

(July, 2019)

CURRICULUM VITAE

Personal Data

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Educational Background

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| B.S. | University of Tennessee Knoxville, TN | 1967-71 | Major: Psychology |
| M.S. | University of Tennessee Knoxville, TN | 1975-76 | Major: Special Education |
| Ed.S. | University of Tennessee Knoxville, TN | 1978-79 | Major: Educational Psychology |
| Ph.D. | University of Washington Seattle, WA | 1979-82 | Major: Education and Human Development Minor: Developmental Psychology Specialization: Special Education |
| Postdoc | Western Psychiatric Institute University of Pittsburgh | 1982-84 | Department of Psychiatry |

Professional Experiences

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| 1/18 | Senior Research Scientist, Frank Porter Graham Child Development Institute | University of North Carolina at Chapel Hill |
| 9/17- Present | Visiting Professor, Specialpedagogiska Institutionen | Stockholms Universitet Stockholm, Sweden |

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| 8/06-12/17 | Director, Frank Porter Graham Child Development Institute | University of North Carolina at Chapel Hill |
| 8/06-09/17 | Professor, School of Education | University of North Carolina at Chapel Hill |
| 1/99 to 8/06 | Edward and Mary Lou Otting Professor Special Education Program | Indiana University Bloomington, IN |
| 9/96-12/98 | William C. Friday Distinguished Professor of Child Development and Family Studies | University of North Carolina at Chapel Hill |
| 9/94-8/96 | Professor of Special Education | Peabody College of Vanderbilt University |
| 10/92-8/96 | Co-Director, Institute on Prevention, Early Intervention and Families | John F. Kennedy Center Peabody College of Vanderbilt University |
| 5/89 - 8/94 | Associate Professor of Special Education | Peabody College of Vanderbilt University |
| 9/86 - 5/89 | Assistant Professor of Special Education | Peabody College of Vanderbilt University |
| 9/84 - 8/86 | Coordinator, Preschool/ Elementary Autism Training Program | Developmental Training Center Indiana University Bloomington, IN |
| 6/81 - 10/82 | Coordinator, Integrated Preschool Project Co-Principal Investigator (1982) | Experimental Education Unit University of Washington Seattle, WA |
| 9/77 - 6/79 | Preschool Special Education Teacher | Knoxville Adaptive Education Center, Knoxville, TN |
| 1/77 - 6/77 | Itinerant Resource Teacher | Cocke County Board of Education Newport, TN |

Honors

- Honorary Doctoral Degree, Stockholm University, Stockholm, Sweden, 2016
- Arnold Lucius Gesell Prize awarded for career achievement in research on social inclusion and child development by the Theodor Hellbrugge Foundation, Munich, Germany, 2013.
- University of Washington College of Education Outstanding Graduate Award, 2011.
- Outstanding Special Education Research Award, Council for Exceptional Children, 2007.
- Fellow, Poynter Center for the Study of Ethics in American Institutions, Indiana University, 2004-2005
- Service to the Field Award, Division of Early Childhood, Council for Exceptional Children, 2001
- Outstanding Research Award, Special Education SIG, American Educational Research Association, 1999
- Edward and Marylou Otting Professorship in Special Education, Indiana University (1999-2006).
- Merle B. Karnes Award for Service to the Division, Division for Early Childhood, Council for Exceptional Children, 1994.
- William C. Friday Endowed Professorship in Child Development and Family Studies, University of North Carolina, 1996-1999,
- Faculty Teaching Award, Department of Special Education, Peabody College, Vanderbilt University, 1988.
- National AAMD Student Service Award, 1982.
- Gordon Lee Outstanding Dissertation Award, College of Education, University of Washington, 1982-83.
- Doctoral Fellow, Area of Special Education, University of Washington, 1979-80, 1980-81.

Grant Activities

Hume, K. A., & Odom, S. L. (Co-PIs) (2018-2020). Efficacy Follow-up Study of the CSESA Model. Institute of Education Sciences, Goal 3 Efficacy Followup. Total Award = \$1, 100,00.

Odom, S. L., Cox, A. & Sam, A. (2017-2020). Supporting Paraprofessionals' Use of Evidence-based Practices for Students with Autism Spectrum Disorders. Institute of Education Sciences, Goal 2 Development Project. Total Award = \$ 1,399,998.

Odom, S. L., Hume, K. A., & Boyd, B. (2016-2020). Postdoctoral research in autism and special education research. Institute of Education Sciences. Total Award = \$693,415

Odom, S. L. & Cox, A. (2015-2020). Efficacy study of the school-based National Professional Development Center on ASD model. Institute on Education Sciences, Goal 3 Efficacy Study. Total Award = \$3,498, 535.

- Odom, S. L. (Principal Investigator), Cox, A., & Sam, A. (2014-2016). Project AFIRM: Design modules on evidence based practice for students with autism spectrum disorder. Two year grant from Office of Special Education through subcontract from IRIS Center. Total Award = \$400,000.
- Odom, S. L., (Principal Investigator), Hume, K., Boyd, B., Lane, K., Duda, M., Seltzer, M., Smith, L., Carter, E., Vaughn, S., Browder, D., & Test, D. (Investigators) (2012-2018). Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA). Goal 2 Institute of Education Sciences, Research and Development Center. Total Award = \$10,000,000.
- Schertz, H. (Principal Investigator), Odom, S. L., & Baggett, K. (2012-2016). Joint Attention Mediated Learning Intervention for Toddlers with Autism Spectrum Disorders and Their Families. Institute of Education Science, Goal 3 Efficacy study. Total Subcontract Award = \$1,101,953.
- Odom, S. L. (Principal Investigator), and Cox, A. (2012-2013). The Toddler Initiative: Promoting the Use of Evidence-based Practices for Toddlers with Autism Spectrum Disorders and their Families in Early Intervention Programs. Funded by Autism Speaks. (Total Award = \$400,000).
- Odom, S. L., & Cox, A. (2011-13). Autism Professional Development Center in Saudi Arabia. Collaborative agreement with the King Faisal Specialized Hospital and Research Center. Riyadh, Saudi Arabia. Total Award = \$189,770.
- Odom, S. L. (2011-2012). BeActive Kids North Carolina. Blue Cross/Blue Shield Foundation. Total Award = \$184,623.
- Odom, S. L. (2009-2012). Evaluation of Special Olympics Young Athlete's Program. Special Olympics. (Total Award = \$247,153)
- Odom, S. L. (Principal Investigator). (2009-2013). Postdoctoral training program in special education research. Institute of Education Science. Total Award = \$638,279.
- Odom, S. L. (Principal Investigator) and Boyd, B. (Co-Principal Investigator). (2007-2011). Comparison of Two Treatment Models for Preschool-aged Children with Autism and Their Families. Institute of Education Sciences, Goal 3 Efficacy Study. Total Award = \$3,019,247.
- Schertz, H., Odom, S. (Co-PI), & Badgett, K. (2007-2010). Promoting Early Social-communicative Competency in Toddlers with Autism. Autism Speaks. University of Northern Colorado with subcontract to the University of North Carolina at Chapel Hill. Total Subcontract to UNC = \$250,000

