1. **Personal Information**

**Name:** Jessica R. (Dykstra) Steinbrenner

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1. **Education**

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| **Date** | **Degree** | **Specialty** | **Institution** |
| 2013 | Ph.D. | Speech and Hearing Sciences | University of North Carolina – Chapel Hill |
| 2004 | M.A. | Speech-Language Pathology | University of North Carolina – Chapel Hill |
| 2002 | B.S. | Communicative Disorders | University of Wisconsin-Madison |

1. **Professional Experience – Employment History**

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| **Date** | **Appointment** | **Institution** |
| 2018-present | Advanced Research Scientist | University of North Carolina – Chapel Hill, Frank Porter Graham Child Development Institute |
| 2017-present | Adjunct Faculty, Assistant Professor | University of North Carolina – Chapel Hill, School of Education |
| 2015-2021 | Adjunct Faculty, Assistant Professor | University of North Carolina – Chapel Hill, Department of Allied Health Sciences |
| 2013-2018 | Research Scientist | University of North Carolina – Chapel Hill, Frank Porter Graham Child Development Institute |
| 2008-2013 | Graduate Research Assistant | University of North Carolina – Chapel Hill, Division of Speech and Hearing Sciences |
| 2006-2008 | Family Trainer and Supervisor | Endless Options, Baltimore, MD |
| 2004-2008 | Speech Language Pathologist | Kennedy Krieger Institute, Baltimore, MD |
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1. **Honors**

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| **Date** | **Honor** |
| 2019 | Abecedarian Award recipient: Frank Porter Graham Child Development Institute |
| 2017 | Single Case Design Summer Institute Training by Institute of Education Sciences (IES), *Competitive Application* |
| 2015 | Cluster Randomized Trial Summer Institute Training by Institute of Education Sciences (IES), *Competitive Application* |
| 2015 | Lessons for Success Attendee by American Speech-Language Hearing Association (ASHA), *Competitive Application* |
| 2014 | Editors’ Award for the *American Journal of Speech-Language Pathology* |
| 2013 | Joanne Erwick Roberts Early Career Award recipient: Frank Porter Graham Child Development Institute |
| 2013 | Pathways Program Attendee by American Speech-Language Hearing Association (ASHA), *Competitive Application* |
| 2011 | UNC Graduate School Travel Grant |
| 2004 | Robert W. Peters Award, Division of Speech and Hearing Sciences, UNC-Chapel Hill |
| 2003 | Ben Potter Scholarship, Division of Speech and Hearing Sciences, UNC-Chapel Hill |

1. **Bibliography and Products of Scholarship**

Book Chapters and Non-Refereed Papers

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.

Refereed Papers

1. Hume, K., **Steinbrenner, J. R.**, Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*, 1-20. <https://doi.org/10.1007/s10803-020-04844-2>
2. Odom, S. L., Hall, L. J., Morin, K. L., Kraemer, B. R., Hume, K. A., McIntyre, N. S., Nowell, S. W., **Steinbrenner, J. R.**, Tomaszewski, B., Sam, A. M., & DaWalt, L. (2021). Educational Interventions for Children and Youth with Autism: A 40-Year Perspective. *Journal of Autism and Developmental Disorders*, 1-16. <https://doi.org/10.1007/s10803-021-04990-1>
3. Tomaszewski, B., Kraemer, B., **Steinbrenner, J. R.**, DaWalt, L. E. S., Hall, L. J., Hume, K., & Odom, S. (2020). Student, educator, and parent perspectives of self-determination in high school students with autism spectrum disorder. *Autism Research.* <https://doi.org/10.1002/aur.2337>
4. DaWalt, L. S., Taylor, J. L., Bishop, S., Hall, L. J., **Steinbrenner, J. D.**, Kraemer, B., Hume, K. A., & Odom, S. L. (2020). Sex differences in social participation of high school students with autism spectrum disorder. *Autism Research, 13*(12), 2155-2163*.* <https://doi.org/10.1002/aur.2348>
5. 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, 24*(3), 707-717*.* <https://doi.org/10.1177/1362361319887280>
6. 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](https://doi.org/10.1177%2F0014402919889888).
7. **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](https://doi.org/10.1177%2F0014402919855321).
8. 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>
9. 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.<https://doi.org/10.17105/SPR-2017-0112.V48-2>
10. **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.
11. 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. <https://doi.org/10.1177/1362361317722029>
12. 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. <https://doi.org/10.1177/0741932516672067>
13. **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.
14. **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. <https://doi.org/10.1007/s10803-015-2406-9>
15. **Dykstra Steinbrenner, J. R.** (2015). Enhancing engagement in the classroom for students with ASD. *Perspectives on Language Learning and Education, 22*(1), 22-30.
16. 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.
17. 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.
18. **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.
19. 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.
20. **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.
21. 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.
22. 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.

