
CURRICULUM VITAE

Jessica R. Dykstra Steinbrenner, Ph.D., CCC-SLP
Frank Porter Graham Child Development Institute
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EDUCATION

University of North Carolina, Chapel Hill, NC 2008 - 2013

Doctoral student in Speech and Hearing Sciences

Training grant from Department of Education: Education and Leadership in Autism

Dissertation: Student Engagement in Self-Contained Classrooms Serving Students with Autism Spectrum Disorders (accepted December 14, 2012)

Primary Mentor: Linda R. Watson, Ed.D.

University of North Carolina, Chapel Hill, NC 2002-2004

M.S. in Speech and Hearing Sciences

Thesis: "Screening for Autism at 12 Months: A Retrospective Study Using the First Year Inventory"

Under the supervision of Linda R. Watson

University of Wisconsin, Madison, WI 1998-2002

B.S. in Communicative Disorders

Graduated with Distinctive Scholastic Achievement (GPA: 3.97)
Dean's List all 8 semesters

PROFESSIONAL EXPERIENCES

Advanced Research Scientist 2018 - present

Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC

Adjunct Faculty, Assistant Professor 2015 - present

Division of Speech and Hearing Sciences, Department of Allied Health Sciences, University of North Carolina, Chapel Hill, NC

Adjunct Faculty, Assistant Professor 2017 - present

Applied Developmental Sciences and Special Education, School of Education, University of North Carolina, Chapel Hill, NC

Research Scientist 2013 - 2018

Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC

Graduate Research Assistant <i>Advancing Social-Communication and Play (ASAP) Project, University of North Carolina, Chapel Hill, NC</i>	2008-2013
Speech Language Pathologist <i>Kennedy Krieger Institute, Baltimore, MD</i>	2004 - 2008
Family Trainer and Supervisor <i>Endless Options, Baltimore, MD</i>	2006 - 2008

PEER-REVIEWED PUBLICATIONS

1. Tomaszewski, B., Kraemer, B., **Steinbrenner, J. R.**, DaWalt, L. E. S., Hall, L. J., Hume, K., & Odom, S. (in press). Student, educator, and parent perspectives of self-determination in high school students with autism spectrum disorder. *Autism Research*. doi:10.1002/aur.2337
2. DaWalt, L. S., Taylor, J. L., Bishop, S., Hall, L. J., Steinbrenner, J. D., Kraemer, B., Hume, K. A., & Odom, S. L. (in press). Sex differences in social participation of high school students with autism spectrum disorder. *Autism Research*.
3. Kraemer, B. R., Odom, S. L., Tomaszewski, B., Hall, L. J., DaWalt, L., Hume, K. A., **Steinbrenner, J. R.**, Szidon, K., and Brum, C. (EPub). Quality of high-school programs for students with autism spectrum disorder. *Autism: International Journal of Research and Practice*. <https://doi.org/10.1177/1362361319887280>
4. Odom, S. L., Hall, L. J., & **Steinbrenner, J. R.** (2020). Implementation science research and special education (Editorial). *Exceptional Children*, 86(2), 117-119. <https://doi.org/10.1177/0014402919889888>.
5. **Steinbrenner, J. R.**, Odom, S. L., Hall, L. J., & Hume, K. (2020). Moving beyond fidelity: Assessing implementation of a comprehensive treatment program for adolescents with autism spectrum disorder. *Exceptional Children*, 86(2), 137-154. <https://doi.org/10.1177/0014402919855321>.
6. Wilson, K. P., **Steinbrenner, J. R.**, Kalandadze, T., & Handler, L. (2019). Communication interventions for adults with autism spectrum disorders: A systematic review and meta-analysis. *Journal of Speech, Language, and Hearing Research*, 62(6), 1959-1978. https://doi.org/10.1044/2018_JSLHR-L-18-0219
7. Carter, E.W., **Dykstra Steinbrenner, J. R.**, & Hall, L. J. (2019). Exploring feasibility and fit: Peer-mediated interventions for high school students with autism spectrum disorders. *School Psychology Review*, 48(2), 157-169. DOI: 10.17105/SPR-2017-0112.V48-2
8. **Dykstra Steinbrenner, J. R.** (2018). Fostering communication in elementary school children on the autism spectrum who are minimally verbal. *Seminars in Speech and Language*, 39, 103-113.
9. Hume, K. A., **Dykstra Steinbrenner, J. R.**, Sideris, J., Smith, L., Kucharczyk, S., & Szidon, K. (2018). Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder. *Autism: International Journal of Research and Practice*, 22(1), 40-50. DOI: 10.1177/1362361317722029.

