

CURRICULUM VITAE

Stephanie Yoshiko Shire

Address: HEDCO Education Building (Office 373) Phone: (541) 346 2131 (office)
College of Education
5261 University of Oregon
Eugene, OR 97403

Email: sshire@uoregon.edu

TEACHING AND RESEARCH INTERESTS:

My interests are centered on supporting children with autism spectrum disorder (ASD) and other neurodevelopmental disabilities through the development, testing, and sustainable deployment of assessment and intervention tools in real world authentic educational settings. This work combines intervention science for the advancement of personalization, sequencing, and adapting interventions based on an individual's response to intervention within randomized trial designs as well as implementation science to understand strategies to train practitioners as well as maximize implementation outcomes (e.g., acceptability, fidelity, sustainability) to bring high quality evidence-based tools to diverse communities of children in the US and abroad.

EDUCATIONAL RECORD:

2013 Doctor of Philosophy completed at the University of California Los Angeles- Graduate School of Education and Information Studies in December, 2013. Major area of study: Special Education, dissertation title: *A novel teacher implemented protocol to assess early social communication and play skills in preschool children with autism*, Dissertation chair: Dr. Connie Kasari.

2013 Master of Arts completed at the University of California Los Angeles- Graduate School of Education and Information Studies in June 2013. Major area of study: Human Development and Psychology, thesis title: *Parents' intervention fidelity and children's joint engagement: Dyads including children with autism spectrum disorder who are minimally verbal*, Thesis chair: Dr. Connie Kasari.

2010 Master of Education completed at the University of Alberta in June 2010. Major area of study: Educational Psychology, thesis title: *An examination of parent-child dyadic interaction and the impact of a parent training program designed to support the language development of toddlers with autism spectrum disorder*, Thesis chair: Dr. Veronica Smith.

2008 Bachelor of Arts with Distinction completed at the University of Alberta in June 2008; major: Psychology (Cooperative Education Program), minor: Classics

EMPLOYMENT HISTORY:

- 2023-Present Associate Professor, Early Intervention/ Early Childhood Special Education, Special Education and Clinical Sciences, College of Education, University of Oregon
- 2017-2023 Assistant Professor, Early Intervention/ Early Childhood Special Education, Special Education and Clinical Sciences, College of Education, University of Oregon
- 2014-2020 Consultant, World Health Organization/ Autism Speaks
- 2014-2017 Post-Doctoral Fellow, Department of Psychiatry and Biobehavioral Sciences, David Geffen School of Medicine, University of California Los Angeles
- 2010-2014 Graduate Student Researcher, Graduate School of Education and Information Studies, University of California Los Angeles
- 2007-2010 Graduate Research Assistant, Department of Educational Psychology, University of Alberta

TEACHING EXPERIENCE:

- 2018-Present College of Education, University of Oregon

Courses Taught:

I have taught graduate level courses in early intervention and early childhood special education including SPED 686 (Autism and Early Intervention) and SPED 683 (Curriculum in Early Intervention and Early Childhood Education). These courses focused on providing students with practical skills/tools informed by research evidence to support their work with young children with special needs as classroom educators, early intervention providers or consultative specialists. I have also developed coursework as part of a funded OSEP Personnel Preparation grant which began in 2019 and have been delivered annually. This series of courses includes a seminar focused on typical and atypical development and one on one social communication intervention implementation (SPED 607 PANGAEA Seminar), a teaming course focused on the design of a specialized preschool classroom program (SPED 610 BOOST planning), and a unique summer experience where the cohort delivers a specialized preschool program for children with ASD (SPED 610 BOOST Experience) which is augmented by coursework to support their implementation (SPED 610 Autism Intervention II).

RESEARCH ACTIVITIES

(*)Denotes student/mentee author, (^) Denotes community partner author

A. Refereed Journal Articles

48. Kasari, C., **Shire, S.Y.**, Shih, W., Kaiser, A., Lord, C., Levato, L., Smith, T., & Almirall, D. (2025). Adaptive intervention for school age, minimally verbal children with ASD in the community (AIM-ASD): Primary aim results. *Journal of the American Academy of Child & Adolescent Psychiatry*, 64(6), 674-685. <https://doi.org/10.1016/j.jaac.2024.10.020>
47. Locke, J., Sridhar, A., Shih, W., **Shire, S.Y.**, Eisman, A., Kim, E., Du, A., Espeland, C., & Kasari, C. (2025). Study Protocol for a Hybrid Type 3 Effectiveness-Implementation Trial of a Team-based Implementation Strategy to Support Educators' Use of a Social Engagement Intervention. *Implementation Science*, 20(1), 3. <https://doi.org/10.1186/s13012-024-01414-3>
46. **Shire, S.Y.**, Shih, W., Chang, Y.C., Kodjoe, M[^]., Nodzo, S[^]., & Kasari, C. (2024). Comparing the Implementation Context for Early Intervention Services Before and During the COVID-19 Pandemic. *Prevention Science*. <https://doi.org/10.1007/s11121-024-01696-5>
45. Pizzano, M*, **Shire, S.Y.**, Smith, T., Lovato, L., Landa, R., Lord, C., Kaiser, A., & Kasari, C. (2024). Profiles of minimally verbal autistic children: Illuminating the neglected end of the spectrum. *Autism Research*, 17(6), 1218-1229. <https://doi.org/10.1002/aur.3151>
44. LaValle, C., Shen, L., Shih, W., Kasari, C., **Shire, S.Y.**, Lord, C., & Tager-Flusberg, H. (accepted). Does Gestural Communication Influence Later Spoken Language Ability in Minimally Verbal Autistic Children? *Journal of Speech, Language, and Hearing Research*, 67(7), 2283-2296. https://doi.org/10.1044/2024_JSLHR-23-00433
43. **Shire, S.Y.** (2024). The Devil in the in Details: Advancing our Collective Understanding of Naturalistic Developmental Behavioral Interventions. *Autism Research*, 17(1), 10-16. <https://doi.org/10.1002/aur.3048>
42. **Shire, S.Y.**, & Shih, W. (2024). Mediation of Meaningful Outcomes in Early Intervention: A Commentary on Carruthers et al (2023). *Journal of Child Psychology and Psychiatry*, 65(2), 245-247. <https://doi.org/10.1111/jcpp.13913>
41. Chang, Y.C., **Shire, S.Y.**, Shih, W., & Kasari, C. (2023). Developmental play skills as outcomes of early intervention. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-023-06147-8>
40. Thompson-Hodgetts, S., Mckillop, A., Couture, M., **Shire, SY.**, Weiss, J., & Zwaigenbaum, L. (2023). Influence of a brief autism education intervention on peer engagement and inclusion at mainstream day camps: A mixed-methods pilot study. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-023-06024-4>
39. Chang, Y.C., **Shire, S.Y.**, Shih, W., & Kasari, C. (2022). Brief Report: Examination of Young Dual Language Learners with Autism in a School-Based Intervention: An Exploratory Study. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-022-05765-y>