Manuscripts In Press/Submitted

1. Hume, K., Odom, S. L., **Steinbrenner, J. R.**, DaWalt, L. S., Hall, L. J., Kraemer, B., Tomaszewski, B., Brum, C., Szidon, K., & Bolt, D. M. (resubmitted). Efficacy of a school-based comprehensive intervention program for adolescents with autism.
2. Morin, K., Nowell, S. W., **Steinbrenner, J. R.**, Sam, A. M., Waters, V., & Odom, S. L. (resubmitted). A survey of paraprofessionals’ experiences of roles, training, and communication when working with students with autism.
3. Nowell, S. W., Tomaszewski, B., Steinbrenner, J. D., Sam, A., & Odom, S. (under review). Use of the Children’s Communication Checklist-2 in school-aged students with autism: A psychometric analysis.
4. Kraemer, B. R., Tomaszewski, B., Rentschler, L. F., Steinbrenner, J. R., Hume, K. A., McDaniel, S., DaWalt, L., Brum, C., & Szidon, K. (under review). Assessing the quality of individualized transition plans for high school students with autism.

Digital and Other Forms of Novel Scholarship

1. Nowell, S. W., Szendrey, S., Steinbrenner, J. R., Hume, K., & Odom, S. L. (2021). *Sensory Integration: A Companion to the NCAEP Report.* The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/resources/Sensory%20Integration_A%20Companion%20to%20the%20NCAEP%20Report.pdf>
2. Nowell, S. W., **Steinbrenner, J. R.**, Hume, K., Odom, S. L., & Szendrey, S. (2021). *NCAPE Null Findings Summary.* The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/resources/NCAEP%20Null%20Findings%20Summary.pdf>
3. **Steinbrenner, J. R.**, Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N., Yucesoy-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. <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>
4. Nowell, S., Waters, V., Dees, B., Perkins, Y., Tomaszewski, B., Hume, K., Steinbrenner, J., Sam, A., Szendrey, S., Rentschler, L., & Odom, S. (2020). Supporting online learning for students with autism. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>
5. 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. <https://afirm.fpg.unc.edu/adult-resources>
6. 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. <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>
7. Sam, A., Savage, M., **Steinbrenner, J.,** Morgan, W., Chin, J., & AFIRM for Paras Team. (2019). *Time Delay: Introduction & Practice.* FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu>
8. 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>
9. 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>
10. **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/introduction-asd>
11. 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. <https://csesa.fpg.unc.edu/resources/autism-glance-supporting-communication-high-school>
12. 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. <https://csesa.fpg.unc.edu/resources/autism-glance-supporting-functional-communication-high-school>