10. Carter, E. W., Gustafson, J. R., Sreckovic, M. A., **Steinbrenner, J. R. D.**, Pierce, N. P., Bord, A., Stabel, A., Rogers, S., Czerw, A., & Mullins, T. (2017). Efficacy of peer support interventions in general education classrooms for high school students with autism spectrum disorder. *Remedial and Special Education, 38*(4), 207-221. DOI: 10.1177/0741932516672067.
11. **Dykstra Steinbrenner, J. R.**, Watson, L. R., Boyd, B.A., Wilson, K. P., Crais, E. R., Baranek, G. T., Flippin, M., & Flagler, S. (2015). Developing feasible and effective school-based interventions for children with ASD: A case study of the iterative development process. *Journal of Early Intervention, 37*(1), 23-43.
12. **Dykstra Steinbrenner, J. R.** & Watson, L. R. (2015). Student engagement in the classroom: The impact of classroom, teacher, and student factors. *Journal of Autism and Developmental Disorders, 45*(8), 2392-2410. DOI: 10.1007/s10803-015-2406-9.
13. **Dykstra Steinbrenner, J. R.** (2015). Enhancing engagement in the classroom for students with ASD. *Perspectives on Language Learning and Education, 22*(1), 22-30.
14. Odom, S. L., Thompson, J. L., Hedges, S., Boyd, B. A., **Dykstra, J. R.**, Duda, M. A.,..., & Bord, A. (2015). Technology-aided interventions and instruction for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 45*(12), 3805-3819.
15. Carter, E. W., Common, E. A., Sreckovic, M. A., Huber, H. B., Bottema-Beutel, K., Gustafson, J. R., **Dykstra, J.**, & Hume, K. (2014). Promoting social competence and peer relationships for adolescents with autism spectrum disorders. *Remedial and Special Education, 35*(2), 91-101.
16. **Dykstra, J.**, Sabatos-DeVito, M. G., Irvin, D. W., Boyd, B. A., Hume, K. A., & Odom, S. L. (2013). Using the language environment analysis (LENA) system in preschool classrooms with children with autism spectrum disorders. *Autism: International Journal of Research and Practice, 17*(5), 582-594.
17. Watson, L. R., Crais, E. R., Baranek, G. T., **Dykstra, J. R.**, & Wilson, K. P. (2013). Communicative gesture use in infants with autism compared to infants with typical development and other developmental delays. *American Journal of Speech Language Pathology, 22*(1), 25-39.
18. **Dykstra, J.R.**, Boyd, B.A., Watson, L.R., Crais., E.R., & Baranek, G.T. (2012). The impact of the advancing social-communication and play (ASAP) intervention on preschoolers with autism spectrum disorders. *Autism: International Journal of Research and Practice, 16*(1), 27-44.
19. Wilson, K. P., **Dykstra, J. R.**, Watson, L. R., Boyd, B. A., & Crais, E. R. (2012). Coaching in early education classrooms serving children with autism: A pilot study. *Early Childhood Education Journal, 40*(2), 97-105.
20. Watson, L.R., Baranek, G.T., Crais, E.R., Reznick, J.S., **Dykstra, J.**, & Perryman, T. (2007). The First Year Inventory: Retrospective parent responses to a questionnaire designed to identify one-year-olds at risk for autism. *Journal of Autism and Developmental Disorders, 37*, 49-61.

1. McIntyre, N. S., **Steinbrenner, J.**, Zajic, M. C., & Mundy, P. C. (June, 2020). Growth in morphological awareness of children with ASD and typical development: Associations with age, verbal ability, and reading comprehension. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.
2. Anderson, R., McNeill, J., Tomaszewski, B., **Steinbrenner, J.**, & Hume, K. (June, 2020). Bullying victimization experiences of high schoolers with ASD. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.
3. Morin, K., Nowell, S. W., **Steinbrenner, J.**, Sam, A., Waters, V., & Odom, S. L. (June, 2020). Experiences of paraprofessionals in public school settings. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.
4. **Steinbrenner, J.**, McIntyre, N. S., Rentschler, L., Hume, K., & Odom, S. L. (June, 2020). National Clearinghouse on Autism Evidence & Practice (NCAEP): Examining the participation of individuals with ASD across racial and ethnic groups and gender in high quality intervention studies. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.
5. Hume, K., **Steinbrenner, J.**, Odom, S. L., Tomaszewski, B., Morin, K., Nowell, S. W., McIntyre, N. S., Szendrey, S., Savage, M., & Yucesoy-Ozkan, S. (June, 2020). National Clearinghouse on Autism Evidence & Practice (NCAEP): Identifying new evidence-based practices for children and youth with ASD. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.
6. Sam, A., **Steinbrenner, J.**, Nowell, S. W., Szendrey, S., & Odom, S. L. (June, 2020). Developing e-learning modules and resources to support the learning of paraprofessionals working with students with ASD. Accepted for International Society for Autism Research (INSAR) convention, Virtual conference.
7. **Steinbrenner, J.**, Sam, A., & Odom, S. (February, 2020). Evidence-based practice for ASD: An online interactive professional development model for paraprofessionals. Oral presentation at the Council for Exceptional Children convention, Portland, OR.
8. **Steinbrenner, J.**, & Hume, K. (February, 2020). In their own words: The postsecondary experiences of young adults with ASD. Oral presentation at the Council for Exceptional Children convention, Portland, OR.
9. Nowell, S., **Steinbrenner, J.**, & Hume, K. (February, 2020). The state of social-communication intervention in ASD: A review, 1990-2017. Oral presentation at the Council for Exceptional Children convention, Portland, OR.
10. Odom, S., Hume, K., & **Steinbrenner, J.** (February, 2020). Evidence-based practices for students with ASD: Third generation. Poster presentation at the Council for Exceptional Children convention, Portland, OR.
11. **Steinbrenner, J.**, Odom, S., & Hume, K. (Jan 2020). Estimating Costs of a School-Based Comprehensive Treatment Model for Adolescents with Autism. Institute of Education Sciences. Washington, DC.
12. **Steinbrenner, J.**, Nowell, S., & Hume, K. (November, 2019). The state of communication intervention in ASD: A review of research from 1990-2017. Oral