38. Ibrahim, A*., Pickard, H., Yusuf, A., Dixon, P., Shih, A., **Shire, S.Y.**, Pickles, A., & Elsabbagh, M. (2023). Evaluation of an adapted virtual training for master trainers of the WHO Caregiver Skills Training Program during the COVID-19 pandemic. *Autism*. <https://doi.org/10.1177/13623613231173758>
37. Kasari, C., Smith, T., Landa, R., **Shire, S.Y.**, Shih, W., Levato, L., & Iadarola, S. (2023). Spoken language outcomes in limited language preschoolers with autism and global developmental delay: RCT of early intervention approaches. *Autism Research*, 16(6), 1236-1246. <https://doi.org/10.1002/aur.2932>
36. Lau, J.S., Lai, S.M., Ip, F.T., Salomone, E., & **Shire, S.Y.**, Pacione, L., Wong, P.W.C., Servilli, C., & Brown, F.L. (2022). Acceptability and Feasibility of World Health Organization's Caregiver Skills Training Programme (WHO-CST) Delivered via E-Learning, Video-Conferencing and In-Person Hybrid Modalities in Hong Kong. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyt.2022.915263>
35. Panganiban, J., **Shire, S.Y.**, Williams, J., & Kasari, C. (2022). Supporting peer engagement for preschool students with ASD during academic instruction: A pilot randomized trial. *Autism*, 26(8), 2175-2187. <https://doi.org/10.1177/13623613221085339>
34. **Shire, S.Y.**, & Chang, Y.C. (2022). Enhancing Responsive Interactions to Support Social-Emotional Development in Young Children with Autism: Coaching Supports for Educators and Caregivers. *Young Exceptional Children*, 25(4), 207-220. <https://doi.org/10.1177/10962506211028584>
33. **Shire, S.Y.**, Arbuckle, S.*, & Bao, W*. (2022). Development and Usability Testing of a Web-based Adaptation of the JASPER Social Communication Intervention. *ASHA Perspectives Special Interest Group 1*, 7(2), 310-323. https://doi.org/10.1044/2021_PERSP-21-00222.
32. **Shire, S.Y.**, Shih, W., Barriault, T^., & Kasari, C. (2022). Exploring Coaching and Follow- Up Supports in Community Implemented Caregiver-Mediated JASPER Intervention. *Autism*, 26(3), 654-665. <https://doi.org/13623613211066132>.
31. Toolan, C., Holbrook, A., Schlink, A., **Shire, S.Y.**, Brady, N., & Kasari, C. (2022). Using the Clinical Global Impression Scale to Assess Social Communication Change in Minimally Verbal Children with Autism Spectrum Disorder. *Autism Research*, 15(2), 284-295. <https://doi.org/10.1002/aur.2638>
30. Kasari, C., **Shire, S.Y.**, Shih, W., & Almirall, D. (2021). Getting SMART about Social skills interventions for students with ASD in inclusive classrooms. *Exceptional Children*, 88(1), 26-44. <https://doi.org/10.1177/00144029211007148>
29. Fan, L.,* Thompson-Hodgetts, S., **Shire, S.Y.**, Couture, M., & Zwaigenbaum, L. (2021). The

Influence of Disclosure on Peer Engagement and Interactions for a Child with Autism in Summer Camps: A Within Case Mixed Methods Study. *Disability and Rehabilitation*, 1-12. <https://doi.org/10.1080/09638288.2021.1904012>

28. Shih, W., **Shire, S.Y.**, Chang, Y.C., & Kasari, C. (2021). Joint engagement is the mechanism leading to increased initiations of joint attention and downstream effects on language: JASPER early intervention for children with ASD. *Journal of Child Psychology and Psychiatry*, 62(10), 1228-1235. <https://doi.org/10.1111/jcpp.13405>
27. **Shire, S.Y.**, Baker Worthman, L[^]., & Arbuckle, S*. (2021). Technology-Enabled Adaptation of Caregiver-Mediated JASPER Intervention: Preliminary Examination of Video Conferenced Coaching. *American Journal on Intellectual and Developmental Disabilities*, 126(5), 421-434. <https://doi.org/10.1352/1944-7558-126.5.421>
26. **Shire, S.Y.**, Shih, W., Bracaglia, S[^]., Kodjoe, M[^]., & Kasari, C. (2020). Peer engagement in toddlers with autism: Community implementation of dyadic and individual JASPER intervention. *Autism*, 24(8), 2142-2152. <https://doi.org/10.1177/1362361320935689>
25. **Shire, S.Y.**, Baker-Worthman, L[^]., Shih, W., & Kasari, C. (2020). Comparison of face to face and remote support for interventionists learning to deliver JASPER intervention with children with autism. *Journal of Behavioral Education*, 29, 317-338. <https://doi.org/10.1007/s10864-020-09376-4>
24. Salomone, E., Pacione, L., **Shire, S.Y.**, Brown, F., Reichow, B., & Servili, C. (2019). Development of the WHO Caregiver Skill Training Programme for Developmental Disorders or Delays. *Frontiers Psychology*, 10, 769. <https://doi.org/10.3389/fpsy.2019.00769>
23. Chang, Y.C., & **Shire, S.Y.** (2019). Promoting play in preschools. *Teaching Exceptional Children*, 52(2), 66-76. <https://doi.org/10.1177/0040059919874305>
22. **Shire, S.Y.**, Chang, Y.C., Shih, W., Bracaglia, S[^]., Kodjoe, M[^]., & Kasari, C. (2019). Sustained Community Implementation of JASPER Intervention with Toddlers with Autism. *Journal of Autism and Developmental Disorders*, 49(5), 1863-1875. <https://doi.org/10.1007/s10803-018-03875-0>
21. **Shire, S.Y.**, Shih, W., & Kasari, C. (2018). Brief report: Caregiver strategy implementation-Advancing spoken communication in children who are minimally verbal. *Journal of Autism and Developmental Disorders*, 48(4), 1228-1234. <https://doi.org/10.1007/s10803-017-3454-0>
20. **Shire, S.Y.**, Shih, W., Chang, Y.C., & Kasari, C. (2018). Short Play and Communication Evaluation: Teachers' assessment of core social communication and play skills with children with autism. *Autism*, 22(3), 299-310. <https://doi.org/10.1362361316674092>
19. **Shire, S.Y.**, Chang, Y.C., Shih, W., Bracaglia, S[^]., Kodjoe, M[^]., & Kasari, C. (2017). Hybrid implementation model of community partnered early intervention for toddlers with

autism. *Journal of Child Psychology and Psychiatry*. 58(5), 612-622.
<https://doi.org/10.1111/jcpp.12672>

18. Chang, Y.C., **Shire, S.Y.**, Shih, W., Gelfand, C[^]., & Kasari., C. (2016). Preschool deployment of evidence-based social communication intervention: JASPER in the classroom. *Journal of Autism and Developmental Disabilities*, 46, 2211-23.
<https://doi.org/10.1007/s10803-016-2752-2>
17. **Shire, S.Y.**, Gulsrud, A., & Kasari, C. (2016). Increasing responsive parent-child interactions and joint engagement: Comparing the influence of parent-mediated intervention and parent psychoeducation. *Journal of Autism and Developmental Disabilities*, 46(5), 1737-1747.
<https://doi.org/10.1007/s10803-016-2702-z>
16. Almirall, D., DiStefano, C., Chang, Y., **Shire, S. Y.**, Kaiser, A., Nahum-Shani, I., Landa, R., Mathy, P., & Kasari C. (2016). Longitudinal effects of adaptive interventions with a speech-generating device in minimally verbal children with ASD. *Journal of Clinical Child and Adolescent Psychology*, 4, 442-456. <https://doi.org/10.1080/15374416.2016.1138407>
15. Gulsrud, A., Hellemann, G., **Shire, S.**, & Kasari, C. (2015). Isolating active ingredients in a parent-mediated social-communication intervention for toddlers with autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 57(5), 606-613.
<https://doi.org/10.1111/jcpp.12481>
14. **Shire, S.Y.**, Goods, K., Shih, W., DiStefano, C., Kaiser, A., Wright, C., Mathy, P., Landa, B., & Kasari, C. (2015). Parents' adoption of social communication intervention strategies: Families including children with autism spectrum disorder who are minimally verbal. *Journal of Autism and Developmental Disabilities*, 45, 1712-1724.
<https://doi.org/10.1007/s10803-014-2329-x>
13. **Shire, S.Y.**, & Jones, N. (2015). Supporting the Communication Partners of Students Using Augmentative and Alternative Communication (AAC) Systems: A Systematic Review. *Communication Disorders Quarterly*, 37, 3-15. <https://doi.org/1525740114558254>
12. Harrop, C., **Shire, S.Y.**, Gulsrud, A., Chang, Y., Ishijima, E., Lawton, K., & Kasari, C. (2015). Does gender influence core deficits in ASD? An investigation into social communication and play of girls and boys with ASD. *Journal of Autism and Developmental Disabilities*, 45, 766-777. <https://doi.org/10.1007/s10803-014-2234-3>
11. Kasari, C., **Shire, S.Y.**, Factor, R., & McCracken, C. (2014). Psychosocial treatments for individuals with autism spectrum disorder across the lifespan: New developments and underlying mechanisms. *Current Psychiatry Reports*, 16, 512-524.
<https://doi.org/10.1007/s11920-014-0512-6>
10. **Shire, S.Y.**, & Kasari, C. (2014). A systematic review of train the trainer effectiveness trials of behavioural interventions for children with autism spectrum disorder. *American Journal*

on *Intellectual and Developmental Disabilities*, 119, 436-451. <https://doi.org/10.1352/1944-7558-119.5.436>

