BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Boyd, Brian A.

POSITION TITLE
Assistant Professor, Division of Occupational Science and Occupational Therapy

eRA COMMONS USER NAME (credential, e.g., agency login)
BRIANBOYD

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of William and Mary</td>
<td>B.S.</td>
<td>1997</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>M.Ed.</td>
<td>2002</td>
<td>Special Education</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Ph.D.</td>
<td>2005</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research focuses on the use of prevention and behavioral science to develop innovative, early interventions for young children with autism spectrum and related neurodevelopmental disorders. The rapid translation of research from “bench to bedside” and its implementation in everyday home and community settings is of the utmost importance if we want to achieve optimal child and family outcomes. Thus, engaging in translational and community effectiveness research is one leg of my research agenda. Currently, I serve as Principal Investigator or Co-Principal Investigator on extramural grants that were funded by the Institute of Education Sciences (IES) to develop and evaluate focused intervention practices and comprehensive treatment models for young children with autism. The second leg of my research agenda involves conducting phenomenological and behavioral observation studies characterizing aspects of the behavioral phenotype (e.g., repetitive behaviors, sensory processing issues) that may interfere with treatment response. Finally, through my research and faculty duties, I am involved with the mentorship and supervision of a number of graduate students within and outside of my faculty home, which is the Division of Occupational Science and Occupational Therapy. Through this division, I teach an interdisciplinary doctoral seminar on Proposal and Grant Writing which attracts students from the School of Education and the Department of Allied Health Sciences.

B. Positions and Honors

Positions and Employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>Lecturer, University of Florida – College of Education, Gainesville, FL</td>
</tr>
<tr>
<td>2005-2007</td>
<td>NICHD Postdoctoral Fellow – UNC, Chapel Hill, NC</td>
</tr>
<tr>
<td>2007-2009</td>
<td>Investigator, Frank Porter Graham Child Development Institute – UNC, Chapel Hill, NC</td>
</tr>
<tr>
<td>2009</td>
<td>Assistant Professor, Division of Occupational Sciences—UNC, Chapel Hill, NC</td>
</tr>
<tr>
<td>2010</td>
<td>Investigator, Carolina Institute for Developmental Disabilities; Fellow, Frank Porter Graham Child Development Institute—UNC, Chapel Hill, NC</td>
</tr>
</tbody>
</table>

Honors

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2005</td>
<td>Alumni Fellowship, University of Florida</td>
</tr>
<tr>
<td>2004</td>
<td>J. David Sexton Doctoral Student of the Year, Division of Early Childhood, Chicago, IL</td>
</tr>
<tr>
<td>2004</td>
<td>Graduate Multicultural Student Award, University of Florida</td>
</tr>
<tr>
<td>2006</td>
<td>Theodore Tjossem Postdoctoral Student Award, Gatlinburg Conference, San Diego, CA</td>
</tr>
<tr>
<td>2006</td>
<td>Diversity Student Travel Award, IMFAR Conference, Montreal, Canada</td>
</tr>
</tbody>
</table>
C. Peer-reviewed Publications

BIBLIOGRAPHY

Books and Book Chapters (In Press/Submitted):

Refereed Papers (Peer-Reviewed):


Refereed Papers (In press):


D. Research Support

**Ongoing Research Support**

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>Principal Investigator</th>
<th>Start Date – End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>R324A110256</td>
<td>Boyd (PI)</td>
<td>07/01/11 – 06/30/15</td>
</tr>
</tbody>
</table>
| **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

| R40 MC 22648         | 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: PI

| R324B070219          | 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

| R324B070056          | Watson (PI)             | 07/01/07 - 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

| 2 R01 HD042168       | 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

**Research Support Completed During the Last Three Years**

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>Principal Investigator</th>
<th>Start Date – End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Internal Grant</td>
<td>Boyd (PI)</td>
<td>08/01/07 – 07/31/09</td>
</tr>
</tbody>
</table>
| **Family-based Early Intervention for Repetitive Behaviors in Autism**
This project involved manual development for a novel form of behavioral intervention and parent training for repetitive behaviors in preschool children with autism.  
Role: PI