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- Odom, S. L. (Principal Investigator). (2007-2012). Professional Development Center: Children with Autism Spectrum Disorder. Department of Education, Office of Special Education Programs. Total Budget = \$5,000,000
- Odom, S. L. (Principal Investigator). (2003-2008). Children's School Success. National Institute for Child Health and Human Development. Total Award = \$4,460,000.
- Odom, S. L. (Principal Investigator). (2002-2003). Connecting with Communities on Behalf of Children's School Success: A Planning Grant for an Experimental Study. National Institute on Children's Health and Human Development. Total Award = \$186,250
- Odom, S. L. (Principal Investigator) and David Mank (Co-Principal Investigator). (2002-2006). Indiana University Leadership Training Program in Special Education. Submitted to the Office of Special Education Programs. Total Award= \$713,807.
- Odom, S. L. (Principal Investigator), and Virginia Buysse. (2001-2004). Cost, Quality, and Outcomes of Preschool Inclusion. Field-initiated Research Project, Office of Special Education Programs. Total award = \$540,000.
- Odom, S.L. (Principal Investigator) and Bailey, D.B. (1997-2001). Interdisciplinary Doctoral Training in Early Childhood, Families and Early Intervention. Four year leadership training grant funded by the Office of Special Education Programs. 1997-98 = \$224,809.
- Odom, S.L. (Principal Investigator). (1994-99, no cost extension, 1999-2000). Early Childhood Research Institute on Inclusion. Five year, multisite research institute funded by the Office of Special Education Programs. Total Award=\$4,641,000
- Odom, S. L., & Brown, W. H. (Co-Principal Investigators). (1993-95). Observational Assessment of Social Goals and Strategies of Young Children with Disabilities and their Peers. Eighteen month project funded by the Office of Special Education. 1993-1995 = \$75,000.
- Odom, S. L., Brown, W. H., & Horn, E. (Co-Principal Investigators). (1991-96). Project BLEND: Beginning Learning Experiences in Developmentally Integrated Groups and Homes. Five year project funded by the Office of Special Education and Rehabilitation. Total Award = \$600,000.
- Horn, E. A., & Odom, S. L. (Co-Principal Investigator). (1992-96). Training of Early Childhood and Preschool Personnel. Four year project funded by the Office of Special Education. Total Award = \$425,000.
- Odom, S. L. (Principal Investigator). (1990-93). Peabody Developmental Intervention Model for Technology-Dependent/Chronically Ill Infants. Three year project funded by the Bureau of

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Maternal and Child Health, Department of Health and Human Services. Total Award = \$298,402.

Odom, S. L. (Co-Principal Investigator) & Wolraich, M. (Co-Principal Investigator). (1990-95). Project SEARCH: Tennessee Early Intervention System. Series of one year grants funded by the Tennessee State Department of Education. 1994-95 = \$475,335.

Odom, S. L. (Principal Investigator). (1990-91). Development of a Taxonomy of Early Intervention for Infants with Disabilities and their Families. Pilot project funded by Vanderbilt University Faculty Research Council. Total award = \$3,810.

Odom, S. L. (Principal Investigator). (1989-92). Training of Personnel for the Education of the Handicapped: Early Childhood. Three year project funded by the Office of Special Education and Rehabilitation, Department of Education. Total award = \$237,390.

Chandler, L. (Co-Principal Investigator) & Odom, S. L. (Co-Principal Investigator). (1989). Family Adaptations to the Transition to Parenthood of Technology-Dependent Infants from Hospital to Home. Pilot project funded by the Joseph Kennedy Foundation. Total award = \$5,700.

Sheehan, R. J. (Principal Investigator) & Odom, S. L. (Co-Principal Investigator). (1988-89). A Proposal to Evaluate Direct Service Projects Operating in Indiana in Support of P.L. 99-457. Eighteen month project funded through Cleveland State University by the Indiana Department of Mental Health. Total award = \$45,157.

Odom, S. L. (Principal Investigator) & McConnell, S. R. (Co-Principal Investigator). (1987-91). Social Interaction Training Programs for Young Children with Handicaps: Analysis of Program Features. Four year grant funded by the Office of Special Education and Rehabilitation, No. G008730527. Total award = \$1,211,331.

Publications: Peer-reviewed Articles

Odom, S. L. (1981). The relationship of play to developmental level in mentally retarded preschool children. *Education and Training of the Mentally Retarded*, 16, 136-141.

Odom, S.L. & Speltz, M.L. (1983). Program variations in preschools for handicapped and nonhandicapped children: Mainstreamed vs. integrated special education. *Analysis and Intervention in Developmental Disabilities*, 3, 89-103.

Strain, P. S., Breuning, S., Cordisco, L., Goldstein, H., Lyon, S., Odom, S. L., & Sainato, D. (1983). An overview of the early childhood research institute. *Journal for the Division for Early Childhood*, 7, 25-31.

- Odom, S. L., & Fewell, R. F. (1983). Program evaluation in early childhood special education: A meta-evaluation. *Educational Evaluation and Policy Analysis, 5*, 445-460.
- Strain, P. S., Odom, S. L., & McConnell, S. (1984). Promoting social reciprocity of handicapped children: Identification, target behavior selection, and intervention. *Remedial and Special Education, 5*, 21- 29.
- Odom, S. L., DeKlyen, M., & Jenkins, J. R. (1984). Integrating handicapped and nonhandicapped preschool children: Developmental impact on the nonhandicapped children. *Exceptional Children, 51*, 41-48.
- Odom, S. L., & Strain, P. S. (1984). Peer-mediated approaches to increasing children's social interactions: A review. *American Journal of Orthopsychiatry, 54*, 544-557.
- Odom, S. L., & Strain, P. S. (1984). Classroom-based social skills instruction for severely handicapped preschool children. *Topics in Early Childhood Special Education, 4*(3), 97-116.
- Odom, S. L., & McConnell, S. R. (1985). Performance-based conceptualization of social competence of handicapped preschool children: Implications for assessment. *Topics in Early Childhood Special Education, 4*(4), 1-19.
- Odom, S. L., Hoyson, M., Jamieson, B., & Strain, P. S. (1985). Increasing handicapped preschoolers' peer social interactions: Cross-setting and component analysis. *Journal of Applied Behavior Analysis, 18*, 3-16.
- Jenkins, J. R., Speltz, M. L., & Odom, S. L. (1985). Integrating normal and handicapped preschoolers: Effects on child development and social interaction. *Exceptional Children, 52*, 7-17.
- Odom, S. L. (1985). Early childhood special education in Germany and the United States: A comparative view. *Journal of the Division for Early Childhood, 9*, 215-218.
- Odom, S. L., Strain, P. S., Karger, M., & Smith, J. (1986). Using single and multiple peers to promote social interactions of young children with behavioral handicaps. *Journal of the Division for Early Childhood, 10*, 53-64.
- Strain, P. S., & Odom, S. L. (1986). Peer social initiations: An effective intervention for social skill deficits of preschool handicapped children. *Exceptional Children, 52*, 543-552.

- Odom, S. L., & Strain, P. S. (1986). A comparison of peer-initiation and teacher-antecedent interventions for promoting reciprocal social interaction of autistic preschoolers. *Journal of Applied Behavior Analysis, 19*, 59-72.
- Odom, S. L., & Shuster, S. K. (1986). Naturalistic inquiry and the assessment of young handicapped children and their families. *Topic in Early Childhood Special Education, 6*(2), 68-82.
- Odom, S. L. (1987). The role of theory in the preparation of professionals in early childhood special education. *Topics in Early Childhood Special Education, 7*(3), 1-11.
- McEvoy, M. A., & Odom, S. L. (1987). Social interaction training for preschool children with behavior disorders. *Behavior Disorders, 12*, 242-251.
- Goldstein, H., Wickstrom, S., Hoyson, M., Jamieson, B., & Odom, S. L. (1988). Effects of script training on social and communicative interactions. *Education and Treatment of Children, 11*, 97-117.
- Odom, S. L., & Warren, S. F. (1988). Early childhood special education in the Year 2000. *Journal of the Division for Early Childhood, 12*, 263-273.
- Odom, S. L., Yoder, P., & Hill, G. (1988). Developmental interventions for infants with handicaps: Purposes and programs. *Journal of Special Education, 22*, 11-24.
- Jenkins, J. R., Odom, S. L., & Speltz, M. L. (1989). Effects of integration and structured play on the development of handicapped children. *Exceptional Children, 55*, 420-428.
- DeKlyen, M., & Odom, S. L. (1989). Structure and preschool peer interactions: Beyond the mainstream. *Journal of Early Intervention, 13*, 342-352.
- Odom, S. L., & Chandler, L. (1989). Transition to parenthood for parents of technology assisted infants. *Topics in Early Childhood Special Education, 9*(4), 43-55.
- Odom, S. L., & McEvoy, M. A. (1990). Preschool mainstreaming: Potential barriers and tasks for the field. *Topics in Early Childhood Special Education, 10*(2), 48-61.
- Odom, S. L., Peterson, C., McConnell, S. R., & Ostrosky, M. M. (1990). Ecobehavioral analysis of early education/specialized classroom settings and peer social interaction. *Education and Training of Children, 13*, 316-330.
- Odom, S. L., & Watts, E. (1991). Reducing teacher prompts in peer-mediated interventions for young children with disabilities. *Journal of Special Education, 25*, 26-43.