9. Shih, W., **Patterson, S.Y.**, & Kasari, C. (2014). Developing an adaptive treatment strategy for peer-related social skills for children with autism spectrum disorder. *Journal of Clinical Child and Adolescent Psychology*, 45(4), 469-479. <https://doi.org/10.1080/15374416.2014.915549>
8. **Patterson, S.Y.**, Elder, L., Gulsrud, A., & Kasari, C. (2014). The Association Between Parental Interaction Style and Children's Joint Engagement in Families with Toddlers with Autism. *Autism: International Journal of Research and Practice*, 18, 511-518. <https://doi.org/10.1177/1362361313483595>
7. Kasari, C., Chang, Y., & **Patterson, S.** (2014). Pretending to play or playing to pretend: The case of autism. *American Journal of Play*, 6, 124-135.
6. Kasari, C., & **Patterson, S.Y.** (2012). Interventions Addressing Social Impairment in Autism. *Current Psychiatry Reports*, 14, 713-725. <https://doi.org/10.1007/s11920-012-0317-4>
5. **Patterson, S.Y.**, Smith, V., & Mirenda, P. (2012). Parent training programs for families of children with autism: A systematic review of single case contributions. *Autism: International Journal of Research and Practice*, 16, 498-522. <https://doi.org/10.1177/1362361311413398>
4. **Patterson, S.Y.**, Smith, V. (2011). Parents of toddlers with autism: Experiences in the More Than Words program. *Infants and Young Children*, 24, 329-343. <https://doi.org/10.1097/IYC.0b013e31822c10e4>
3. **Patterson, S.Y.**, & Smith, V. (2011). Using developmental theory to explore conceptions of friendship: A case comparison. *Developmental Disabilities Bulletin*, 38 (1&2), 75-92.
2. **Patterson, S.Y.**, Smith, V., & Jelen, M. (2010). Intervention Practices for Stereotypic and Repetitive Behaviour in Individuals with Autism Spectrum Disorder: A Systematic Review. *Developmental Medicine and Child Neurology*, 52, 318-327. <https://doi.org/10.1111/j.1469-8749.2009.03597.x>
1. Smith, V., Jelen, M., & **Patterson, S.Y.** (2009). Video modeling to improve play skills in a child with Autism: A procedure to examine single-case research. *Evidence Based Practice Briefs*, 4, 1-13.

B. Manuscripts Under Review for Publication:

Kong, E., Jiang, Y., Crain, M., Shih, W., Levato, L., Kasari, C., & **Shire, S.Y.** Comparing the Expressive Vocabulary of Preschool-age Children with Autism to Early World Learning Inventories.

Shire, S.Y., & Almirall, D. Adaptive Remote Implementation Strategies to Support Caregivers of Young Children with Autism: Protocol for a Pilot Optimization Trial.

C. Books

2. Kasari, C., Gulsrud, A., **Shire, S.Y.**, & Strawbridge, C. (2021). *JASPER for Children with Autism: Teaching Joint Attention, Symbolic Play, Engagement, and Regulation*. New York City: Guilford Press.
1. Smith, V., & **Patterson, S.Y.** (2012). *Getting into the game: Sports programs for kids with autism*. London: Jessica Kingsley Publishers.

D. Book Chapters & Encyclopedia Entries

9. Crain, M.C.,* Bao, W.,* Patriceli, M., & **Shire, S.Y.** (2023). Preparing a New Generation of Early Autism Educators: An Interdisciplinary Personnel Preparation Grant. In *Handbook of Research on Interdisciplinary Preparation for Equitable Special Education*. IGI Global: Pennsylvania.
8. McIntyre, L. L., & **Shire, S. Y.** (2020). Management of Autism Spectrum Disorder. In M. McLain Verdoes, J. Shahidullah, & K. Mezher (Eds.) *Interprofessional care for pediatric autism spectrum disorder*. New York: Springer. Doi: 10.1007/978-3-030-46295-6
7. Kasari, C.K., & **Shire, S.Y.** (2019). JASPER. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. Springer, New York. Doi: 10.1007/978-1-4614-6435-8_102213-1
6. **Shire, S.Y.**, Tan, A*. (2019). Helping the family communicate with technology. In B. Turns, J. Ramsich, & J. Whiting (Eds.), *Systematically treating autism: A guide for empowering families*. Routledge. (pp. 236-247)
5. **Shire, S.Y.**, & Smith, T. (2019). Parent training for social communication. In Johnson, C.R., & Butter, E (Eds.). *Parent training in autism spectrum disorders: Evidence-based approaches*. American Psychological Association. (pp. 85-116).
4. Sterret, K*, **Shire, S.Y.**, & Kasari, C. (2017). Peer relationships among children with ASD: Interventions targeting social acceptance, friendships, and peer networks. In M.H. Fisher (Ed.), *Identifying and Addressing the Social Issues Experienced by Individuals with IDD* (pp. 37-74).
3. **Shire, S.Y.**, & Kasari, C. (2016). Are we there yet? Targeted, and phenotypic communication interventions for children with Down Syndrome or Autism Spectrum Disorder. In Ronski, M., & Sevcik, R (Eds.). *Examining the Science and Practice of Communication Interventions for Individuals with Severe Disabilities*. London: Brookes Publishers.

2. **Shire, S.Y.**, Fuller, E., Kaiser, A., & Kasari, C. (2016). Social communication interventions for children with ASD: Focus on external validity. In Halle, J., Keen, D., & Brady, N. (Eds). *Prelinguistic communication in autism spectrum disorders*. London: Sage.
1. **Patterson, S.Y.**, & Smith, V. (2011). Meeting the needs of parents of newly diagnosed children with autism spectrum disorder (ASD): Information for pediatricians. In Ahmad, S. (Ed.), *Neurodegenerative Diseases*. London: Landes Bioscience.