Refereed Unpublished Oral Presentations

1. Hume, K., Tomaszewski, B., Odom, S. L., **Steinbrenner, J. R.**, Hall, L. J., Smith DaWalt, L. E., & Kraemer, B. (May, 2021). Longitudinal Employment Outcomes for Young Adults with Autism: Follow-up to a High School-Based RCT. Oral presentation at the International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
2. McIntyre, N. S., **Steinbrenner, J. R.**, Rentschler, L. F., Hume, K., & Odom, S. L. (May, 2021). National Clearinghouse on Autism Evidence & Practice: Examining the Participation of Individuals with ASD across Racial and Ethnic Groups in High Quality Intervention Studies. Oral presentation at International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
3. Nowell, S. W., Tomaszewski, B., **Steinbrenner, J. R.**, Sam, A., & Odom, S. L. (May, 2021). Use of the Children’s Communication Checklist-2 in School-Aged Students with ASD: A Psychometric Analysis. Poster presentation at International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
4. Odom, S. L., Sam, A., & **Steinbrenner, J. R.** (May, 2021). Supporting Paraprofessionals Use of EBPs with Autistic Elementary School Children. Oral presentation at International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
5. Sam, A., **Steinbrenner, J. R.**, Odom, S. L., & Waters, V. (May, 2021). Interactive eLearning Modules to Support Paraprofessionals in Using Evidence-Based Practices with Students with Autism. Poster presentation at International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
6. **Steinbrenner, J. R.**, Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yucesoy-Ozkan, S., & Savage, M. (May, 2021). National Clearinghouse on Autism Evidence & Practice (NCAEP): Updating a Systematic Review to Identify New Evidence-Based Practices for Children and Youth with Autism. Poster presentation at International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
7. Tomaszewski, B., Hall, L. J., **Steinbrenner, J. R.**, Smith DaWalt, L. E., Hume, K., & Odom, S. L. (May, 2021). Community Participation in Autistic Young Adults. Poster presentation at International Society for Autism Research (INSAR) convention. Virtual conference. *Solicited.*
8. Hume, K., Odom, S. L., **Steinbrenner, J.**, & Hall, L. (March, 2021). Life After High School: The Experiences of Young Adults with ASD. Oral presentation at Council of Exceptional Children (CEC) convention. Virtual conference. *Solicited.*
9. Rentschler, L., Kan, D., Hume, K., & **Steinbrenner J.** (March, 2021). Factors Predictive of High School Diploma Type Available to Students with Autism Spectrum Disorder. Poster presentation at Council of Exceptional Children (CEC) convention. Virtual conference. *Solicited.*
10. Sam, A., **Steinbrenner, J.**, & Szendrey, S. (March, 2021). Simulated E-Learning for Paraprofessionals Working with Students with Autism. Oral presentation at Council of Exceptional Children (CEC) convention. Virtual conference. *Solicited.*
11. **Steinbrenner, J.**, Hume, K., & Odom, S. (March, 2021). Evidence-Based Practices for Students with Autism: Systematic Review and Resources. Oral presentation at Council of Exceptional Children (CEC) convention. Virtual conference. *Solicited.*
12. **Steinbrenner, J.**, & Nowell, S. (November, 2020). Proposal Number 13147: Supporting Paraprofessionals in Serving Students with ASD: A Professional Development Model for School Settings. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled). *Solicited.*
13. **Steinbrenner, J.**, Odom, S., Nowell, S., & McIntyre, N. (November, 2020). Proposal number 13162: Evidence-Based Practices for Children and Youth with ASD: A Systematic Review of Intervention Research. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled). *Solicited.*
14. McIntyre, N., **Steinbrenner, J.**, Mundy, P. (November, 2020). Proposal Number 12973: Reading Comprehension and Growth in Morphological Awareness in Children with ASD and Typical Development. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled). *Solicited.*
15. 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. *Solicited.*
16. 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. *Solicited.*
17. 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. *Solicited.*
18. **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. *Solicited.*
19. 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. *Solicited.*
20. 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. *Solicited.*
21. **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. *Solicited.*
22. **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. *Solicited.*
23. 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. *Solicited.*
24. 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. *Solicited.*
25. **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. *Solicited.*
26. **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. *Solicited.*
27. 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. *Solicited.*
28. **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. *Solicited.*
29. 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. *Solicited.*
30. 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. *Solicited.*
31. 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. *Solicited.*
32. **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. *Solicited.*
33. **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. *Solicited.*
34. 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. *Solicited.*
35. 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. *Solicited.*
36. 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. *Solicited.*
37. 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. *Solicited.*
38. 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. *Solicited.*
39. **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. *Solicited.*
40. **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. *Solicited.*
41. 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. *Solicited.*
42. **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. *Solicited.*
43. 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. *Solicited.*
44. 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. *Solicited.*
45. **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. *Solicited.*
46. 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. *Solicited.*
47. **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. *Solicited.*
48. 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. *Solicited.*
49. **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. *Solicited.*
50. **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. *Solicited.*
51. **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. *Solicited.*
52. 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. *Solicited.*
53. **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. *Solicited.*
54. **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. *Solicited.*
55. 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. *Solicited.*
56. 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. *Solicited.*
57. 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. *Solicited.*
58. **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. *Solicited.*
59. 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. *Solicited.*
60. 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. *Invited.*
61. **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. *Solicited.*
62. 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. *Solicited.*
63. **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. *Solicited.*
64. 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. *Solicited.*
65. **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. *Solicited.*
66. 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. *Solicited.*
67. **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. *Solicited.*
68. 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. *Solicited.*
69. 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. *Solicited.*
70. **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. *Solicited.*
71. **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. *Solicited.*
72. 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. *Solicited.*
73. **Teaching activities**