presentation at the American Speech-Language Hearing Association (ASHA) convention, Orlando, FL.

13. Nowell, S., **Steinbrenner, J.**, Tomaszewski, B., Sam, A. & Odom, S. (November, 2019). The Children's Communication Checklist-2 in school-aged children with ASD: A psychometric analysis. Poster presentation at the American Speech-Language Hearing Association (ASHA) convention, Orlando, FL.
14. **Steinbrenner, J. R.**, Odom, S. Hall, L. J., & Hume, K. (May, 2019). Beyond fidelity: Measuring implementation in a multi-faceted school-based intervention. Poster presentation at International Society for Autism Research (INSAR) convention, Montréal, QC.
15. Sam, A., **Steinbrenner, J. R.**, Nowell, S. W., Szendrey, S., & Odom, S. (May, 2019). Providing professional development through interactive, game-based, E-learning modules. Poster presentation at International Society for Autism Research (INSAR) convention, Montréal, QC.
16. Hume, K., **Steinbrenner, J. R.**, Odom, S., Tomaszewski, B., Morin, K. L., Nowell, S. W., Savage, M., McIntyre, N. S., Szendrey, S., & Yucesoy Ozkan, S.. (May, 2019) National Clearinghouse on Autism Evidence & Practice (NCAEP): Updating a large scale systematic review of behavioral interventions for children and youth with ASD. Poster presentation at International Society for Autism Research (INSAR) convention, Montréal, QC.
17. Tomaszewski, B., Kraemer, B. Smith DaWalt, L. E., Hume, K., **Steinbrenner, J. R.**, Hall, L. J., & Odom, S. (May, 2019) Student, parent, and teacher perspectives of self-determination in high school students with autism spectrum disorder. Poster presentation at International Society for Autism Research (INSAR) convention, Montréal, QC.
18. **Steinbrenner, J.**, & Sam, A. (January, 2019). Paraprofessionals' use of evidence-based practices with students with autism spectrum disorder in elementary schools. Oral presentation at Council for Exceptional Children (CEC) convention, Indianapolis, IN.
19. **Steinbrenner, J.**, & Szidon, K. (January, 2019) Having a plan and sticking to it: Intervention planning for high school students with autism spectrum disorder. Oral presentation at Council for Exceptional Children (CEC) convention, Indianapolis, IN.
20. Odom, S. L., Hall, L. J., Hume, K., & **Steinbrenner, J.**, (January, 2019) Promoting success in high school for students with autism spectrum disorder: An RCT. Oral presentation at Council for Exceptional Children (CEC) convention, Indianapolis, IN.
21. Hume, K., & **Steinbrenner, J.**, (January, 2019) Supporting peer relationships for adolescents with ASD: Considerations and practical strategies. Oral presentation at Council for Exceptional Children (CEC) convention, Indianapolis, IN.
22. Hume, K., Odom, S. L., & **Steinbrenner, J.** (January, 2019). Examining the effects of the Center on Secondary Education for Students with Autism Spectrum Disorder. Poster presentation at the IES Annual Principal Investigators Meeting.
23. Wilson, K., **Steinbrenner, J.**, & Kalandadze, T. (November, 2018). Communication interventions for adults with autism: A meta-analysis. Oral

presentation at American Speech-Language Hearing Association (ASHA) convention, Boston, MA.