E. Presentations

International Invited

9. **Shire, S.Y.** (June, 2025). *The JASPER Model: Approach, Research Evidence, and Considerations for Implementation*. Invited Keynote Presentation, IX National Autism School, Association of Child Psychiatry and Allied Professors of Ukraine.
8. **Shire, S.Y.** (May, 2023). *Partnering with Stakeholders in Intervention Science: Advancing Intervention Implementation and Effectiveness*. Invited panel Inclusion in Research on Early Identification and Intervention: Finding the Common Ground (M. Elsabbaugh, Chair) at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
7. **Shire, S.Y.** (March, 2020). *Caregiver Skills Training (CST) community workshop*. Invited workshop for the McGill Family Navigation Community Event, Montreal, QC.
6. **Shire, S.Y.** & Kasari, C. (May, 2019). Reaching community early intervention providers in diverse communities: Application of remote training supports. Invited oral presentation for panel *Improving Access and Expanding the Reach of Clinical Care and Research in Autism Spectrum Disorder* (E. Berry-Kravis, Chair) at the International Society for Autism Research (INSAR) Annual Meeting, Montreal, Canada
5. **Shire, S.Y.** (December, 2018). *What's new in early intervention? Experiences in Asia*. Invited oral presentation at the Global Autism Conference, Bangalore, India.
4. **Shire, S.Y.** (January, 2018). *Evidence-based early intervention practices for children with autism spectrum disorder (ASD)*. Invited oral presentation for the Jockey Club of Hong Kong, Hong Kong.
3. **Shire, S.Y.**, & Murillo, L. (March, 2017). *World Health Organization Caregiver Skills Training CST program: An overview*. Oral presentation delivered at SEAMO SEN, Kuala Lumpur, Malaysia.
2. **Shire, S.Y.** (November, 2017). *Short Play and Communication Evaluation*. Invited oral presentation and workshop for McGill Navigation Community Event, Montreal, QC.
1. **Shire, S.Y.** (November, 2015). *World Health Organization Parent Skills Training (PST)*

program: An overview. Oral presentation delivered at the Asia Pacific International Meeting for Autism Research, Shanghai, China.

International Conference Presentations (peer reviewed)

38. **Shire, S.Y.**, Kong, E., Jiang, Y., Bao, W., Crain, M., & Shih, W. (May, 2025). Caregivers' Intervention Fidelity Via Online Learning: Early Response to Intervention and Impact on Children's Outcomes. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Seattle, WA.
37. Shih, W., **Shire, S.Y.**, Chang, Y.C., Panganiban, J., & Kasari, C. (May, 2025). Identifying Predictors of Language for Minimally Verbal Autistic Children Among Slow Responders to Initial Intervention. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Seattle, WA.
36. **Shire, S.Y.**, Shih, W., Chang, Y.C., Kodjoe, M., Nodzo, S., & Kasari, C. (May, 2024). Changes in the Early Intervention Implementation Context: Comparison of the Strengths and Needs of Autistic Toddlers and Educators Pre and Post Covid-19. Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Melbourne, Australia.
35. Chang, Y.C., **Shire, S.Y.**, Shih, W., & Kasari, C. (May, 2024). Mediation of Play Skills in School-Based Early Intervention for Young Children with Autism. Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Melbourne, Australia.
34. Shih, W., **Shire, S.Y.**, Chang, Y.C., & Kasari, C. (May, 2024). Is Change in Social Communication Ability Associated with Early Responder Status for Minimally Verbal Autistic Children. Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Melbourne, Australia.
33. **Shire, S.Y.**, Arbuckle, S.A,* & Bao, W*. (May, 2023). *Usability Testing of Technology-Assisted Jasper Social Communication Intervention*. Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
32. Bao, W.,* & **Shire, S.Y.** (May, 2023). *Culturally Responsive Support for Caregivers of Children with ASD: A Systematic Review*. Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
31. Elsabbagh, M., Yusuf, A., Steiman, M., Oppong-Nkrumah, O., Charlesbois, J., Chu, P., Pickles, A., Dixon, P., & **Shire, S.Y.** (May, 2023). *The Caregiver Skills Training (CST) Program: A Feasibility Randomized Controlled Trial in Canada*. Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
30. Pizzano, M.,* **Shire, S.Y.**, Levato, L., Landa, R., Lord, C., & Kasari, C. (May, 2023).

Towards Personalization: Identifying Differential Response to Intervention Approaches in Profiles of Minimally Verbal Children with Autism. Oral presentation at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.

29. Chang, Y.C., **Shire, S.Y.**, Shih, W., & Kasari, C. (May, 2023). *The Emergence of Joint Attention Skills in a Diverse Sample of Autistic Children.* Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
28. Thompson-Hodgetts, S., Couture, M., McKillop, A., Shire, S.Y., Weiss, J.A., & Zwaigenbaum, L. (May, 2023). *Influence of a Brief Autism Education Intervention on Peer Engagement and Inclusion at Mainstream Day Camps: A Mixed Methods Pilot Study.* Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Stockholm, Sweden.
27. **Shire, S.Y.**, Shih, W., Barriault, T., & Kasari, C. (May, 2022). *Exploring Coaching and Follow-up Supports in Community Implemented Caregiver-Mediated JASPER Intervention.* Oral presentation at the International Society for Autism Research (INSAR) Annual Meeting, Austin, Tx.
26. Arbuckle, S.A.,* **Shire, S.Y.**, & Bao, W*. (May, 2022). *Fidelity in Caregiver and Educator-Mediated Intervention Research: A Systematic Review.* Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Austin, Tx.
25. **Shire, S.Y.**, Baker Worthman, L[^], Shih, W., & Kasari, C. (May, 2021). Remote supports for practitioners and parents: Community JASPER implementation. Oral presentation in panel *Using Novel Implementation Tools for Evidence-Based Practice Delivery (UNITED) for Under Resourced Settings* (J. Locke, Chair) at the International Society for Autism Research (INSAR) Annual Meeting, Virtual.
24. Arbuckle, S*, Baker Worthman, L[^], & **Shire, S.Y.** (May, 2021). *Supporting caregivers post participation in caregiver-mediated JASPER intervention: Needs and assistance during follow up.* Oral presentation at the International Society for Autism Research (INSAR) Annual Meeting, Virtual.
23. Shih, W., **Shire, S.Y.**, Chang, Y.C., & Kasari, C. (May, 2021). *1-2-3. First play, second engage, third communicate: A potential sequential mediation model for preschoolers with ASD.* Poster presentation for at the International Society for Autism Research (INSAR) Annual Meeting, Virtual.
22. Chang, Y.C., Shih, W., **Shire, S.Y.**, & Kasari, C. (May, 2021). *Play diversity and complexity in diverse young children with autism.* Poster presentation at the International Society for Autism Research (INSAR) Annual Meeting, Virtual.
21. Ibrahim, A*, Pickard, H.R., Kiafar, A., Yusuf, A., Dixon, P., Dababnah, S., Shih, A., Pickles, A., Elsabbagh, M., & **Shire, S.Y.** (May, 2021). Evaluation of a Novel Remote Cascade Training Curriculum of the Who/As Caregiver Skills Training Program (CST) in

Response to the COVID-19 Pandemic. Oral presentation in panel entitled *Decentralizing ASD Knowledge, Resources, and Services Away from ASD Specialists into Diverse Communities* (S.O. Habayeb, Chair) at the International Society for Autism Research (INSAR) Annual Meeting, Virtual.

20. **Shire, S.Y.**, Shih, W., Chang, Y.C., Bracaglia, S[^]., Kodjoe, M[^]., & Kasari, C. (May, 2019). *Quality matters: Application of intervention fidelity benchmarks to community paraprofessional delivered social communication intervention for toddlers with autism*. Oral presentation at the International Society for Autism Research (INSAR) Annual Meeting, Montreal, QC, Canada.
19. Chang, Y.C., **Shire, S.Y.**, Shih, W., & Kasari, C. (May, 2019). *Joint engagement in minimally verbal children with autism*. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Montreal, QC, Canada.
18. **Shire, S.Y.**, Shih, W., Bracaglia, S[^]., Kodjoe, M[^]., & Kasari, C. (May, 2018). *Engaging peers in play: Community partnered adaptation of a social communication intervention to support pairs of toddlers with Autism*. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Rotterdam, Netherlands.
17. Sturm, A., **Shire, S.Y.**, Schlink, A., Shih, W., Almirall, D., & Kasari, C. (May, 2018). *Acceptability and feasibility of a pilot SMART design in a school setting*. Presenting author of an oral presentation at the International Society for Autism Research (INSAR) Annual Meeting, Rotterdam, Netherlands.
16. Shih, W., **Shire, S.Y.**, & Kasari, C. (May, 2018). *Identifying predictors of successful peer engagement for toddlers with autism in the community*. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Rotterdam, Netherlands.
15. Kang Toolan, C., Holbrook, A., **Shire, S.Y.**, Landa, R., Smith, T., & Kasari, C. (May, 2018). *Challenging behavior in preschoolers with ASD*. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Rotterdam, Netherlands.
14. Chang, Y.C., **Shire, S.Y.**, Shih, W., & Kasari, C. (May, 2018). *Mediation of treatment effects in teacher-implemented social communication intervention for young children with autism*. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Rotterdam, Netherlands.
13. **Shire, S.Y.**, Chang, Y.C., Shih, W., Bracaglia, S[^]., Kodjoe, M[^]., & Kasari, C. (May, 2017). *Sustaining quality implementation of a targeted social communication intervention in authentic community settings: Paraprofessional implemented JASPER with Toddlers*. Oral presentation at the International Meeting for Autism Research, San Francisco, CA.
12. **Shire, S.Y.**, and Kasari, C. (May, 2016). *Community-partnered practice: Delivery of a social-communication intervention by paraprofessionals with Toddlers with ASD*. Oral presentation at the International Meeting for Autism Research, Baltimore, MD.