Courses Taught

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **Course type** | **Course # (Cred.)** | **Course name** | **# of students** | **Instructor rating** |
| Spring 2021 | Graduate | SPHS 701 (3) | Intro to Research Methods | 37 | 4.24/5.00 |
| Fall 2020 | Graduate | SPHS 830 | Independent Study | 1 | NA |
| Spring 2020 | Graduate | SPHS 701 (3) | Intro to Research Methods | 34 | 4.65/5.00 |
| Spring 2019 | Graduate | SPHS 701 (3) | Intro to Research Methods | 36 | 4.28/5.00 |
| Spring 2018 | Graduate | SPHS 701 (3) | Intro to Research Methods | 38 | 4.56/5.00 |
| Spring 2017 | Graduate | SPHS 701 (3) | Intro to Research Methods | 53 | 4.26/5.00 |

Lectures to Graduate Students

Steinbrenner, J. (2020, October). Working with Older School-Aged Students as a Speech Language Pathologist. Masters problem-based learning seminar, Moravian College

Sam, A., & Steinbrenner, J. (2020, October). Autism Program Environment Rating Scale (APERS): Overview and Use in Practice. Masters course on special education and assessment. University of North Carolina – Chapel Hill

Steinbrenner, J. (2019, April). School-Based Research. Doctoral seminar on autism spectrum disorders, University of North Carolina – Chapel Hill

Steinbrenner, J. (2018, March). Supporting Students with Autism in School Settings. Doctoral course for school counselors (Promoting Mental Health and Wellness in Schools), University of North Carolina – Chapel Hill

Steinbrenner, J. (2017, October). Team Science. Doctoral seminar on translational research, University of North Carolina – Chapel Hill.

Steinbrenner, (2017, April). Mixed Methods in Implementation Science, Doctoral seminar on evidence-based practice, University of North Carolina – Chapel Hill

Steinbrenner, J. (2017, April). Supporting Students with Autism in School Settings. Doctoral course for school counselors (Promoting Mental Health and Wellness in Schools), University of North Carolina – Chapel Hill

Steinbrenner, J. (2013, June). Working with Adolescents with Autism. Masters course on autism spectrum disorders, Pacific University.

Continuing Education Lecture – at UNC

Steinbrenner, J. (2021, May). Intersection of Rigor and Reach: Adapting and Evaluating Autism Interventions in Community Settings. Department of Allied Health Sciences Research Forum.