24. Hume, K., **Dykstra Steinbrenner, J.**, & Regan, T. (February, 2018). Top tips for developing and implementing work-based learning opportunities for high school students with ASD. Oral presentation at Council for Exceptional Children (CEC) convention, Tampa, FL.
25. **Dykstra Steinbrenner, J. R.** (November, 2017). Social skills in high school students on the autism spectrum: Challenges, interventions, and outcomes. Oral presentation at American Speech-Language Hearing Association (ASHA) convention, Los Angeles, CA.
26. **Dykstra Steinbrenner, J. R.**, Sideris, J. & Nowell, S. (May, 2017). Social communication in high school students on the autism spectrum: Examining profiles, correlations, and subgroups. Poster presentation at International Meeting for Autism Research (IMFAR), San Francisco, CA.
27. Hume, K., **Dykstra Steinbrenner, J.**, Smith, L. E., & Regan, T. (May, 2017). Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder. Poster presentation at International Meeting for Autism Research (IMFAR), San Francisco, CA.
28. **Steinbrenner, J. R. D.** & Nowell, S. (November, 2016). Developmental characteristics and profiles of high school students on the autism spectrum. Poster presentation at American Speech-Language Hearing Association (ASHA) convention, Philadelphia, PA.
29. Smith, L. E., Szidon, K., Hume, K., **Dykstra, J.**, Sideris, H., & Johnston, M. (March, 2016). Transition planning for high school students with ASD: Measuring student, parent, and teacher perspectives. Poster presentation at Gatlinburg Conference, San Diego, CA.
30. Odom, S. L., Hume, K., **Dykstra Steinbrenner, J.**, Smith, L., Hall, L., Kraemer, B. (March, 2016). Quality of high school programs for students with ASD in the United States. Poster presentation at the Gatlinburg Conference, San Diego, CA.
31. **Dykstra Steinbrenner, J. R.** (November, 2015) Targeting social-communication skills for elementary students with ASD who are minimally verbal. Oral presentation at American Speech-Language Hearing Association (ASHA) convention, Denver, CO.
32. Odom, S. L., Hume, K., **Dykstra Steinbrenner, J. R.**, Carter, E., Smith, L. E., Reutebuch, C. K., Test, D., Browder, D., Vaughn, S., & Rogers, S. J. (May, 2015) Examining treatment implementation in secondary education settings. Poster presentation at International Meeting for Autism Research (IMFAR), Salt Lake City, UT.
33. **Dykstra Steinbrenner, J. R.** & *Sethi, C. (May, 2015). The advancing social-communication and play (ASAP) intervention in elementary school settings: A single case design study. Poster presentation at International Meeting for Autism Research (IMFAR), Salt Lake City, UT.
34. Belardi, K., Boyd, B. A., Watson, L. R., & **Dykstra, J. R.** (April, 2015). A tool for measuring social-communication skills in preschoolers with autism spectrum disorders. Poster presentation at Gatlinburg Conference, New Orleans, LA.

35. **Dykstra, J. R.** (November, 2014). Implementing peer-mediated interventions in high schools for students with ASD: Guidelines and case examples. Oral presentation at American Speech-Language Hearing Association (ASHA) Convention, Orlando, FL.
36. **Dykstra, J. R.** (May, 2014). Engagement of students with ASD in elementary and middle school classrooms. Oral presentation at International Meeting for Autism Research (IMFAR), Atlanta, GA.
37. **Dykstra, J. R.** & Bord, A. (November, 2013). Implementing social competence interventions for high school students with ASD: Feasibility in 3 pilot studies. Oral presentation at American Speech-Language Hearing Association (ASHA) Convention, Chicago, IL.
38. Fitch, M. A. & **Dykstra, J. R.** (November, 2013). Social Communication in Children With Autism: Relating Teaching Style, Child Affect, & Expressive Nonverbal Behavior. Poster presentation at American Speech-Language Hearing Association (ASHA) Convention, Chicago, IL.
39. **Dykstra, J. R.** (November, 2012). Joint engagement of students with autism in the classroom. Oral presentation at American Speech-Language Hearing Association (ASHA) Convention, Atlanta, GA.
40. **Dykstra, J. R.**, Boyd, B. A., Watson, L. R., McCarty, C., Baranek, G. T., & Crais, E. R. (May, 2012). Coding joint engagement live in school-based research: Reliability and psychometric considerations. Poster presentation at International Meeting for Autism Research (IMFAR), Toronto, ON.
41. Wilson, K. P., Belardi, K. A., **Dykstra, J. R.**, Watson, L. R., Boyd, B. A., Crais, E. R., & Baranek, G. T. (May, 2012). Transitioning from development to efficacy trial: Challenges faced by an autism intervention study. Poster presentation at International Meeting for Autism Research (IMFAR), Toronto, ON.
42. Watson, L. R., Boyd, B. A., Baranek, G. T., Crais, E. R., **Dykstra, J. R.**, & Wilson, K. P. (May, 2012). Congruence among parent and teacher ratings and observational assessments of social-communication and play in preschoolers with ASD. Poster presentation at International Meeting for Autism Research (IMFAR), Toronto, ON.
43. Dragan, C., Broderick, K., **Dykstra, J.**, Watson, L., & Boyd, B. (November, 2011). Measuring social engagement of preschoolers with autism in the classroom. Oral presentation at American Speech-Language Hearing Association (ASHA) Convention, San Diego, CA.
44. **Dykstra, J.**, Christian, L., Pearson, S., Cobble, J., Watson, L., & Boyd, B. (May, 2011). The development of a coding system for social-communication behaviors for the ADOS. Poster presentation at International Meeting for Autism Research (IMFAR), San Diego, CA.
45. Hume, K., Boyd, B., Sabatos-DeVito, M., **Dykstra, J.**, Irvin, D., & Odom, S. (May 2011). Using natural language samples (LENA) as a treatment outcome measure for preschool children with autism. International Society on Early Intervention, New York, NY.
46. Hume, K., Boyd, B., Sabatos-DeVito, M., **Dykstra, J.**, Irvin, D., & Odom, S. (April 2011). An analysis of adult language in classrooms serving young children with autism spectrum disorders. LENA Users Conference, Denver, CO.