- Lee, S., & Odom, S. L. (1992). The relationship between stereotypic behavior and peer social interaction for children with severe disabilities. *Journal of the Korean Society for Special Education, 8*, 1-19. (Published in Korean)
- Odom, S. L., & McConnell, S. R. (1992). Social competence interventions: An applied behavior analyses approach. *Journal of Applied Behavior Analysis, 25*, 239-244.
- Odom, S. L., Chandler, L. K., Ostrosky, M. M., & McConnell, S. R. (1992). Fading teacher prompts in peer-initiation interventions for young children with disabilities. *Journal of Applied Behavior Analyses, 25*, 307-317.
- Odom, S. L., & Ogawa, I. (1992). Direct observation of preschool children's social interaction: A methodological review. *Behavioral Assessment, 3/4*, 407-442.
- McLean, M. E., & Odom, S. L. (1993). Practices for young children with and without disabilities: A comparison of DEC and NAEYC identified practices. *Topics in Early Childhood Special Education, 13*, 274-293.
- Odom, S. L., McConnell, S. R., & Chandler, L. K. (1993). Acceptability and feasibility of classroom-based social interaction interventions for young children with disabilities. *Exceptional Children, 60*, 226-237.
- Ostrosky, M. M., Skellenger, A. C., Odom, S. L., McConnell, S. R., & Peterson, C. (1994). The relationship between teacher schedules and actual time spent in activities in preschool special education classes. *Journal of Early Intervention, 18*, 25-33.
- Brown, W. H., & Odom, S. L. (1994). Strategies and tactics for promoting young children's social behavior. *Research in Developmental Disabilities, 15*, 1-20.
- Odom, S. L. (1995). Developmentally appropriate practice, policies, and use for young children with disabilities and their families. *Journal of Early Intervention, 18*, 346-348.
- Odom, S. L., McLean, M. E., Johnson, L., & LaMontagne, M. (1995). Recommended practices in Early Childhood Special Education: Validation and current use. *Journal of Early Intervention, 19*, 1-17.
- Brown, W. H., & Odom, S. L. (1995). Naturalistic peer interventions for promoting preschool children's social interactions. *Preventing School Failure, 39*, 38-43.
- Michnowicz, L.L., McConnell, S.R., Peterson, C.A., & Odom, S.L. (1996). Social goals and objectives of preschool IEP: A content analysis. *Journal of Early Intervention, 19*, 273-282.

- Lee, S., & Odom, S. L. (1996). The relationship between stereotypic behavior and peer social interactions for children with severe disabilities. *The Journal of the Association for Persons with Severe Handicaps*, 21, 88-95. (Previously published in Korean.)
- Brown, W. H., Odom, S. L., & Holcombe, A. (1996). Observational assessment of young children's social behavior with peers. *Early Childhood Research Quarterly*, 11, 19-40.
- Munson, L. J., & Odom, S. L. (1996). Evaluation of rating scales that measure parent-infant interaction. *Topics in Early Childhood Special Education*, 16, 1-25.
- Odom, S. L., Peck, C. A., Hanson, M., Beckman, P. J., Kaiser, A. P., Lieber, J., Horn, E. M., Brown, W. H., & Schwartz, I. (1996). Inclusion of preschool children with disabilities: An ecological systems perspective. *SRCD Social Policy Report*, 10(2-3), 18-30.
- Favazza, P. C., & Odom, S. L. (1996). Use of the Acceptance Scale to measure attitudes of kindergarten-age children: A preliminary investigation. *Journal of Early Intervention*, 20, 232-249.
- Brown, W. H., Horn, E. M., Heiser, J. G., & Odom, S. L. (1996). Project BLEND: An inclusive model for early childhood services. *Journal of Early Intervention*, 20, 364-375.
- Lieber, J., Beckman, P. J., Hanson, M. J., Janko, S., Marquart, J. M., Horn, E. M., & Odom, S. L. (1997). The impact of changing roles on relationships between professionals in inclusive programs for young children. *Early Education and Development*, 8, 67-83.
- Favazza, P. C., & Odom, S. L. (1997). Promoting positive attitudes of kindergarten-age children toward individuals with disabilities. *Exceptional Children*, 63, 405-422.
- Odom, S.L., & Diamond, K.E. (1998). Inclusion of young children with special needs in early childhood education: The research base. *Early Childhood Research Quarterly*, 13, 3-26.
- Bailey, D. B., Aytch, L. S., Odom, S. L., Symons, F., & Wolery, M. (1999). Early intervention as we know it. *Mental Retardation and Developmental Disabilities Research Reviews*, 5, 11-20.
- McConnell, S. R., & Odom, S. L. (1999). Performance-based assessment of social competence for young children with disabilities. Development and initial evaluation of a multi-measure model. *Topics in Early Childhood Special Education*, 19, 67-74
- Odom, S. L., McConnell, S. R., McEvoy, M. A., Peterson, C., Ostrosky, M., Chandler, L. K., Spicuzza, R. J., Skellenger, A., Creighton, M., & Favazza, P. C. (1999). Relative effects of interventions for

supporting the social competence of young children with disabilities. *Topics in Early Childhood Special Education, 19*, 75-91.

Frea, W., Craig, L., Odom, S.L. & Williams, D. (1999). Differentiated effects of structured social integration and group friendship activities for promoting social interactions. *Journal of Early Intervention, 22*, 230-243.

Odom, S. L., Horn, E. M., Marquart, J., Hanson, M. J., Wolfberg, P., Beckman, P. J., Lieber, J., Li, S., Schwartz, I., Janko, S., & Sandall, S. (1999). On the forms of inclusion: Organizational context and individualized service delivery models. *Journal of Early Intervention, 22*, 185-199.

Brown, W. H., Odom, S. L., Li, S., Zercher, C. (1999). Ecobehavioral assessment in early childhood programs: A portrait of preschool inclusion. *Journal of Special Education, 33*, 138-153.

Schwartz, I. S., Odom, S. L., & Sandall, S. R. (1999). Including young children with special needs. *Child Care Information Exchange, 130*, 74-78.

Wolfberg, P., Zercher, P., Lieber, J., Capell, K., Matias, S., Hanson, M., & Odom, S. L. (1999). "Can I play with you? Peer culture in inclusive preschool programs. *Journal of the Association for Persons with Severe Disabilities, 24*, 69-84.

Odom, S. L. (2000). Preschool inclusion: What we know and where we go from here. *Topics in Early Childhood Special Education, 20*, 20-27.

Lieber, J., Hanson, M. J., Beckman, P. J., Odom, S. L., Sandall, S. R., Schwartz, I. S., Horn, E., & Wolery, R. (2000). Key influences on the initiation and implementation of inclusive preschool programs. *Exceptional Children, 67*, 83-98.

Odom, S. L., Hanson, M. J., Lieber, J., Marquart, J., Sandall, S., Wolery, R., Horn, E., Schwartz, E., Beckman, P., Hikido, C., & Chambers, J. (2001). The costs of preschool inclusion. *Topics in Early Childhood Special Education, 21*, 46-55.

Odom, S. L., Parrish, T., & Hikido, C. (2001). The costs of inclusion and noninclusive special education preschool programs. *Journal of Special Education Leadership, 14*, 33-41.

Brown, W. H., Odom, S. L., & Conroy, M. (2001). An intervention hierarchy for promoting preschool children's peer interactions in naturalistic environments. *Topics in Early Childhood Special Education, 21*, 162-175.

Odom, S. L. (2001). Measurement of child development growth outcomes: A worth challenge. *Journal of Early Intervention, 24*, 188-190.