Steinbrenner, J. with FPG Autism Group. (2019, March). Conducting Rigorous Research in Community-Based Settings. FPG Brown Bag seminar

Steinbrenner, J. as part of panel discussion (2018, October). Engaging Stakeholders: Tried, True, and Keep on Trying. FPG Brown Bag seminar.

Steinbrenner, J. (2015, October). Advancing Social Communication and Play in Children with Autism: A Pilot Study in Elementary Schools. FPG Brown Bag seminar.

Continuing Education Lecture – Outside UNC

2021, Jan Invited presenter for Illinois STAR NET: *Supporting STEM Learning for Young Children with Autism*

2020, Feb. Invited presenter for University of Missouri Annual NSSLHA Update Seminar: *Supporting Communication and Social Engagement in Children and Adolescents on the Autism Spectrum*

2019, Apr. Invited presenter for Area Education Agencies of Iowa statewide training: *Supporting Social Engagement for Students on the Autism Spectrum in School Settings*

2018, Oct. Invited presenter for ASHA online conference: *Classroom Environmental Supports*, Children with Autism conference

2017, Oct. Invited presenter for ASHA webinar: *Using Pretend Play to Improve Communication in Young Children with Autism*

2017, Sep. Invited presenter for Ole Miss Fall Institute 2017: *Evidence-Based Practices in School-Based Settings for Children and Adolescents on the Autism Spectrum*

2017, Jun. Invited presenter for ASHA webinar: *Classroom Engagement for Students with Autism*

2017, Mar. Invited presenter for ASHA online conference: *Classroom Engagement for Adolescents*, Autism in Adolescents and Adults conference

2015, Aug. Invited presenter for ASHA webinar: *Targeting Social Competence for Adolescents with ASD*

2014, May Invited speaker for R.E.A.L. Talks at University of Georgia, *REAL Talks: Inspiring the Future of Communication Disorders, Autism Spectrum Disorder*

2014, Apr. Invited presenter for ASHA online conference: *Engagement in Children with Autism*, Autism in the Schools conference

Lab or Research Teaching/Mentorship

2020-2021 Undergraduate HDFS research intern (co-mentor), research supervision of 2 Ph.D. students (non-mentees), mentor for 2 Ph.D. students

2019-2020 Research supervision for 6 MS students (research hours) and 2 Ph.D. students (non-mentees)

2018-2019 Research supervision for 1 Ph.D. student (non-mentee)

2017-2018 Research supervision 5 MS students (research hours) and 1 Ph.D. student (non-mentee)

2016-2017 Research supervision 1 MS student (research hours) and 1 Ph.D. student (non-mentee)

2015-2016 Research supervision for 1 Ph.D. student (non-mentee)

2014-2015 Research supervision for 2 undergraduate students (paid and volunteer RAs), 2 MS students (research hours), and 1 Ph.D. student (non-mentee)

2013-2014 Research supervision for 2 undergraduate students (volunteers)

Graduate Supervision/Committees

2021-present Primary mentor for Liz Jaramillio (DSHS) [NOTE: taking over for retiring faculty]

2020-present Primary mentor for Jessica Meredith (DSHS)

2019-2020 Dissertation Committee Research Advisor for Katherine Miller (SOE)

2018-2019 Dissertation Committee Member for Thelma Uzyoni (DSHS)

2015-2016 Dissertation Committee Member for Alice Verstrat (SOE)

2013-2014 Thesis Committee Member and Research Advisor for Elise Hopkins (Psychology)

2012-2013 Thesis Committee Member and Research Advisor for Margaret Fitch (Psychology)

1. **Grants**

Current Grants

* 1. NIH/NICHD R01 HD100364-01A1 (sub-contract through University of Kansas)

*Validation of an Outcome Measure of Early Social-Communication for Young Children with ASD (PI: Boyd)*

Role: Site PI (.20 FTE)

Amount: $1,415,042 (UNC site)

* 1. DoEd/IES R324A200188, Innovation and Development

*Making Professional Development Work for Preschool Classroom Teams Serving Students with ASD: Adapting a PD Model Using Normalization Process Theory*