47. **Dykstra, J.**, & Wilson, K. (April, 2010). Classroom collaboration and coaching: Experiences and practical tips. Oral presentation at North Carolina Speech, Hearing, and Language Association (NCSHLA) conference, Greensboro, NC.
48. Wilson, K., & **Dykstra, J.** (November, 2010). Classroom collaboration and coaching: Experiences and practical tips. Oral presentation at American Speech-Language Hearing Association (ASHA) Convention, Philadelphia, PA.
49. **Dykstra, J.**, Boyd, B.A., Watson, L.R., Odom, S., Crais, E.R., Baranek, G.T., et al. (June, 2010). Advancing social communication and play (ASAP) in preschoolers With autism: Findings from single-case designs. Poster presentation at Institutes for Educational Sciences (IES) Research Conference, National Harbor, MD.
50. Boyd, B.A., Watson, L.R., Lenhardt, T.W., **Dykstra, J.**, Berry, K.C., Baranek, G.T. et al. (May, 2010). Advancing social-communication and play in preschoolers with autism: Initial findings from a classroom-based intervention. Poster presentation at International Meeting for Autism Research (IMFAR), Philadelphia, PA.
51. **Dykstra, J.**, Irvin, D., Sabatos-DeVito, M., Boyd, B.A., Hume, K., & Odom, S. (May, 2010). Exploring the use of the Language Environment Analysis (LENA) system in preschool classrooms of children with autism spectrum disorders. Poster presentation at International Meeting for Autism Research (IMFAR), Philadelphia, PA.
52. Wilson, K., **Dykstra, J.**, Watson, L.R., Crais, E.R., & Baranek, G.T. (May, 2010) Early gesture in infants with ASD with and without reported regression. Poster presentation at International Meeting for Autism Research (IMFAR), Philadelphia, PA.
53. **Dykstra, J.** (April, 2010). The impact of the advancing social communication and play (ASAP) intervention on children with autism in a preschool setting. Oral presentation at Division of Speech and Hearing Sciences Research Day, Chapel Hill, NC.
54. Boyd, B., Hume, K., **Dykstra, J.**, Irvin, D., Sabatos-DeVito, M., & Odom, S. (April 2010). Examining the feasibility and outcomes of using LENA in preschool classrooms for children with autism. Invited poster presentation at LENA Users Conference, Denver, CO.
55. Boyd, B.A., Hume, K., **Dykstra, J.**, Irvin, D., Sabatos-DeVito, M., & Odom, S.L. (March, 2010). Using LENA as a Treatment Outcome Measure for Preschool Children with Autism: Initial Findings and Limitations. Symposium presentation at Gatlinburg Conference, Annapolis, MD.
56. **Dykstra, J.**, Wilson, K., Watson, L.R., Crais, E.R., & Baranek, G.T. (November, 2009). Early Gesture Use as a Predictor of Outcomes in ASD. Oral presentation at American Speech-Language-Hearing Association (ASHA) Convention, New Orleans, LA.
57. **Dykstra, J.** (April, 2009) Joint Attention and Symbolic Play: A Single-Subject Design. Oral presentation at Division of Speech and Hearing Sciences Research Day, Chapel Hill, NC.
58. Tull, R.G., Molin, E.E., Lindstedt, M.M., & **Dykstra, J.R.** (2001). Evaluating consonant errors in automatic speech recognition programs. *Journal of Acoustical*

Society of America, 109, 2492. Poster presentation at Acoustical Society of America Conference, Chicago, IL