- Odom, S. L. (2002). Commentary: Narrowing the question – Social integration and characteristics of children with disabilities in inclusive settings. *Early Childhood Research Quarterly, 17*, 167-170.
- Brown, W. H., Odom, S. L., & Buysse, V. (2002). Assessment of preschool children's peer-related social competence. *Assessment of Effective Intervention, 27*, 61-72.
- Odom, S. L., & Strain, P. S. (2002). Evidence-based practice in Early Intervention/Early Childhood Special Education: Single subject design research. *Journal of Early Intervention, 25*, 151-160.
- Odom, S. L., & Wolery, M. (2003). A unified theory of practice in Early Intervention/Early Childhood Special Education: Evidence-based practice. *Journal of Special Education, 37*, 164-173.
- Odom, S. L., Brown, W. H., Frey, T., Karasu, N., Smith-Carter, L., & Strain, P. S. (2003). Evidence-based practices for young children with autism: Evidence from single subject design research. *Focus on Autism, 18*, 176-181.
- Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandall, S., Hanson, M. J., Beckman, P., Schwartz, I., & Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs, 4*(3), 17-49.
- Odom, S. L., Teferra, T., & Kaul, S. (2004). An overview of international approaches to early intervention for young children with special needs and their families. *Young Children, 59*(5), 38-43.
- Schertz, H., & Odom, S. L. (2004). Early diagnosis and intervention in autism: The role of joint attention. *Journal of Early Intervention, 27*, 42-53.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R., Thompson, B., & Harris, K. (2005). Research in Special Education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.
- Horner, R., Carr, E., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidence-based practice in Special Education. *Exceptional Children, 71*, 165-180.

- Lord, C., Wagner, A., Rogers, S., Szatmari, P., Aman, M., Charman, T., Dawson, G., Durand, V. M., Grossman, L., Guthrie, D., Harris, S., Kasari, C., Marcus, L., Murphy, S., Odom, S., Pickles, A., Scahill, L., Shaw, E., Siegel, B., Sigman, M., Stone, W., Smith, T., Yoder, P. (2005). Challenges in evaluating psychosocial interventions for autistic spectrum disorders. *Journal of Autism and Developmental Disorders, 35*, 695-708.
- Tsao, L., & Odom, S. L. (2006). Sibling-mediated social interaction intervention for young children with autism. *Topics in Early Childhood Special Education, 26*, 106-123.
- Odom, S. L., Zercher, C., Li, S., Marquart, J., & Sandall, S. (2006). Social acceptance and social rejection of young children with disabilities in inclusive classes. *Journal of Educational Psychology, 98*, 807-823.
- Lee, S., Odom, S. L., & Loftin, R. (2007). Social engagement with peers and stereotypic behavior of children with autism. *Journal of Positive Behavior Intervention, 9*, 67-79.
- Smith, T., Scahill, L., Dawson, G., Guthrie, D., Lord, C., Odom, S., Rogers, S., & Wagner, A. (2007). Designing research studies on psychosocial interventions in autism. *Journal of Autism and Developmental Disorders, 37*, 354-366.
- Hume, K., & Odom, S. L. (2007). Effects of a work system on the work and play of children and individuals with autism. *Journal of Autism and Developmental Disorders, 37*, 1166-1180.
- Schertz, H. H., & Odom, S. L. (2007). Promoting joint attention in toddlers with autism: A parent-mediated approach. *Journal of Autism and Developmental Disorders, 37*, 1562-1575.
- Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). Social interaction and repetitive behavior. *Journal of Autism and Developmental Disorders, 38*, 1124-1135.
- Tsao, L., Odom, S. L., Buysse, V., Skinner, M., West, T., & Vitztum-Koamecki, J. (2008). Social participation of children with disabilities in inclusive preschool programs: Program typology and ecological features. *Exceptionality, 16*, 125-140.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R., Thompson, B., & Harris, K. (2005). Research in Special Education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.
- Odom, S. L. (2009). The tie that binds: Evidence-based practice, implementation science, and early intervention. *Topics in Early Childhood Special Education, 29*, 53-61.

- Lieber, J., Butera, G., Hanson, M., Palmer, S., Horn, E., Czaja, C., Diamond, K., Goodman-Jansen, G., Daniels, J., Gupta, S., & Odom, S. (2009). Factors that influence the implementation of a new preschool curriculum. *Early Education and Development, 20*, 456-481.
- Odom, S. L., Boyd, B., Hall, L., & Hume, K. (2010). Evaluation of comprehensive treatment models for individuals with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders, 40*, 425-436.
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McConnell, S. R., & Odom, S. L. (1988). Sociometric measures. In M. Hersen & A. Bellack (Eds.), *Dictionary of behavior assessment procedures*. New York: Pergamon.

McLean, M., & Odom, S. L. (1988). *Least restrictive environment and social integration*. Division for Early Childhood White Paper. Reston, VA: Council for Exceptional Children.

Odom, S. L. (1988). *LRE, mainstreaming, and integration for young children with disabilities: A decade of research*. Chapel Hill, NC: National Early Childhood Technical Assistance System.

Odom, S. L., & McEvoy, M. A. (1989). Early intervention and least restrictive environment. *IMPACT*, 2(2), 14. (Published by Institute for Community Integration, University of Minnesota).

DEC Recommended Practices Task Force (S. Odom & M. McLean Co-Chairpersons). (1993). *DEC recommended practices: Indicators of quality in programs for young children with special needs and their families*. Reston, VA: Council for Exceptional Children.

Odom, S. L. (1994). *Research compendium on early childhood inclusion*. Prepared for the National Council on Disability, Washington, D.C.

Odom, S. L. (2004). Mainstreaming. In J. Neisworth & P. Wolfe (Eds.), *Autism and Pervasive Developmental Disorders Dictionary* (p. 128). Baltimore: Paul Brookes.

Odom, S. L. (2004). Naturalistic interventions. In J. Neisworth & P. Wolfe (Eds.), *Autism and Pervasive Developmental Disorders Dictionary* (pp. 139-140). Baltimore: Paul Brookes.

Odom, S. L. (2004). Peer-mediated intervention. In J. Neisworth & P. Wolfe (Eds.), *Autism and Pervasive Developmental Disorders Dictionary* (pp. 151-152). Baltimore: Paul Brookes.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. D., Thompson, B., Harris, K. (2004). *Quality indicators for research in special education and guidelines for evidence-based practices: Executive summary*. Arlington, VA: Council for Exceptional Children Division for Research.

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Odom, S. L., & Loftin, R. (2005). Contextualism. In M. Hersen, G. Sugai, R. Horner (Eds.), *Encyclopedia of behavior modification and therapy, Vol. 3, Educational applications* (pp. 1233-1235). Thousand Oaks, CA: Sage.

Odom, S. L. (2005). Peer-related social competence for young children with disabilities. In *Encyclopedia on Early Childhood Development*, Montreal, Canada: Centre of Excellence for Early Childhood Development. May be retrieved from <http://www.excellence-earlychildhood.ca/home.asp?lang=EN> .

Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2014). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Shadish, R. S., Hedges, L. V., Horner, R. H., & Odom, S. L. (2015). *The role of between-case effect size in conducting, interpreting, and summarizing single-case research*. Paper commissioned by the Institute of Education Science.

Odom, S. L. (2016). Book review: Neurotribes – The legacy of autism and future of neurodiversity. *Journal of Autism and Developmental Disorders*, 14, 1885-1886.

International, National and Regional Presentations (from 2006)

Odom, S. L., Hanson, M. J., Pianta, R., & Powell, D. (2006, February). But can you do it in the real world: Supporting and assessing treatment implementation. Keynote presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Lieber, J., Daniels, J., Horn, E., Goodman-Jansen, G., Palmer, S., Hanson, M., Odom, S., & Czaja, C. (2006, February). Implementing a new curriculum: What is the impact of contextual factors? Poster session at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Odom, S. L., & Horn, E. (2006, April). Preschool inclusion: Evidence-based practice and policy support. Pre-conference Workshop at the Annual Meeting of the Council for Exceptional Children, Salt Lake City, UT.