Role: PI (.30 FTE)

Amount: $1,399,972

* 1. DoEd/IES R324A180091, Follow-up Efficacy

*Efficacy Follow-Up Study of CSESA Model* *(PI: Hume)*

Role: Co-PI (.25 FTE) [currently .01 FTE in no-cost extension]

Amount: $1,100,000

* 1. DoEd/IES R324A180091, Innovation and Development

*Supporting Paraprofessionals’ Use of Evidence-Based Practices for Students with Autism Spectrum Disorders (PI: Odom)*

Role: Investigator

Amount: $1,399,984

Pending Grants

* 1. DoEd/IES R324A210163, Efficacy

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

Role: PI (.35 FTE)

Amount: $3,799,990

* 1. ACL/NIDILRR, Disability and Rehabilitation Research Projects

*Enabling Workplace Success for Companies that Hire Autistic Employees: An Online Toolkit (PI: Tomaszewski)*

Role: Investigator (.15 FTE)

Amount: $2,497,650

Complete Grants

* 1. R324C120006

*Center on Secondary Education for Students with Autism Spectrum Disorder*

Role: Project Coordinator (.75 FTE)

Amount: $9,994,452

* 1. Organization of Autism Research, Applied Research Grant

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

Role: PI (.20 FTE)

Amount: $30,000

1. **Professional Service**

To Discipline

2021-present Consultant: Project ENGAGE

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

2016-2019 Mentor in ASHA Progeny Program

2017-2018 Consultant: Project SURFBOARD: Sustaining the Use of Research-based and Family-centered practices By specialists on Autism SpectRum Disorders

Within UNC-Chapel Hill

2017-present PhD Admissions committee member, Division of Speech and Hearing Sciences

2016-present MS-SLP Admissions committee member, Division of Speech and Hearing Sciences

2018-2019 FPG Strategic Planning Steering Committee member

2016-2018 FPG Management Team member

2018, 2015 Departmental Hiring Committees member (Data Management Core, IT)

* 1. Chair of FPG Quality of Life Committee

2015 Co-Chair of FPG 50th Anniversary Luncheon

Other

2020-present Ad Hoc Grant Reviewer Institute of Education Science

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

2015-present Grant reviewer for Organization for Autism Research

2012-present Ad Hoc Reviewer for: AJIDD, AJSLP, Autism, Autism Research, BJET, BMC Psychiatry, EC, FOADD, JADD, JEI, JIDR, JPBI, JSLHR, LSHSS, RASD, RASE, TAAC, TECSE

2021, 2014-2016 Autism Committee panel member for American Speech-Language Hearing Association conventions

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

1. **Research Statement**

The long-term goal of my research is to supporting individuals with autism to access high quality intervention addressing communication and social needs in the communities where they live, as well as supporting their families and service providers to best understand those needs and easily access resources to meet their needs. As such, much of my research focuses on the development and evaluation of practices and programs that improve areas of need and capitalize on strengths of the individual and their family by working with practitioners in real-world settings. Based on my experiences as a speech-language pathologist, I am particularly interested in communication and social skills and outcomes, however, my work also cuts across other outcomes of interest including academics, independence, and self-determination. I am also interested in measuring and assessing practitioners’ implementation of interventions. My research experiences and interests cut across wide age ranges and ability profiles, ranging from preschool through young adulthood, and individuals with severe cognitive and communicative deficits to individuals who are fully included but still experiencing challenges in their daily lives. The unifying goals of my work are that I want it to be both rigorous and relevant, addressing the everyday needs of individuals with autism, their families, and the practitioners who serve them. In returning two pursue a career in research, there were two primary motivations: my commitment and desire to support children with autism and their families and the recognition that practitioners are often choosing goals or target skills based on typical developmental progressions and using eclectic intervention approaches with limited knowledge of research. After being immersed in intervention research, I realized the limited impact of research on practice in real-world settings and became motivated to have relevant and reaching research. There are many factors contributing to the research-to-practice gap, but two factors related to my research are limited attention to external validity (e.g., participant samples not representative of the general population, settings and implementers not representative of the real-world) and limited or misplaced dissemination efforts (e.g., disseminating to other researchers rather than the public).