BOOK CHAPTERS AND OTHER NON-PEER REVIEWED PUBLICATIONS

1. Boyd, B. A., **Dykstra Steinbrenner, J. R.**, Reszka, S. S., & Carroll, A. (2019). Research in autism education: Current issues and future directions. In R. Jordan, J. Roberts, & K. Hume (Eds), *Autism and Education: An International Handbook*. Sage Publishers: London
2. Campbell, J. M., **Steinbrenner, J. D.**, & Scheil, K. (2018). The role of play in the social development of children with autism spectrum disorder. In L. Nabors & R. Hawkins (Eds), *Promoting Prosocial Behaviors in Children Through Games and Play: Making Social Emotional Learning Fun*. (pp. 85-116). Nova Publishers: Hauppauge, NY.
3. Kinard, J., Wilson, K., **Dykstra, J.**, Watson, L., & Boyd, B. (2011). Advancing social-communication and play (ASAP): Development of a supplemental intervention for public preschools serving children with autism. *Perspectives on School-Based Issues, 12*(3), 91-100.

GRANT ACTIVITY

Ongoing Research Support

R324C120006 DOE/IES	Odom/Sam (Co-PIs)	07/01/17 – 06/30/20 \$1,399,984
<i>Supporting Paraprofessionals' Use of Evidence-Based Practices for Students with Autism Spectrum Disorders</i>		
A Goal 2 grant to develop a professional development program for paraprofessionals serving elementary school students with ASD. (in no-cost extension)		
Role: Investigator		
Current Effort: .30 FTE		
R324A180091 DOE/IES	Hume/Odom (Co-PI)	07/01/18 – 06/30/20 \$1,100,000
<i>Efficacy Follow-Up Study of CSESA Model</i>		
A Goal 3 Follow-Up Study for the CSESA grant (in no-cost extension)		
Role: Co-Principal Investigator		
Current Effort: .05 FTE		
R324A200188 DOE/IES	Steinbrenner (PI)	07/01/2020-06/30/2024 \$1,399, 972

Making Professional Development Work for Preschool Classroom Teams Serving Students with ASD: Adapting a PD Model Using Normalization Process Theory
Development project in topic of Early Intervention and Early Learning in Special Education

Role: Principal Investigator

Current Effort: .30 FTE

Just funded-awaiting award ID Boyd (PI) 08/01/2020-7/31/2025
NIH/NICHD \$1,415,042 (UNC site)

Validation of an Outcome Measure of Early Social-Communication for Young Children with ASD

Sub-contract through University of Kansas

Role: Site Principal Investigator

Current Effort: .20 FTE (tentative based on needed budget cuts)

Completed Research Support

R324C120006 Odom/Hume (Co-PIs) 07/01/12 – 12/31/18
DOE/IES \$9,994,452

Center on Secondary Education for Students with Autism Spectrum Disorders
A large multisite center grant to develop and test a comprehensive intervention for high school students with ASD

Role: Project Coordinator/Investigator

OAR Applied Research Grant Dykstra (PI) 01/01/14 – 12/31/15
Organization for Autism Research \$30,000

Improving Social-Communication and Engagement of Elementary Students with Autism Spectrum Disorders: Adapting a Preschool Intervention for Elementary School Classrooms

A single-case design study to pilot the Advancing Social-Communication And Play(ASAP) Intervention with elementary school students with ASD who are minimally verbal.

Role: Principal Investigator

Grants Under Review, Awaiting Decision, or Pending

Submitting grants to IES this summer

Previous Grant Submissions

Not funded (Score = 2.13) Steinbrenner (PI) Submitted Aug. 2019

Project EXPRESS: EXamining interventions to PRomote Executive function and Social Skills

Efficacy project submitted to NCSER Social and Behavioral Outcomes to Support Learning

Role: Principal Investigator

Not funded (Score = 2.23) Sam (PI) Submitted Aug. 2019

Project REACH: Reaching Educators of Students with Autism through AFIRM and CoacHing

Development project submitted to NCSER Professional Development for Teachers and School-Based Service Providers

Role: Co-Principal Investigator

Not funded Nowell (PI) Submitted Aug. 2019

Organization for Autism Research (OAR)

Efficacy of the Social Thinking Methodology in Schools: A Randomized Controlled Trial

Submitted to OAR Applied Research Competition

Role: Co-Principal Investigator

Not funded Steinbrenner (PI) Submitted Mar. 2019

Simons Foundation Autism Research Initiative (SFARI)

Video-Anchored Rating of Social-Communication Skills: A Tool to Assess Change in Social-Communication for Individuals with Autism Spectrum Disorder

Submitted to SFARI Novel Outcome Measures in ASD

Role: Principal Investigator

Not funded (Score = 2.59) Steinbrenner (PI) Submitted Aug. 2018

DOE/IES

Project EXPRESS: EXamining Interventions to Promote RElationships and Social Skills

Submitted to NCSER Social and Behavioral Outcomes to Support Learning, Goal 4 program