Odom, S. L., Buysse, V., & Skinner, M. (2006, April). Cost, quality, and outcomes of preschool inclusion. Annual Conference of the American Educational Research Association, San Francisco, CA.

Odom, S. L. (2006, May). Young children with special needs in inclusive child care program. Keynote paper presented at the Samsung Welfare Foundation 14th International Conference: Diverse Child Care for Diverse Children, Seoul, Korea.

- Odom, S. L. (2006, May). Supporting inclusion for young children with special needs: Practical guidelines. Keynote paper presented at the Samsung Welfare Foundation 14th International Conference: Diverse Child Care for Diverse Children, Seoul, Korea.
- Odom, S. L. (2006, May). Evidence-based practices in early childhood special education. Presentation to faculty of School of Education, Ewha Women's University, Seoul, Korea.
- Odom, S. L., Hanson, M., Cohen, S., Daniels, J., & Schneider, R. (2006, June). Social competence outcomes of a prevention/readiness curriculum: Children's School Success. Poster presentation at the National Head Start Research Conference, Washington, DC.
- Odom, S. L. (2006, September). Evidence-based interventions for young children with autism. Presentation at LEAP 25th Anniversary Conference, Pittsburgh, PA.
- Odom, S. L., Czaja, C., Horn, E., Butera, G., & Palmer, S. (2006, October). Children's School Success (CSS): Curriculum content and child outcomes. Presentation at the International Conference on Young Children with Special Needs and Their Families, Little Rock, AR.
- Odom, S. L. (2006, November). Evidence-based practice and applied behavior analysis: What counts as evidence and how do we count it? Keynote presentation at New York State Association for Behavior Analysis, Syracuse, NY.
- Odom, S. L., Diamond, K., Hanson, M., Lieber, J., Butera, G., Horn, E., Palmer, S., Marquist, J., & Fleming, K. (2007, April). Children's School Success: Treatment dosage and child development. Poster symposium at Conference for Society for Research in Child Development, Boston, MA.
- Horn, E., & Odom, S. L. (2007, April). Children's School Success: Child outcomes from three years of research. Annual Conference of the Council for Exceptional Children, Louisville, KY.
- Odom, S. L., & Buysse, V. (2007, April). Evidence-based practice in early childhood special education. Annual Conference of the Council for Exceptional Children, Louisville, KY.
- Odom, S. L. (2007, July). Focused interventions and comprehensive treatment programs for children and youth with autism spectrum disorders. Presentation at the International Autism Research Congress, Mexico City, Mexico.
- Odom, S. L. (2007, October). Evidence based practices for children with autism spectrum disorders and their families. Presentation to research staff and faculty at Thompson Center, University of Missouri, Columbia, MO.

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- Bailey, D., Kaiser, A., Odom, S., & Warren, S. (2007, December). Infancy and early childhood research. Panel presentation at New Generation of Research in Intellectual Disability: Charting the Course, Miami, FL.
- Odom, S. L. (2007, December). An experimental early intervention model to promote school success. Presentation at CARSS: School Reform and Beyond/Design Conference, Ann Arbor, MI.
- Odom, S. L., Schertz, H., Baggett, K., & Rogers, S. (2008, February). Starting early: Conducting intervention research with infants/toddlers with autism and their caregivers. Research symposium at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Odom, S. L. (2008, March). Children's school success: Fidelity, dosage, outcomes. Poster presentation at Gatlinburg Conference on Research and Theory in Developmental Disabilities, San Diego, CA.
- Odom, S. L., Boyd, B., Hall, L., & Hume, K. (2008, May). Meta-evaluation of comprehensive treatment models for individuals with autism spectrum disorders and their families. Poster presentation at the International Meeting for Autism Research, London, England.
- Odom, S. L. (2008, July). National Professional Development Center on Autism Spectrum Disorders. Presentation at the annual conference of the Autism Society of America, Orlando, FL.
- Odom, S. L. (2008, July). The tie that binds: Evidence-based practice, implementation science, early intervention. Symposium presentation at the Project Directors' Meeting for the Office of Special Education Programs, Washington, DC.
- Odom, S. L. (2008, July). Preschool inclusion and concerns for administrators. Presentation at the Preschool Inclusion Conference, Chapel Hill, NC.
- Odom, S. L., Butera, G., Diamond, K., Lieber, J., Horn, E., Palmer, S., & Hanson, M. (2008, October). A randomized study of efficacy of the Children's School Success curriculum. Paper presented at the 24th International Conference on Young Children with Special Needs and Their Families, Minneapolis, MN.
- Odom, S. L. (2008, November). National Professional Development Center on Autism Spectrum Disorders: Promoting evidence-base practices through state partnerships. Presentation at NATTAP Conference, Columbus, OH.
- Hatton, D., & Odom, S. L. (2008, December). Promoting early identification and use of evidence-based practices. Presentation at OSEP National Early Childhood Conference, Washington, DC.

- Odom, S. L. (2009, January). Focused intervention practices and comprehensive treatment models for children with ASD. Presentation at Autism Training Conference, Griffith University, Brisbane, Australia.
- Odom, S.L. (2009, February). How do we do it? Implementation science and applied behavior analysis. Keynote presentation at ABAI Autism Conference, Jacksonville, FL.
- Odom, S. L. (2009, March). Autism spectrum disorders: Selecting research-based interventions in California classrooms. Keynote presentation, SELPA Autism Training Conference, Los Angeles, CA.
- Horn, E., Butera, G., Odom, S. L., & Palmer, S. (2009, April). Children's School Success curriculum: Conducting 5 years of efficacy research. Presentation at Annual Meeting of the Council for Exceptional Children, Seattle, WA.
- Odom, S. L., & Boyd, B. (2009, April). Interventions for young children with autism spectrum disorders and their families: Practices informed by research. Invited presentation at Annual Meeting of the Council for Exceptional Children, Seattle, WA.
- Odom, S. L., Butera, G., Diamond, K., Horn, E., Lieber, J., & Palmer, S. (2009, April). Implementation and child outcomes for the Children's School Success curriculum. Group Poster Session at the Biennial Conference for the Society for Research in Child Development, Denver, CO.
- Odom, S. L. (2009, May). Evolving educational research paradigms in the United States: Early childhood education and special education. Keynote address at the First International Conference on Educational Research for Development, Addis Ababa, Ethiopia.
- Odom, S. L. (2009, July). Implementation science: A case study on change. Invited presentation, Annual Meeting of the Autism Society of America, St. Charles, IL.
- Odom, S. L. (2009, September). Supporting the use of evidence-based practices for learners with ASD. Presentation to the Interagency Autism Coordinating Committee, Bethesda, MD.
- Odom, S. L. (2009, October). Identifying evidence-based practices for learners with autism: Getting to implementation. Keynote presentation at Annual Meeting of the Organization for Autism Research, Arlington, VA.
- Odom, S. L. (2009, December). Supporting the use of evidence-based practices for young children with ASD. OSEP National Early Childhood Conference, Washington, DC.