Based on my collective experiences and interests as both a speech-language pathologist and researcher, my research is driven by three principles which can be succinctly summarized as person-centered, interdisciplinary, and translational. First, I strive to recognize the inherent value, dignity, and autonomy of all people, which leads me to (a) employ research methods that engage individuals with autism and their families as key stakeholders in identifying ecologically-valid target skills, acceptable interventions, and effective tools and strategies for dissemination and (b) utilize approaches that focus on strengths (in addition to needs) and recognize the importance of environmental supports and adaptations (rather than just focusing on changing the individual). Second, I understand that different stakeholders bring different expertise and opinions, and that diversity enhances full research process which leads me to (a) form interdisciplinary research teams with members who may have different theoretical perspectives and practical experiences, and (b) engage in research that includes and prioritizes the experiences of practitioners in real-world settings (often schools in my line of research). Third, I maintain a focus on advancing science along the translational research continuum and communicating findings to broad audiences which leads me to (a) infuse research strategies and practices that enhance the external validity of my work (e.g., focusing on equity in recruitment and enrollment, combining or linking novel and traditional study designs like design experimentation and traditional efficacy studies) and (b) use innovative dissemination methods that have the potential to reach larger audiences (e.g., interactive eLearning experiences). These principles provide a framework for making decisions about why, how, where, and with whom I engage in research. Below, I describe several focus areas of my current research and future directions.

**Development and Study of School-Based Interventions for Students on the Autism Spectrum*.*** Schools are a place where all students (including students on the autism spectrum), in theory, should have access to high-quality education. However, there is limited implementation of evidence-based practices in schools (Boyd, Steinbrenner, Reszka, & Carroll, 2019; Locke et al., 2015; Steinbrenner & Sam, 2019) leading to poor student outcomes and high educator burnout (Boyd et al., 2016; Brunsting et al., 2014). ***My long-term goal is to develop and/or adapt efficacious interventions that can be feasibly implemented with fidelity by service providers within school-based settings****.* I am particularly focused on interventions that support social-communication and engagement, especially for individuals on the autism spectrum who are minimally verbal, an understudied population. I have expertise in the use of iterative design methods and engaging stakeholders across intervention development projects in preschool (Advancing Social-communication And Play [ASAP]), elementary school (AFIRM for Paraprofessionals), and high school settings (Center on Secondary Education for Students with Autism [CSESA]) including a recently IES-funded study to adapt professional development for ASAP on which I am PI . With the spread of translational and implementation research and focus on dissemination and sustainability, these innovative methods are often required by funding agencies. I have been an early adopter as demonstrated by a seminal article on using these methods in the context of school-based intervention research (Dykstra Steinbrenner et al., 2015), and several manuscripts in progress with examples of using mixed methods research and stakeholder engagement to develop and adapt interventions. I also have expertise in conducting efficacy studies in school settings, including both single-case designs and randomized control trials. These studies have resulted in positive student and/or implementation outcomes for social-communication interventions (e.g., Carter, Steinbrenner, & Hall, 2019; Dykstra et al., 2012; Steinbrenner, 2018).

My intervention research experiences have given me a keen understanding of the complexities of where implementation and research meet, and I will continue to pursue research projects that balance internal and external validity to bridge the large research-to-practice gap in the field of autism. Most immediately, I have a grant under review with IES that will use a unique dual-efficacy, active contact-control design to examine two interventions that address core deficits of middle school students on the autism spectrum (a social skills intervention and executive function intervention) in comparison to business-as-usual. Not only would this study contribute to a lackluster evidence-base for school-based interventions for middle school students on the autism spectrum, but the innovative research design will provide a model for future researchers trying to determine what works for whom, both in terms of intervention recipients and intervention implementers. Other future plans including expanding ASAP to older students who are minimally verbal, an extension of my Applied Research Grant from the Organization of Autism Research and adapting and expanding procedures and practices used in AFIRM for Paraprofessionals and CSESA grants for remote professional development and engagement of families.