11. **Shire, S.Y., & Kasari, C.** (May, 2015). *Assessment of early social communication and play skills in toddlers with Autism by community teaching professionals: The Short Play and Communication Evaluation*. Oral presentation at the International Meeting for Autism Research, Salt Lake City, UT.
10. Chang, Y.C., **Shire, S.Y.,** Shih, W., Gould, H., & Kasari, C. (May, 2015). *Diverse population of young children with Autism: Play and language*. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
10. Gould, H., Panganiban, J., Chang, Y., **Shire, S.Y.,** & Kasari, C. (May, 2015). *Characterizing play in children with ASD: Differences in joint attention and requesting across play levels*. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
11. Panganiban, J., Gould, H., Chang, Y., **Shire, S.Y.,** & Kasari, C. (May, 2015). *The effect of teacher perceptions on fostering engagement during dyadic play interactions with students with ASD*. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
12. **Shire, S.Y.,** Kasari, C. (May, 2014). *A novel teacher implemented protocol to assess early social communication skills and play in preschool children with autism*. Oral presentation at the International Meeting for Autism Research, Atlanta, GA.
6. Shih, W., & **Patterson, S.** (May, 2014). *Adaptive intervention for peer-related social skills for children with autism spectrum disorder: Identifying patterns indicating need for change in treatment*. Oral presentation at the International Meeting for Autism Research, Atlanta, GA.
5. **Patterson, S.Y.,** Goods, K., Kaiser, A., Landa, R., Mathy, P., Kasari, C. (May, 2013). *Describing the heterogeneity of parent-child dyads including children with autism who are minimally verbal*. Poster presented at the International Meeting for Autism Research, San Sebastian, Spain.
4. Chang, Y., **Patterson, S.Y.,** & Kasari, C. (May, 2013). *Playing at preschool: Engineering playtime to address core deficits*. Poster presented at the International Meeting for Autism Research, San Sebastian, Spain.
3. **Patterson, S.Y.,** Elder, L., Gulsrud, A., & Kasari, C. (May, 2012). *Responsive parental behaviour predicts joint engagement in toddlers with autism spectrum disorder (ASD)*. Poster presented at the International Meeting for Autism Research, Toronto, ON, Canada.
2. **Patterson, S.Y.,** Smith, V., & Sliwkanich, E. (May, 2011). *A preliminary analysis of in home parent-child communicative interaction in families of toddlers with autism and the influence of a parent training program*. Poster presented at the International Meeting for Autism Research, San Diego, CA.
1. Sliwkanich, E., Smith, V., & **Patterson, S.Y.** (May, 2011). *The language environments of a*

child with autism. Poster presented at the International Meeting for Autism Research, San Diego, CA.

National Invited

7. **Shire, S.Y.** (March, 2023). *Leveraging autism Intervention for Families through Telehealth (LIFT)*. Invited oral presentation for Comprehensive Program for Adaptive Intervention Training in Education, Ann Arbor, MI.
6. **Shire, S.Y.** (November, 2021). *Bridging intervention and implementation science*. Invited oral presentation for Boston University Implementation Network, Virtual.
5. **Shire, S.Y.** (December, 2019). *Supporting social communication interventions in the community*. Invited oral presentation at the Autism Speaks Thought Leadership Conference on Health Equity, Washington, DC.
4. **Shire, S.Y.** (December, 2019). *Community deployment of social communication interventions*. Invited oral presentation at the Every Child Conference, San Francisco, CA.
3. **Shire, S.Y.** (March, 2017). *Playtime in preschool: Identifying play targets and advancing play skills in the classroom for children with developmental disorders*. Invited workshop delivered at the CSULA Mental and Behavioral Health Conference.
2. **Shire, S.Y.** (May, 2016). *Building and deploying interventions for diverse community settings: Steps toward real world practices*. Invited oral presentation for the Autism Speaks Toddler Treatment Network, Baltimore, MD.
1. **Shire, S.Y.,** (January, 2016). Developing a parent skills training program for non-specialists in low and middle income countries. In K. Reagon (Chair), *Global Autism Public Health Initiative and Autism Researchers Without Borders*. Presented at the ABAI Autism Conference, New Orleans, LA.

National Conference Presentations

25. **Shire, S.Y.,** Kong, E., Jiang, Y., Crain, M., & Bao, W. (April, 2025). Adaptation of a Caregiver-Mediated JASPER Intervention for Remote Delivery: Caregiver and Child Outcomes from a Pilot Randomized Controlled Trial. In S. Shire (Chair) *The Implementation of Caregiver and Educator Mediated Interventions to Best Support Outcomes for Young Children with Autism and Developmental Disabilities*. Symposium conducted at the Gatlinburg Conference, San Diego, CA.
24. Kang Toolan, C., **Shire, S.Y.,** & Kasari, C. (April, 2024). *Intervention strategy uptake in mothers and fathers of preschoolers on the autism spectrum*. Oral presentation at the Western Psychological Association Meeting, San Francisco, CA.
23. Chang, Y.C., **Shire, S.Y.,** Shih, W., Kasari, C. (March, 2022). *Improving developmental play*

in young children with autism. Poster presented at the Learning through Play and Imagination: Expanding Perspectives, Special Topics Meeting of the Society for Research in Child Development, St. Louis, MO.

22. **Shire, S.Y.,** Donati, B*., & Chang, Y.C. (February, 2020). *Cultural and instructional adaptations of evidence based intervention practices for preschool children with Autism Spectrum Disorder: Supporting teachers in Singapore.* Poster presented at the Council for Exceptional Children Annual Meeting, Portland, OR.
21. **Shire, S.Y.,** Shih, W., & Kasari, C. (April, 2018). *Measuring change in peer engagement with toddlers who have autism.* Poster presented at the Gatlinburg Conference on Developmental Disorders, San Diego, CA.
20. **Shire, S.Y.,** Shih, W., Holbrook, A., & Kasari, C. (April, 2017). *Increasing children's spontaneous language: Parent mediated intervention for school age minimally verbal children with autism.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
19. **Shire, S.Y.,** Shih, W., & Kasari, C. (March, 2017). Advancing spoken comments in school age children with autism who are minimally verbal: Benchmarks for caregiver implementation. In C. Kasari (Chair) *Measuring Small but Meaningful Change.* Symposium conducted at the Gatlinburg Conference, San Antonio, TX.
18. **Shire, S.Y.,** and Kasari, C. (March, 2016). *Exploring play type and level in young children with autism.* Poster presented at the Gatlinburg Conference, San Diego, CA.
17. **Shire, S.Y.,** Gulsrud, A., & Kasari, C. (March, 2015). *The influence of parent-mediated intervention on caregivers' responsivity: Dyads including children with Autism.* Oral presentation delivered at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
16. **Patterson, S.Y.,** Goods, K. & Kasari, C. (April, 2013). *Parents' learning and children's joint engagement: Intervention for minimally verbal children with autism spectrum disorder.* Paper panel session presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
15. **Patterson, S.Y.,** & Smith, V. (April, 2011). *Patterns of development and change: Parent and child response to the More Than Words program.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, QC.
14. **Patterson, S.Y.,** Elder, L., Gulsrud, A., Paparella, T., & Kasari, C. (March, 2011). *Parental responsivity and child engagement in families of toddlers with autism spectrum disorder (ASD).* Poster presented at the Autism Research Training Winter Institute, Banff, AB.
13. **Patterson, S.Y.,** Smith V. (November, 2010). *Parent skills following participation in the More Than Words program.* Poster presented at the American Speech Hearing Association

Conference, Philadelphia, PA.