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- Odom, S. L. (2010, January). Preschool inclusion: Models, costs, quality, and outcomes for children with disabilities. Invited Faculty Lecture Series, East Tennessee State University, Johnson City, TN.
- Odom, S. L., Diamond, K., Hanson, M., Lieber, J., Butera, G., Horn, E., Palmer, S., Marquis, J., & Fleming, K. (2010, February). Efficacy of the Children's School Success Curriculum, Poster at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hatton, D. & Odom, S. L. (2010, April) Promoting evidence-based practices for learners with Autism Spectrum Disorders. Presentation at Annual Meeting of the Council for Exceptional Children, Nashville, TN.
- Odom, S. L. (2010, May). Avoiding loss in translation: From evidence-based practices to implementation science for individuals with ASD. Keynote Presentation at Annual TEACCH Professional Conference, Chapel Hill, NC.
- Odom, S. L., Diamond, K., Hanson, M., Lieber, J., Butera, G., Horn, E., Palmer, S., Marquist, J., & Fleming K. (2010, June). Assessing the efficacy of the Children's School Success project. Group poster session and presentation at the Head Start Research Conference, Washington, DC.
- Odom, S. L., & Cox, A. (2010, July). Research-based interventions, translation to practice, and implementation for learners with Autism Spectrum Disorders. Presentation at the OSEP Project Directors' Meeting, Washington, DC.
- Cox, A., Odom, S. L., & Wilczynski, S. (2010, July). What it takes to effectively use evidence-based practices in classrooms. Annual meeting of the Autism Society of America. Dallas, TX.
- Odom, S. L., & Warren, S. (2010, October). Back to the future: Accomplishments and future trends in EI/ECSE. Presentation at 26th International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.
- Odom, S. L., Schertz, H., & Peterson, C. (2010, October). Supporting young children with Autism Spectrum Disorders and their families. Presentation at 26th International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.
- Odom, S. L. (2010, October). How to use evidence-based practices to support the learning of children with ASD. Invited Professorship Lecture, San Diego State University, San Diego, CA.
- Odom, S. L., & Cox, Ann. (2010, November). The challenges of promoting evidence-based practices in early intervention. Presentation at annual conference of the Ohio Center for Autism and Low Incidence Disorders, Columbus, OH.

- Odom, S. L. (2011, March). The national perspective on evidence-based research and best practice applications for students with Autism Spectrum Disorders. Presentation at Bringing Best Practices Together Meeting, Southwest SELPA, Los Angeles, CA.
- Campbell, F. A., Pungello, E. P., and Odom, S. L. (Chair). (2011, April). The duration of benefits from early childhood educational intervention: Adult outcomes from the Abecedarian and CARE Studies. Invited symposium, Biennial Meeting of the Society for Research in Child Development, Montreal, CA.
- Odom, S. L., Schertz, H., & Baggett, K. (2011, April). Joint attention mediated learning intervention for toddlers with Autism Spectrum Disorders: Growth curve analysis. Biennial Meeting of the Society for Research in Child Development, Montreal, CA.
- Cadigan, K., Hottinger, J., Odom, S. L., Race, A., Latoureau, S. (2011, April). Communicate, connect, convene: Interdisciplinary perspectives on improving the use of developmental science in public policy. Biennial Meeting of the Society for Research in Child Development, Montreal, CA.
- Odom, S. L. (2011, April). Current scientific findings about ASD; Promoting quality of programs for students with ASD; Promoting evidence-based practices for students with ASD. Three, 3-hour workshops at Conference on Instructional Practices for Students with ASD, Anadolu University, Eskisehir, Turkey.
- Odom, S. L. (2011, May). Examining different forms of implementation in early childhood curriculum research. Presentation at meeting of the International Society on Early Intervention, New York.
- Odom, S. L. (2011, May). School-based provision for students with ASD. International symposium on research in education, International Meeting on Autism Research, San Diego, CA.
- Rue, H., & Odom, S. L. (2011, May). Identification of evidence-based intervention practices for students with ASD. Presentation in Invited Educational Symposium on Translation of Intervention Research to Practice (S. Odom, Chair). International Meeting on Autism Research, San Diego, CA.
- Odom, S. L. (2011, June). Examining different forms of implementation in early childhood research. Global Implementation Conference, Washington, D. C.
- Odom, S. L. (2011, July). Inclusion for students with ASD. Presentation at the Office of Special Education Programs Project Directors' Conference. Washington, D. C.

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- Odom, S. L. & Cox, A. (2011, July). Outcomes associated with the translation and implementation of research-based interventions for learners with ASD in schools. Presentation at the Office of Special Education Programs Project Directors' Conference. Washington, D. C.
- Rue, H., Odom, S. L., & Cox, A. (2011, August). Evidence-based practices for individuals with autism spectrum disorders. Annual meeting of the American Psychological Association, Washington, D. C.
- Odom, S. L. (2011, July). Evidence-based practices for learners with Autism Spectrum Disorders in the United States. Plenary presentation at the Conference on Autism Spectrum Disorders and Developmental Disabilities in Bangladesh and South Asia, Dhaka, Bangladesh.
- Odom, S. L. (2011, September). Current research and future trends in interventions for children with ASD and their families. Grand Rounds presentation at the King Faisal Specialization Hospital and Research Center, Riyadh, Saudi Arabia.
- Odom, S. L. (2011, November). Building evidence-based programs for young children with Autism Spectrum Disorders. Presentation at Building Brighter Futures for All Children Conference, Greenville, NC.
- Odom, S. L. (2011, October). Comprehensive treatment models for individuals with ASD: A step beyond ABA. Presentation at the Thompson Center Lecture Series, University of Missouri, Columbia, MO.
- Odom, S. L. (2011, October). Focused intervention practices: What works? Presentation to the Missouri Autism Guidelines State Advisory Committee, Jefferson City, MO.
- Odom, S. L. (2011, November). Putting science into practice for infants and toddlers with ASD and their families. Annual conference of the Division for Early Childhood, National Harbor, MD
- Odom, S. L. & Cox, A. (2011, November). Research-based intervention, translation to practice, and implementation for learners with ASD. Annual Conference for the Ohio Center on Autism and Low Incidence Disorders, Columbus, OH.
- Odom, S. L. (2012, February). Utility of web-based professional training tools: Early intervention and autism spectrum disorders. Autism Speaks Moving the Needle Initiative Strategic Planning Conference and Meeting, Washington, D. C.
- Odom, S. L. (2012, March). Evidence-based, individualized programs for students with Autism Spectrum Disorders. Keynote speech, Alabama State Autism Conference, Tuscaloosa, AL.

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- Odom, S. L. (2012, March). Discussant for Research Methods Symposium: Analysis and meta-analysis of single-case designs. Annual meeting of the Society for Research on Educational Effectiveness. Washington, D. C.
- Odom, S. L., Franzone, E., & Szidon, K. (2012, April). Evidence-based individualized programs for students with Autism Spectrum Disorders: Procedures and implementation. Preconference workshop, Annual Conference of the Council for Exceptional Children, Denver, CO.
- Odom, S. L. (2012, May). Evidence-based interventions and inclusion of students with autism spectrum disorders. At conference on Successful Inclusion of Students with ASD Using Applied Behavior Analysis, Toronto, Ontario, Canada.
- Boyd, B., Hume, K., Alessandri, M Gutierrez, A., Johnson, L., Sperry, L., & Odom, S. (2012, May). Comprehensive treatment models for preschool children with ASD. Paper presented at the International Meeting on Autism Research, Toronto, Ontario, Canada.
- Odom, S. L. (2012, May). Stepping beyond the IBT-Eclectic Dichotomy: Evidence-based individualized programs for students with ASD. Invited presentation to Nisonger Center Autism Institute, Columbus, OH.
- Bradley, R., Odom, S. L., Dunst, C., & Horner, R. (2012, July). Emerging standards for design, interpretation, synthesis, and meta-analysis. Panel presentation at OSEP 2012 Project Directors' Meeting, Washington, D. C.
- Odom, S. L., & Cox, A. W. (2012, July). Using professional development and implementation science to promote utilization of evidence-based practices for students with ASD. Panel presentation at OSEP 2012 Project Directors' Meeting, Washington, D. C.
- Odom, S. L. (2012, July). Using evidence-based practices in the classroom. Annual Meeting of the Autism Society of America, San Diego, CA.
- Boyd, B., & Odom, S. L. (2012, October). Comparison of two comprehensive treatment programs for preschool children with ASD. 28th Annual International Conference on Young Children with Special Needs and Their Families. Minneapolis, MN.
- Odom, S. L., & Cox, A. W. (2012, November). An implementation science approach to professional development in autism. Annual Conference of the Ohio Center on Autism and Low Incidence Disorders, Columbus, OH.

