member*, Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, 2009 – present

- **International**

Committees, Boards, and Other Activities

1. *Ad Hoc Grant Reviewer*, Israel Science Foundation, 2020
2. *Invited Mentor*, International Society for Autism Research (INSAR) Early Career Mentoring Initiative, 2019 – 2020
3. *Invited Member*, Lancet Commission on the Future of Care and Research in Autism, 2019 – 2020
4. *Invited Member*, Cochrane Collaboration, 2018 – 2023
5. *Advisory Board*, Ankara University Faculty of Educational Sciences Journal of Special Education, 2018 – present
6. *Ad Hoc Grant Reviewer*, French National Research Agency, 2013