12. **Patterson, S.Y., & Smith V.** (November, 2010). *Understanding the natural language environment of toddlers with autism*. Poster presented at the American Speech Hearing Association Conference, Philadelphia, PA.
11. **Patterson, S.Y., & Smith, V.** (November, 2010). *Parent education for families of children with autism: Systematic review*. Poster presented at the American Speech Hearing Association Conference, Philadelphia, PA.
13. **Smith, V., & Patterson, S.Y.** (November, 2010). *Training needs for those who support individuals with autism*. Poster presented at the American Speech Hearing Association Conference, Philadelphia, PA.
9. **Patterson, S.Y., & Smith, V.** (May, 2010). *The use of a digital language processor to examine the natural language learning environments of children with autism*. Poster presented at the International Meeting for Autism Research, Philadelphia, PA.
8. **Mirenda, P., Smith, V., & Patterson, S.Y.** (May, 2010). *Systematic review of single subject design research on parent and teacher training in ASD*. Poster presented at the International Meeting for Autism Research, Philadelphia, PA.
7. **Smith, V., Patterson, S.Y., & Lever, A.** (May, 2010). *Training needs for those who support children and adults with autism*. Poster presented at the International Meeting for Autism Research, Philadelphia, PA.
6. **Patterson, S.Y., & Smith, V.** (January, 2010). *The use of a digital language processor to examine the effectiveness of a parent-training program aimed at improving the language learning environments of children with autism*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
5. **Patterson, S.Y., & Smith, V.** (January, 2010). *Using developmental theory to explain conceptions of friendship: A case comparison*. Poster session presented at the Hawaii International Conference on Education, Honolulu, HI.
4. **Smith, V., Patterson, S.Y., & Lever, A.** (January, 2010). *What are the training need for professionals who serve individuals with autism?* Poster session presented at the Hawaii International Conference on Education, Honolulu, HI.
3. **Patterson, S.Y., Smith, V., & Jelen, M.** (May, 2009). *A systematic review of intervention practices for stereotypic and repetitive behaviour in individuals with autism*. Poster session presented at the International Meeting for Autism Research, Chicago, IL.
2. **Patterson, S.Y., Smith, V., & Jelen, M.** (April, 2009). *Intervention practices for repetitive and stereotypic behaviour in individuals with autism*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

1. **Patterson, S.Y.**, Smith, V., & Jelen, M. (November, 2008). *Sparkly like a holiday: A systematic review of intervention practices for repetitive and stereotypic behaviours in individuals with autism*. Poster session presented at the Women and Children's Health Research Institute, Edmonton, AB, Canada.

Regional Invited

4. **Shire, S.Y.** (August, 2021). Applied behavior analysis: Naturalistic developmental behavioral interventions (NDBIs). OHSU Autism Seminar Series, Portland, OR.
3. **Shire, S.Y.** (March, 2021). Intervention science project updates. OHSU Autism ECHO, Virtual.
2. **Shire, S.Y.** (August, 2018). Leveraging autism intervention for families through telehealth (LIFT). Oregon Center for Children and Youth with Special Health Needs ACCESS State Team Meeting, Virtual.
1. **Shire, S.Y.** (May, 2018). Engaging young children with autism: Intervention in early childhood. OHSU Autism Seminar Series, Portland, OR.

Regional Conference Presentations

1. **Shire, S.Y.**, & Crain, M*. (October, 2022). Supporting young children with neurodevelopmental disabilities who have limited language: Evidence-based social communication strategies. Coalition of Oregon School Administrators, Eugene, OR.

F. Non-Referred Contributions

7. Crain, M*, Bao, W*, & **Shire, S.Y.** (2022). Early intervention: Deciding when to start services. *Autism Parent Advocate Magazine*.
6. Salomone, E., Reichow, B., Pacione, L., **Shire, S.Y.**, Shih, A., & Servili, C. (2018). Training caregivers to transform children's lives. *Early Childhood Matters*.
5. **Shire, S.Y.**, & Kasari, C. (May, 2018). Getting Research Interventions into Communities Where They are Needed. *The Bridge*. The Association for Child and Adolescent Mental Health.
4. **Shire, S.Y.** (April, 2014). Your Dollars@work: Helping Nonverbal Children Speak- Part II. Available online at: <http://www.autismspeaks.org/science/science-news/your-dollarswork-helping-nonverbal-children-speak-%E2%80%93-part-ii>
3. **Patterson, S.Y.**, & Smith, V. (November, 2009). *Exploring the Use of the LENA Pro System to Provide Feedback to Parents of Children with Autism*. Available online at: <http://www.lenafoundation.org/Resources/Newsletter.aspx>

2. **Patterson, S.Y.** (February, 2009). *Graduate roundtable*. Presented at the Canadian Literacy and Language Graduate Possibilities Symposium, Ottawa, ON.
1. **Patterson, S.Y.** (2009, Winter). “Sparkly like a Holiday”: A systematic review of interventions for repetitive and stereotypic behaviour in individuals with autism. *Autism Now*, 21, pp.13-15.

G. External Funding

Current:

07/01/24– 06/30/29

Co- Investigator

Title: *SPEER: School Based, Paraprofessional Education for Engagement at Recess*

Agency: Institute of Education Sciences/R324A240031/\$3,591,083 funded

Description: Randomized trial testing the effect of adding implementation school team supports to the Remaking Recess intervention to support practitioners’ implementation of the intervention and children’s social engagement and connections at school

10/01/23-09/30/28

Co-Principal Investigator

Title: *LMAESTRO: Leaders in Multilingualism, Autism, and Early Childhood Supports, Training, and Research Opportunities*

Agency: Office of Special Education Programs/ H325D230051/\$3,750,000 funded

Description: Personnel Preparation Grant for doctoral student preparation as leaders in implementation science supporting the development of students with autism. Co-PI with Chang (Co-PI), Kasari (Co-PI), and Machalicek (Co-I)

07/01/20 – 06/30/2024

Principal Investigator

Title: *LIFT: Leveraging autism Intervention for Families through Telehealth*

Agency: Institute of Education Sciences/ R324B200017: \$484,360 funded

Description: Early Career Development and Mentoring award. In partnership with Southern Oregon Education Service District, this four-year grant focuses on the development on an online adaptation of a social communication intervention program followed by a randomized adaptive pilot trial to explore sequences of remote intervention supports for caregivers supporting their young children with autism.

05/01/19– 03/01/2024

Co- Investigator

Title: *PRISM: Personalized, Responsive Intervention Sequences for Minimally verbal*

children with autism

Agency: National Institute of Child Health and Human Development/1R01HD095973-01A1/\$789,043: funded
Description: Sequential Multiple Assignment Randomized Trial (SMART) to explore adaptive intervention sequences to support social communication outcomes for preverbal preschool age children with autism. Co-investigator with Kasari (PI-UCLA), Iadarola (Co-I- UPMC).