Role: Principal Investigator

Not funded (Score = 2.05) Watson (PI) Submitted Aug. 2018

DOE/IES

ASAP Intensity Replication Study (AIRS): Improving Outcomes for Preschoolers with Autism

Submitted to NCSER Early Learning in Special Education-Goal 3 program

Role: Co-Principal Investigator

Not funded Hume (PI) Submitted Aug. 2018

DOE/IES

Project REACH: Reaching Educators of Students with Autism through AFIRM and CoachHing

Submitted to NCSER Professional Development for Teachers and School-Based Service Providers-Goal 2 program

Role: Co-Principal Investigator

Not Funded Steinbrenner (PI) Submitted Feb. 2018

NIH/NIDCD

Examining Sequential Relationships Between Adult Interaction Behaviors and Child Communication in School-Age Children with ASD who are Minimally Verbal

Submitted to R21-Early Career Research Award

Role: Principal Investigator

Not Funded Kuhn (PI) Submitted Jan. 2018

NSF

Developmental Precursors of Executive Function: Intervening on Children's Gesture and Early Language

Submitted to NSF Developmental and Learning Sciences

Role: Investigator

Not Funded Watson (PI) Submitted Aug. 2017

DOE/IES

ASAP Intensity Replication Study (AIRS): Improving Outcomes for Preschoolers with Autism

Submitted to NCSER Early Learning in Special Education-Goal 3 program

Role: Co-Principal Investigator

Not Funded (Scored: 2.38) Steinbrenner (PI) Submitted Aug. 2017

DOE/IES

Project EXPRESS: EXamining Interventions to Promote RElationships and Social Skills

Submitted to NCSER Social and Behavioral Outcomes to Support Learning, Goal 3 program

Role: Principal Investigator

Not Funded (Scored: 40%ile) Odom (PI) Submitted Oct. 2017

NIH/NIMH

Longitudinal Study of the Transition from High School to Adulthood for Individuals with ASD

Submitted to R01 National Institute of Mental Health

Role: Investigator

Not Funded (Discussed) Kuhn (PI) Submitted Sept. 2017

NSF

Developmental Precursors of Executive Function: Intervening on Children's Gesture and Early Language

Submitted to NSF Developmental and Learning Sciences

Role: Investigator

Not Funded

Kuhn (PI)

Submitted Jan. 2016

NSF

Developmental Precursors of Executive Function: Intervening on Children's Gesture and Early Language

Submitted to NSF Developmental and Learning Sciences

Role: Investigator

Not Funded

Dykstra Steinbrenner
(PI)

Submitted Aug. 2015

DOE/IES

Developing an Observational Coding Tool for Educators or Students with Autism Spectrum Disorders who are Minimally Verbal: Educator Practices during Interactions in the Classroom (EPIC)

Submitted to NCSER Early Career Development and Mentoring program

Role: Principal Investigator

Not Funded

Kuhn (PI)

Submitted Aug. 2014

DOE/IES

Early Language Development as a Precursor to Children's Executive Function

Submitted to Early Career Development and Mentoring program

Submitted to NCER Goal 1 program

Role: Investigator

Not Funded

Dykstra (PI)

Submitted Aug. 2014

DOE/IES

Understanding Interactions to Enhance Communication and Engagement Between Teachers and their Students with ASD through the Use of Sequential Analysis

Submitted to NCSER Early Career Development and Mentoring program

Role: Principal Investigator

INVITED PRESENTATIONS

Invited presenter for University of Missouri Annual NSSLHA

2020, February

Update Seminar: *Supporting Communication and Social Engagement in Children and Adolescents on the Autism Spectrum*

Invited presenter for Area Education Agencies of Iowa statewide

2019, April

training: *Supporting Social Engagement for Students on the Autism Spectrum in School Settings*

Invited presenter for ASHA online conference: *Classroom*

2018, April

Environmental Supports, Children with Autism conference

Invited presenter for ASHA webinar: <i>Using Pretend Play to Improve Communication in Young Children with Autism</i>	2017, October
Invited presenter for Ole Miss Fall Institute 2017: <i>Evidence-Based Practices in School-Based Settings for Children and Adolescents on the Autism Spectrum</i>	2017, September
Invited presenter for ASHA webinar: <i>Classroom Engagement for Students with Autism</i>	2017, June
Invited presenter for ASHA online conference: <i>Classroom Engagement for Adolescents, Autism in Adolescents and Adults</i> conference	2017, March
Invited presenter for ASHA webinar: <i>Targeting Social Competence for Adolescents with ASD</i>	2015, August
Invited speaker for R.E.A.L. Talks at University of Georgia, <i>REAL Talks: Inspiring the Future of Communication Disorders, Autism Spectrum Disorder</i>	2014, May
Invited presenter for ASHA online conference: <i>Engagement in Children with Autism, Autism in the Schools</i> conference	2014, April