- Odom, S. L. (2013, February). Implementing evidence-based practices for students with autism spectrum disorders in school settings. Two day workshop at the Annual Conference of the Alaska Special Education Service Agency, Anchorage, AK.
- Odom, S. L. (2013, February). Using implementation science as a model for professional development for students with ASD. Presentation at the Pacific Coast Research Conference, San Diego, CA.
- Odom, S. L. (2013, April). Evidence-based practice for students with autism spectrum disorders: Identification and implementation. Presentation at University of Stockholm, Stockholm, Sweden.
- Odom, S. L. (2013, May). Effects of implementation science model for professional development for children and youth with ASD. Presentation at International Meeting for Autism Research, San Sebastian, Spain.
- Odom, S. L., Hume, K., & Boyd, B. (2013, May). Change in rates of development for preschool children with ASD in two comprehensive treatment programs. Presentation at International Meeting for Autism Research, San Sebastian, Spain.
- Wong, C., & Odom, S. L. (2013, May). Updated review of evidence-based practices for children and youth with autism spectrum disorders. Presentation at International Meeting for Autism Research, San Sebastian, Spain.
- Odom, S. L. (2013, August). Statewide professional development for teachers of students with autism spectrum disorders: An implementation science approach. Presentation at the Second Annual Global Implementation Conference, Washington, D. C.
- Odom, S. L., Halle, T., & Metz, A. (2013, October). Implementation science, early child care, and early intervention. Panel presentation at Annual Meeting of the Division for Early Childhood of the Council for Exceptional Children, San Francisco, CA.
- Odom, S. L. (2013, October). Research design, early childhood special education, and early intervention. Presentation at International Forum in Early Childhood Teacher Education, Hangzhou, China.
- Odom, S. L. (2013, November). After "The Tie That Binds"; Reflections on evidence-based practice, implementation science, and teacher education. Keynote presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Ft. Lauderdale, FL.
- Odom, S. L. (2013, December). Social integration and inclusion: What can we learn from children and youth with autism spectrum disorder. Paper presented at the International Conference on

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Child Socialization, Social Integration, and Inclusion, Theodor-Hellburgge-Stiftung, Munich, Germany.

Odom, S. L. (Chair), Snyder, P., McLean, M., & Wong, C. (2014, February). Recommended practices and evidence-based practices for young children with disabilities. Panel symposium at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Odom, S. L., Hume, K., Gustafson, J., Reutebuch, C., Szidon, K., & Test, D. (2014, April). A comprehensive approach to supporting students with ASD in high school. Annual conference of the Council for Exceptional Children, Philadelphia, PA.

Odom, S. L., Cox, A., Shaw, E., & Kucharczyk, S. (2014, April). Evidence-based early identification and intervention practices for infants and toddlers with ASD and their families. Annual conference of the Council for Exceptional Children, Philadelphia, PA.

Odom, S. L. (2014, April). Evidence-based interventions for children and youth with ASD. Grand rounds for the Centers for Disease Control, Atlanta, GA.

Odom, S. L. (2014, May). A place to be and something to do: Evidence-based practices for students with autism. Early Childhood Inclusion Conference, Chapel Hill, NC.

Odom, S. L. (2014, November). Moving beyond the intensive behavioral treatment vs. eclectic dichotomy: evidence-based programs for students with ASD. Keynote talk at National Council for Special Education Research Meeting, Dublin, Ireland.

Odom, S. L. (2015, February). The applied science of special education: Quantitative approaches. Presentation to faculty, Stockholm University, Stockholm, Sweden.

Odom, S. L. (2015, February). The tie that binds intervention research to practice for children and youth with ASD. Presentation to university faculty, Stockholm University, Stockholm, Sweden.

Odom, S. L., and Hume, K. A. (2015, April). CEC Strand: Educational strategies and interventions for high school students with autism spectrum disorders. Symposium at Annual Conference of the Council for Exceptional Children, San Diego, CA.

Odom, S. L. (2015, June). Using evidence-based practice in the classroom on Monday morning: Professional development and implementation science. Invited speaker to cross-agency conference sponsored by IES, NIH, and OSEP, Washington, DC.

Odom, S. L., Hume, K. A., Dykstra, J. (2015, May). Assessing implementation within a perfect

storm of complexity: Autism, adolescents, and high schools. Biennial Global Implementation Conference, Dublin, Ireland.

Odom, S. L. (2015, October). Early childhood intervention at 50: Contributions of the country's major research centers. Keynote presentation at the annual Division for Early Childhood Meeting, Atlanta, GA.

Odom, S. L., Hume, K. A., Browder, D., Test, D., & Hall, L. J. (2015, December). Designing high school programs for students with ASD: The CSESA Project. Presentation at the annual IES Project Directors Meeting, Washington, D.C.

Odom, S. L. (2015, December). Promoting social skills of children with autism spectrum disorder. Presentation to Discapacitat i Qualitat de Vida: Aspectes Educatius [Disability and Quality of Life: Educational Aspects] working group. Ramon Lull University, Barcelona, Spain.

Odom, S. L., Barton, E., & Reichow, B. (2016, February). Statistical analysis of single case design: The next generation. Panel symposium at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Odom, S. L. (2016, April). Autism and high school programs. Presentation for National Autism Month, Starbucks Headquarters, Seattle, WA.

Odom, S. L., Hume, K. A., Hall, L. J., & Kraemer, B. (2016, April). School-based interventions for students with autism: Focus on fidelity. Presentation at national Council for Exceptional Children Meeting, St. Louis, MO.

Odom, S. L. (2016, June). Inclusion of children with disabilities in early childhood education. World summer for OMEG. Seoul, South Korea.

Odom, S. L., Sam, A., & Cox, A. (2016, August). Training personnel using autism online ebp modules. Presentation at Project Directors Meeting, Washington, DC.

Odom, S. L. (2016, September). Autism research at the Frank Porter Graham Child Development Institute. Invited Keynote at Autism Conference hosted by University of North Texas, Denton, TX.

Odom, S. L. (2016, October). The science of autism. Keynote talked in celebration of honorary chair. Stockholm University, Stockholm, Sweden.

- Schertz, H. Odom, S. L., & Baggette, K. (2016, October). Mediating learning for toddlers with autism and their parents: Effects on social communication. Presentation at the annual meeting of the Division for Early Childhood, Louisville, KY.
- Odom, S. L. (2016, November). Completing the circle for children and youth with ASD: From evidence-based practice to implementation to outcomes. Invited keynote presentation, Oklahoma Autism Network, University of Oklahoma Health Science Center, Oklahoma City, OK.
- Odom, S. L. (2016, December). Factors affecting implementation of evidence-based practice for students with autism spectrum disorders in schools. Invited keynote presentation, Project CAPTAIN Summit, Ventura, CA.
- Odom, S. L. (2017, January). Translating science into practices: Autism Focused Intervention Resources and Modules. Presentation to the Interagency Autism Coordinating Council, National Institute of Mental Health, Rockville, MD.
- Odom, S. L. (2017, January). The evolution of applied behavior analysis interventions for children with autism spectrum disorder. Presentation to Department of Defense Education Program, Washington, D. C.
- Odom, S. L. (2017, March). Treatment approaches for Preschoolers with ASD: Demystifying ABA. Spectrum of Developmental Disabilities Conference, Kennedy-Kreiger Institute, Johns Hopkins University, Baltimore, MD.
- Odom, S. L., Hume, K. A., Smith, L., Szidon, K., Hall, L., & Kraemer, B. (2017, April). Supporting and assessing implementation of high school programs for students with autism spectrum disorder. Annual conference of the Council for Exceptional Children, Boston, MA.
- Odom, S. L. (2017, August). Running with the wolves in special education: Colleagues, science, and practice. Invited presentation to faculty, doctoral students at University of Minnesota.
- Odom, S. L. (2017, September). Are schools the best opportunity for children and youth with autism? Keynote presentation to the Asia-Pacific Autism Conference, Sydney, Australia.
- Odom, S. L., Schertz, H., & Baggett, K. (2017, September). Families supporting early communication of toddlers with ASD. Presentation to the Asia-Pacific Autism Conference, Sydney, Australia.
- Odom, S. L. (2017, October). Interventions focused on individual children. International Conference on Child Participant and Engagement. Jonkoping University, Jonkoping, Sweden.