05/01/19– 03/01/2024

Consultant

Title: *CAIT: Community-based Adaptive autism Intervention for Toddlers*
Agency: National Institute of Child Health and Human Development/1R01HD098248-01
Description: Sequential Multiple Assignment Randomized Trial (SMART) to examine adaptive intervention sequences to support toddlers with autism who are responding slowly to center based early intervention. Consultant to support intervention implementation by the community partner agency with Kasari (PI-UCLA) and Almirall (Co-I UMMichigan Ann Arbor).

10/15/19 – 09/30/2024

Co-Investigator

Title: *CO-LEAD: Collaboration across universities to prepare Leaders in Evidence based practices, autism spectrum disorder, and Diversity*
Agency: Office of Special Education Programs/ H325D190064/total \$4,532,113: funded
Description: Personnel Preparation Grant for doctoral student preparation as leaders in supporting the development of students with autism. Co-Investigator with Machalicek (PI), Meadan-Kaplansky (PI), Rispoli (PI) and Mason (Co-I).

10/15/18 – 09/30/2023

Principal Investigator

Title: *Project PANGEA: Preparing A New Generation of Early Autism educators*
Agency: Office of Special Education Programs/ H325K180170/\$1,250,000: funded
Description: Interdisciplinary Personnel Preparation Grant for Master's students in Early Intervention and Master's students in Communication Disorders and Sciences, to support young children with autism and their families. Principal Investigator with Patricelli (Co-I).

Completed:

07/01/18 – 08/01/2019

Principal Investigator

Title: *Community partnered pilot development of a mobile health assessment for caregivers of young children with autism.*
Agency: University of Oregon VPRI Faculty Research Award /\$5290: funded
Description: In collaboration with community partners in the Government of Newfoundland and Labrador, Canada, this pilot work explored the use of a

mobile health rating tool to assess caregivers' needs for support during the 3month follow-up period post a caregiver-mediated social communication intervention.

10/01/18 – 09/30/2020

Co-Investigator

Title: *Does preventive disclosure influence peer engagement and inclusion for children with ASD in community contexts?*
Agency: Women and Children's health Research Institute (WCHRI) and Kids Brain Network/ \$50 000: funded
Description: Pilot grant to explore the role of autism identification for students engaged in community summer camp programming on social engagement of children with ASD. Co-Investigator with Hodgetts (PI), Couture (PI), Weiss (PI) and Zwaigenbaum (Co-I).

Unfunded Applications

Support and Partnership in Autism Research in Kazakhstan: Language for Early communicators (SPARKLE). Autism Speaks. Shire, PI. Shih, Co-Investigator. (\$723,494)

School Based, Paraprofessional Education for Engagement at Recess (SPEER). Institute of Education Sciences. Locke, PI. Shire & Kasari, Co-Investigators. (\$3,591,083)

Project LMNOP: Leadership Mentorship Networking Opportunities and Partnerships. Office of Special Education Programs. Chang, PI. Shire & Kasari Co-I (\$3,750,000)

Project BEAR: Bridging Early Autism educators to support emotion Regulation. Office of Special Education Programs. Shire, PI. Rodriguez & Patricelli Co-I (\$1,100,000)

INSTRUCTIONAL AND ADVISING ACTIVITIES:

A. Courses Taught

Courses Taught at UO:

SPED 686 Autism and EI (W18; W19; W20; W21; W22; W23; W24; W25)

SPED 683 Curriculum in EI and ECSE (Sp18; Sp19; Sp20; Sp21; Sp22; Sp23; Sp24; Sp25)

SPED 605 Reading Seminars (Sp23; Su23; W25)

SPED 610 Autism Intervention II (Su19, Su21; Su22; Su23)

SPED 610 BOOST Planning (Sp21; Sp22; Sp23)

SPED 610 BOOST Experience (Su19; Su21; Su22; Su23)

SPED 607 PANGAEA Seminar (F18; F19; F20; F21; F22)

SPED 607 LMAESTRO Seminar (F24; W25; Sp25)

SPED 610 Non-Licensure Field Study (F22, W23, Sp23)

SPED 611 EI Practicum I (F22)

SPED 612 EI Practicum II (W23)

Guest Lectures:

SPSY 650 Developmental Psychopathology (Sp 25)

SPED 199 Sp St Explore Spec Ed (F25)

CDS 665 Language Disorders in Young Children (F22, F 3)

SPED 687 EI Methods I (F22)

EDST 411/211 Childhood Studies (F18, F19, W21, Sp21)

SPED 626 Grant Writing (F20)

HDP 225A Issues on Exceptional Learners: Intervention Science Methods UCLA (F20)

SPED 622 History of Special Education and Disabilities (F17)

B. Service on Graduate Student Committees

Dissertation Committee Chair (Completed):

- 2022 Stacy Arbuckle: Outdoor School for All

Dissertation Committee Chair (Current):

- Wenjing Bao (Special Education): Cultural and Linguistic Adaptation of JASPER Caregiver Mediated Intervention Materials
- Yitong Jiang (Special Education)

Dissertation Committee Member (Current):

- Katie Alvarez (Special Education)
- Elizabeth Denluck (School Psychology)

Completed as a Dissertation Committee Member:

- 2024 Lemya Alhmoudi, PhD Special Education
- 2024 Sydney Seese, PhD UCLA Human Development and Psychology
- 2022 Fang Yu Lin, PhD Special Education
- 2022 Elizabeth Glenn, PhD School Psychology
- 2021 Rebecca Crowe, PhD Special Education
- 2021 Lindsay Glugatch, PhD Special Education
- 2020 Allaina Douglas, PhD Special Education
- 2020 Megan Kunze, PhD Special Education
- 2019 Huda Feinban, PhD Special Education
- 2019 Kelley Munger, PhD Special Education
- 2019 Matthew Leuhring, PhD School Psychology

- 2018 Patricia Zemantic, PhD School Psychology

Chair of Program Plan Committee (Current):

- Eunji Kong (Special Education)
- Mark Wilson (Special Education)

Program Plan Committee Member (Current):

- Kellie-Anne Brown Campbell (Special Education)
- Saratessa Means (Special Education)

Completed Engagement as a Program Plan Committee Chair:

- 2025 Marina Crain (Special Education)
- 2024 Yitong Jiang (Special Education)
- 2023 Wenjing Bao (Special Education)
- 2021 Stacy Arbuckle (Special Education)

Completed Engagement as a Program Plan Committee Member:

- 2024 Lemya Alhmoudi, PhD Special Education
- 2024 Trihn Le, PhD Special Education
- 2022 Qi Wei, PhD Special Education
- 2021 Jinlan Zhu, PhD Special Education
- 2021 Rebecca Crowe, PhD Special Education
- 2021 Lindsay Glugatch, PhD Special Education

Engagement as External Early Research Project Committee Member:

- 2022 Christy Yoon, doctoral student, Purdue University

Completed Engagement as an External Master's Thesis Committee Member:

- 2021 Alaa Ibrahim, MSc Integrated Program in Neuroscience, McGill University

Mentored College Teaching:

- 2023 Marina Crain (SPED 610 BOOST Planning)
- 2023 Dana Lissman Cohen (SPED 682 Assessment and Evaluation in EI/ECSE)
- 2022 Wenjing Bao (SPED 682 Assessment and Evaluation in EI/ECSE)
- 2021 Stacy Arbuckle (SPED 610 BOOST Planning)

C. Advisees

Doctoral Advisees:

- 2024- Present Mark Wilson, Special Education Doctoral Student
- 2022- Present Yitong Jiang, Special Education Doctoral Student
- 2022- Present Eunji Kong, Special Education Doctoral Student
- 2021- Present Marina Crain, Special Education Doctoral Student
- 2020- Present Wenjing Bao, Special Education Doctoral Student
- 2018- 2022 Stacy Arbuckle, Special Education Doctoral Student

Master's Specialization Advisees:

- 2018- 2020 Huixin (Coco) Jiang, Special Education Master of Arts (K-12)