ONLINE RESOURCES

- Sam, A., Savage, M., **Steinbrenner, J.**, Morgan, W., Chin, J., & AFIRM for Paras Team. (2019). *Prompting: Introduction & Practice*. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu>.
- Sam, A., Savage, M., **Steinbrenner, J.**, Morgan, W., Chin, J., & AFIRM for Paras Team. (2019). *Reinforcement: Introduction & Practice*. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu>.
- Steinbrenner, J.R.**, Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N., Yucosoy-Ozkan, S., & Savage, M. N. (2020). *Evidence-based practices for children, youth, and young adults with autism*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review team.
- Hume, K., Waters, V., Sam, A., **Steinbrenner, J.**, Perkins, Y., Dees, B., Tomaszewski, B., Rentschler, L., Szendrey, S., McIntyre, N., White, M., Nowell, S., & Odom, S. (2020). *Supporting individuals with autism through uncertain times*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- Sam, A., Dees, B., Waters, V., Hume, K., **Steinbrenner, J.**, Tomaszewski, B., Perkins, Y., White, M., Rentschler, L., McIntyre, N., Szendrey, S., Nowell, S., & Odom, S. (2020). *Supporting adults with autism through uncertain times: Companion guide*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

- Steinbrenner, J., Sam, A., Chin, J., Morgan, W., & AFIRM for Paras Team.** (2019). *Introduction to ASD*. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu>.
- Butler, C., & **Dykstra, J.** (2014). *Supporting communication in high school (Autism at-a-Glance Brief)*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
- Butler, C., & **Dykstra, J.** (2014). *Supporting functional communication in high school (Autism at-a-Glance Brief)*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.

AWARDS AND HONORS

Abecedarian Award recipient: Frank Porter Graham Child Development Institute	2019
Single Case Design Summer Institute Training by Institute of Education Sciences (IES), <i>Competitive Application</i>	2017
Cluster Randomized Trial Summer Institute Training by Institute of Education Sciences (IES), <i>Competitive Application</i>	2015
Lessons for Success Attendee by American Speech-Language Hearing Association (ASHA), <i>Competitive Application</i>	2015
Editors' Award for the <i>American Journal of Speech-Language Pathology</i>	2014
For "Communicative Gesture Use in Infants With and Without Autism: A Retrospective Home Video Study"	
Joanne Erwick Roberts Early Career Award recipient: Frank Porter Graham Child Development Institute	2013
Pathways Program Attendee by American Speech-Language Hearing Association (ASHA), <i>Competitive Application</i>	2013
UNC Graduate School Travel Grant	2011
Robert W. Peters Award	2004
Ben Potter Scholarship	2003

INSTITUTIONAL SERVICE EXPERIENCES

Member of FPG Management Team	2016-2018
Departmental Hiring Committees (DMAC, IT)	2015, 2018
Co-Chair of FPG 50 th Anniversary Luncheon	2015
Chair of FPG Quality of Life Committee	2014-2017

Graduate Admissions Committee member, Division of Speech and Hearing Sciences, University of North Carolina – Chapel Hill 2016-present

PROFESSIONAL SERVICE EXPERIENCES

Editorial Review Board for *Topics in Early Childhood Special Education* (TECSE) 2016-present

Mentor in ASHA Progeny Program 2016-present

Reviewer of abstracts for International Society of Autism Research (INSAR) conference 2016-present

Reviewer of Student Research Grant in Early Childhood Language for the American Speech-Language Hearing Association 2016

Grant reviewer for Organization for Autism Research 2015-present

Reviewer of manuscripts for AJIDD, AJSPLP, Autism, Autism Research, BJET, BMC Psychiatry, EC, FOADD, JADD, JEI, JIDR, JPBI, JSLHR, LSHSS, RASD, RASE, TAAC, TECSE 2012-present

Autism Committee panel member for American Speech-Language Hearing Association conventions 2012, 2014-2016

Reviewer for National Professional Development Center for ASD 2013

Reviewer for National Autism Center 2011-2012

Professional Reviewer for ASHA CEU autism course 2011

TEACHING/MENTORING EXPERIENCES

Instructor: *SPHS 701 - Research Methods* 2017-present

Co-Instructor: *SPHS 701 - Research Methods* Spring 2017

Committee member for three doctoral dissertations (research advisor for one student) 2016-present

Mentor for undergraduate theses 2011-2012, 2013

Co-Instructor: *SPHS 802 - Autism Survey Course* Spring 2011

Teaching Assistant: *SPHS 865 - Augmentative and Alternative Communication* Fall 2009

Teaching Assistant: *SPHS 741 – Neuroanatomy* Fall 2008

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (CEC) member 2018-present

International Society for Autism Research (INSAR) member	2009-present
American Speech-Language-Hearing Association (ASHA) member	2004-present