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- Odom, S. L. (2017, October). Research on preschool inclusion across three decades. International Conference on Child Participant and Engagement. Jonkoping University, Jonkoping, Sweden.
- Odom, S. L. (2018, January). Implementation science and applied behavior analysis. Presentation at 2nd International Summit and Conference on Behavior Analysis and Autism in Higher Education, Stockholm, Sweden.
- Odom, S. L., Hume, K. A., Smith-Dawalt, L., Hall, L. J., & Kraemer, B. (2018, April). Comprehensive treatment program for high school students with ASD: Implementation and efficacy. Paper presented at Annual Meeting of the Council for Exceptional Children, Tampa, FL.
- Odom, S. L. (2018). Social acceptance and rejection of children with disabilities in inclusive settings: A mixed method/cold case study. Panel presentation at the Conference on Research Innovations and Early Intervention, San Diego, CA.
- Odom, S. L. (2018, March). A place to be, someone to love, and meaningful work: School-based programs that lead to positive life outcomes for youth with autism. Keynote presentation at Specialpedagogikens dag, Stockholm University, Stockholm, Sweden.
- Odom, S. L. (2018, March). Identification of evidence-based practices for children with autism: NPDC systematic review. Keynote presentation at the International Symposium on Autism and Evidence-based Practice: Intervention and interactions, Warsaw, Poland.
- Odom, S. L. (2018, March). Promoting teachers' use of EBPs for children with autism in the United States through implementation of the NPDC model. Keynote presentation at the International Symposium on Autism and Evidence-based Practice: Intervention and interactions, Warsaw, Poland.
- Odom, S. L., Hume, K. A., Duwalt-Smith, L., Hall, L. J., & Kraemer, B. (2018, April). Impact of a school-based comprehensive treatment model for adolescents with ASD on program quality in high school. Presentation at annual Gatlinburg Conference on Intellectual and Developmental Disabilities, San Diego, CA.
- Odom, S. L., Hume, K. A., Duwalt-Smith, L., Hall, L. J., & Kraemer, B. (2018, May). Efficacy of a school-based treatment: Models for adolescents with Autism: Effects on School Quality. Annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.
- Tomaszewski, B., Odom, S. L., Smith-Duwalt, L., & Hume, S. (2018, May). Predictors of adaptive behavior in adolescents with autism spectrum disorder. Annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.

Editor and Reviewer for Professional Journals and Reviewed Books

Lead Editor, *Social Policy Report for the Society for Research in Child Development* (2010- 2015)
Editor, *Journal of Early Intervention* (1988-1991), Reviewer (1991- Present)
Associate Editor, *Exceptional Children* (2003-2008)
Associate Editor, *Journal of the Association for Persons with Severe Handicaps*
(1992-1995) (Reviewer 1986-90; 1991-1992)
Guest Co-Editor, *Young Exceptional Children Monograph Series, No. 19* (2011)
Guest Co-Editor, *Early Childhood Research Quarterly* (1998), Topical issue on “Inclusion of children with
disabilities and typically developing children in early childhood education”
Guest Co-Editor, *Journal of Applied Behavior Analysis*, Topical issue on social competence interventions
(1992)
Guest Editor, *Journal of Special Education*, Vol. 22, No. 1, 1988, Topical issue on infant intervention
Board of Editors, *Handbook of Special Education, Sage Publications* (2005)
Board of Editors, *Early Childhood Research Quarterly* (1999-present)
Board of Editors, *Journal of Autism and Developmental Disabilities* (1999-present)
Editorial Board, *Topics in Early Childhood Special Education* (1985- present)
Board of Advisors, *Journal of Research on Special Educational Needs* (2004-2007)
Board of Editors, *Infants and Young Children* (2001-2004)
Board of Editors, *Journal of Applied Behavior Analysis* (1988-1991) (1992-1995) (1997-2000)
Board of Editors, *Journal of Positive Behavioral Interventions* (1998-2004)
Consulting Editor, *Journal of the Division for Early Childhood* (1982-1988)
Editorial Board, *Journal of Special Education Technology* (1986-1995)
Guest Reviewer: *Journal of Special Education*
American Educational Research Journal
American Journal on Mental Retardation
Education and Treatment of Children
Developmental Psychology
Exceptional Children
Research in Developmental Disabilities
Child Development
Early Childhood Research Quarterly
Review of Educational Research

Grant Reviewer

March of Dimes
Office of Special Education Programs
Office of Educational Research and Improvement
Institute of Education Sciences
National Institute of Mental Health
Autism Speaks

Related Professional Experiences

College Courses Taught:

- EDSPE 414. Integrating Handicapped Children with Nonhandicapped Children in the Inner City. University of Washington.
- EDSPE 565. Seminar in Early Childhood Education for the Handicapped. University of Washington.
- SPED 1010. Introduction to Exceptionality. Vanderbilt University.
- SPED 3000. Psychology and Education of Individuals with Handicaps. Vanderbilt University.
- SPED 3013. Single Subject Design Research Methods. Vanderbilt University.
- SPED 3050. Psycho-Educational Appraisal of Children with Handicaps. Vanderbilt University.
- SPED 3400. Early Childhood Education for Children with Disabilities. Vanderbilt University.
- SPED 3410. Advanced Procedures in Early Childhood Education for the Handicapped. Vanderbilt University.
- SPED 3860. Advanced Procedures in Classroom Management. Vanderbilt University.
- CDFS 60. Infant Assessment and Teaching Strategies. University of North Carolina.
- CDFS 61. Preschool/Kindergarten Assessment and Teaching Strategies. University of North Carolina.
- CDFS 81. Seminar for Infant Internship. University of North Carolina.
- CDFS 83. Seminar for Preschool Kindergarten Internship. University of North Carolina.
- CDFS 121. Leadership Seminar in Child Development and Family Studies, University of North Carolina.
- EDSP 342. Ecological and Interdisciplinary Approaches to Early Intervention. University of North Carolina.
- F401. Understanding Research in Special Education, Indiana University
- K350. Introduction to Mental Retardation, Indiana University.
- K370. Introduction to High Incidence Disabilities, Indiana University
- K545. Methods of Instruction for Autistic Children and Adolescents, Indiana University.
- K553. Management of Academic and Social Behavior, Indiana University.
- K780. Doctoral Seminar on Ecological Approaches to Early Intervention, Indiana University.
- K780. Research and Policy Analysis in Special Education, Indiana University
- K780. Doctoral Seminar on Research in Early Intervention, Indiana University
- Y750. Single Subject Research Design, Indiana University
- K780. Doctoral Seminar on Autism Research, Indiana University
- EDUC 805. Seminar on Research and Scholarship in Applied Developmental Science and Special Education, University of North Carolina

National Committees

CEC-Division for Research (Vice President, 2001-2002; President Elect, 2002-2003; President, 2003-2004, Past-President, 2004-2005)
National Academy of Sciences Committee on Educational Programs for Young Children with Autism
CEC-Division for Early Childhood Recommended Practices Committee
CEC-Division for Early Childhood National Research Committee
CEC-Division for Research Early Research Award Committee
CEC-Division for Research Task Force on Quality Indicators for Research in Special Education (Chair) (2003)
Conference on Innovations in Early Intervention Governing Board (Conference Chair-2001, Member, 2003)
IU Representative, Higher Education Consortium on Special Education (2000-present)
NIH Strategic Planning Committee for Research on Autism (2003)
IMFAR Conference Program Review (2004)
Research Advisory Committee of the Interagency Autism Coordinating Council, 2006-2008.
Single Subject Design Methodology Committee for What Works Clearinghouse, 2006).

Congressional Testimony

Testimony on Re-authorization of the Individuals with Disabilities Education Act. Select Committee on Education, Committee on Education and Labor, House of Representatives, May, 1991.
Voluntary Testimony, President's Commission on Excellence in Special Education, April, 2002.

Professional Organizations

American Association on Intellectual and Developmental Disabilities
Council for Exceptional Children (Division for Early Childhood, Division for Research)
Society for Research in Child Development
International Society for Autism Research