OSEP Personnel Preparation Master's Advisees (EI program advisor, supervision of practical experiences and course instructor):

- 2022/23: Sabrina Coulter, Nanju Suh, Sarah Desmarais
- 2021/22: Mackenzie Felbab, Rachel Rocha, Cassandra Snow, Leanne Stanton, Stephanie Simmons, Melanie Hendrickson, Halie Kestermann, Ashley Loth, Mariyam Moghaddas
- 2020/21: Anjelica Filamor, Alexis Hemphill, Julia Rogers, Joseph Lake, Mara Paley, Kali McCafferty
- 2019/20: Saralina D'Amico Erlandson, Shayla Dougherty, Torae Lewis, Abby Zink, Rachael Dahlen, Helen Davis, Lily Murch
- 2018/19: Beth Donati, Karen Crosthwaite, Chelsea Moreau, Jennifer Jones, Laura DiRusso, Leila Laurila, Siobhan McCarthy

Undergraduate Clarke Honors College Thesis Advisees:

- 2024- Maddison Perring, Honors Thesis
- 2020- Spring 21 Sara Hearing, Honors Thesis

SERVICE ACTIVITIES:*Academic and Professional Service*

2023-present Early Career Scientific Advisory Board Member, Autism Speaks

2023 Grant Review, Swiss National Science Foundation

2021-present Editorial Board Member, Journal of Autism and Developmental Disorders

2020-2024 Editorial Board Member, Journal of Early Intervention

2020-present INSAR Annual Meeting Ad Hoc Submission Reviewer

2020 Early Career Ad Hoc Study Section Reviewer, National Institutes of Health

2020 Grant Review, Israel Science Foundation

2020 Grant Review, Netherlands Organisation for Health Research and Development

2019-2022 Review Committee Member, Autism Speaks Pre and Post-Doctoral Fellowships

2016-present Consultant- Caregiver Skills Training Technical Support, World Health Organization & Autism Speaks

Adhoc Reviewer (95 reviews 2017-current):

- *Psychology/ Psychiatry:*

- Journal of Child Psychology and Psychiatry, The Lancet Child and Adolescent Health, The Lancet Psychiatry, Research in Autism Spectrum Disorders, Clinical Psychopharmacology and Neuroscience, Journal of European Child and Adolescent Psychiatry, Journal of Community Psychology
- *Special Education:*
 - Journal of Early Intervention, Remedial and Special Education, Topics in Early Childhood Special Education, International Journal of Early Years Education
- *Autism and Developmental Disabilities:*
 - American Journal on Intellectual and Developmental Disabilities, Autism International Journal of Research and Practice, Autism and Developmental Language Impairments, Autism Research, International Journal of Developmental Disorders, Journal of Autism and Developmental Disorders, Focus on Autism and Other Developmental Disabilities
- *Speech and Language:*
 - Augmentative and Alternative Communication, Journal of Communication Disorders, International Journal of Speech-Language Pathology

State Service

2020-2022 Expert Panel Member, OHSU Oregon ECHO Case Conferences

2017-present Member, Oregon Early Intervention/ Early Childhood Special Education Higher Education Consortium

University Service

2025 OVPRI Review Council Member

2024 Graduate Student Mentorship Excellence Scholarship Review Member

2021-present Alternate Member, Committee for the Protection of Human Subjects, UO Research Compliance Services

College of Education Service

2025 COE Scholarships Committee

2023-present Educator Preparation Committee Member

2024 Career Faculty FPC

2023 Prevention Science Institute Personnel Committee Member

Program and Department Service

2024 Peer Teaching Evaluation (G. Choi)

2024 Peer Teaching Evaluation (S. Schmitt)

2023-2024 Member, COE Search Committee, Communication Disorders and Sciences,
Assistant Professor Language and Neurodiversity

2021-present SPED Early Intervention Program Director

2023 SPED Colloquium Speaker: Building Adaptive Interventions in Education

2022-2023 Member, Search Committee, SPED EI CNTTF

2021 Peer Teaching Evaluation (L. Pribble)

2021 Member, COE Search Committee, Associate/Full Professor Early Intervention

2021-present Member, SPED Master's Diversity and Inclusion Workgroup

2020-present Student Advising, Early Intervention SPED Master's Program

2018 Member, COE Search Committee, Assistant Professor of Counseling and Family
Therapy, COE, UO

2017-present Member, SPED Doctoral Committee

2017-present Member, SPED Masters Committee

Community Service

2025 JASPER Introduction and Classroom Adaptations, ACS Academy, Singapore

2024 In service (Supporting Engagement and Regulation), Moss Street Children's
Center

2023 In service (Holistic Development, Regulation, & Social Engagement), Moss
Street Children's Center

2022 Autism Speaks Pathways to Early Intervention and Support, Guest Speaker

2021 In service and consultation, Moss Street Children's Center

2018 Parent Chat, EC CARES

AWARDS AND PROFESSIONAL ACTIVITIES:

Awards and Honors

Taylor Award for International Student Research Participation, 2018, \$4750

New Investigator Workshop, 2018, National Institute of Mental Health, \$250

Young Investigator Award, 2015, Autism Speaks Toddler Treatment Network, \$1000

Pursuit Award- Excellence in Child Disability Dissertations, 2014, Holland Bloorview, \$2000
 Chancellor's Greatest Need Award, 2012, Graduate Division, UCLA, \$10, 000
 Doctoral Foreign Study Award, 2011, Canadian Institutes for Health Research (CIHR), \$105,000
 Nonresident Supplemental Tuition Award, 2011, Graduate Division, UCLA, \$15, 000
 Dennis Weatherstone Predoctoral Fellowship, 2010, Autism Speaks, \$56, 000
 Division Based Merit Scholarship, 2010, UCLA, \$30,000
 Science Shop Community Research Studentship, 2010, Women and Children's Health Research Institute, \$5200
 Walter H Johns Graduate Fellowship, 2009, Faculty of Graduate Studies, \$4627
 Autism Research Training Program Scholarship, 2009, CIHR, \$17,850
 Queen Elizabeth II Graduate Scholarship, 2009 Faculty of Graduate Studies, \$17, 850- declined
 Banting and Best Canada Graduate Scholarship Master's, 2009, CIHR, \$17, 500
 Lorraine Wilgosh Academic Award, 2009, Alberta Special Education Council, \$1000
 Autism Society of Edmonton Area Student Scholarship, 2008, Autism Research Centre, \$5000

Travel Awards

Gatlinburg Theodore Tjossem Postdoctoral Travel Award, 2017, \$400
 Early Career Travel Award, 2015, Society for Research in Child Development, \$500
 IMFAR Student Travel Award, 2014, INSAR, \$500
 Student Travel Award, 2014, Autism Speaks Toddler Treatment Network, \$100
 Autism Research Training Program Travel Grant, 2012, CIHR, \$1250
 Autism Research Training Program Travel Grant, 2011, CIHR, \$750
 Graduate Students Association Travel Grant, 2011, UCLA, \$100
 Graduate School of Education and Information Studies Travel Award, 2011, UCLA, \$300
 Student Travel Award, 2010, American Speech Hearing and Language Association, \$500
 Travel Award, 2010, Autism Research Training Program, \$500
 Graduate Student Scholarship, 2010, Alberta Advanced Education, \$3000
 Graduate Student Travel Award, 2009, Graduate Student Association, \$100
 Myer Horowitz Graduate Student Travel Award, 2009, Faculty of Education, \$500
 Graduate Student Travel Award, 2009, Graduate Student Association, \$375
 Profiling Alberta's Graduate Students, 2009, Faculty of Graduate Studies and Research, \$500

Professional Organizations and Activities

Society for Implementation Research Collaboration (SIRC), 2020- Current, Member
 International Society for Autism Research (INSAR), 2018- Current, Full Member
 Society for Research in Child Development (SRCD), 2018- Current, Early Career Member