**Measurement of Child and Educator Behaviors.** One of the core issues when conducting intervention research is the lack of measures that are reliable, valid and sensitive to change for participants; this issue is particularly acute for individuals on the autism spectrum and other developmental disabilities (Bolte & Diehl, 2013). Further, the measures of implementer behaviors or skills in school-based intervention research are often oversimplified or completely overlooked, which may be one of the reasons for the limited uptake of evidence-based practices by real-world practitioners. ***My long-term goals are to develop reliable and valid measures that capture changes in social-communication behaviors for individuals on the autism spectrum in natural contexts and to develop measures to better assess educator behaviors and skills****.* As part of the Center on Secondary Education for Students with ASD (CSESA) study, I led the development and execution of a multi-faceted implementation index that assessed educator, team, and coach behaviors in a comprehensive intervention for students on the autism spectrum conducted in high schools. This groundbreaking approach to measuring complex interventions was the focus of a recent publication (Steinbrenner et al., 2019) that was featured in a special section of *Exceptional Children* on implementation science. Related to measuring social-communication and engagement in children I led data analyses to examine child communication and the language environment of preschool students on the autism spectrum, which was the first classroom use of the Language ENvironment Analysis (LENA) system at the time (Dykstra et al., 2013) and has been cited over 65 times. I also adapted observational measures to code social-communication (Steinbrenner, 2018) and social engagement (Dykstra Steinbrenner & Watson, 2015) of students on the autism spectrum who are minimally verbal in their classroom settings representing some of the earliest work in the classroom for this neglected part of the autism spectrum.

Given the limited availability of measures for individuals on the autism spectrum, I will continue to focus on the development and testing of measures that can assess behaviors in natural contexts. Most immediately, I am site PI on a recently funded NIH grant that will adapt a widely used existing semi-structured, observational communication measure for toddler and preschool-aged children on the autism spectrum. Part of the grant incorporates eye tracking methodology, which will allow me to expand my expertise into biobehavioral measurement. Given the challenges in more subjective measurements with individuals on the autism spectrum especially those with more significant needs, I am interested in incorporating biobehavioral measures into my research measures, such as neuroimaging or physiological measures, including exploring submitting a career development award to expand my skills in this area. Finally, as I have extended my work into adolescent and young adult populations, I found that the available tools for measuring typical and atypical social communication are even more sparse. With recent advances in technology (e.g., propagation of texting, explosion of social media), existing measures may not accurately reflect typical social communication. I envision partnering with researchers interested in social-communication in adolescents more broadly, perhaps partnering with linguists, developmental psychologists, and/or speech-language pathologists to develop measures for this age group.

**Identification and Dissemination of Evidence-Based Practices.** Despite a proliferation of autism research in recent years, the awareness and accessibility of new research to the broader public and the incorporation and infusion of the evidence-base into real world settings remains a major challenge. ***My long-term goals are to summarize available research for key stakeholders and develop avenues for effectively disseminating intervention research more broadly.*** Since 2017, I have been the assistant director of the National Clearinghouse on Autism Evidence and Practice (NCAEP), which is updating a large systematic review of evidence-based practices for children and youth on the autism spectrum to incorporate six additional years of research. After screening over 35,000 articles, we are in the final stages of the updated review conducting data extraction with over 700 high-quality intervention studies. The previous review report (Wong et al., 2014) and accompanying article (Wong et al., 2015) have been highly visible and influential in the field of autism (15,000 downloads, 663 citations), and our report and manuscript (anticipated in Spring and Summer 2020, respectively) will likely have similar or greater reach. In addition, I am leading a sub-project to examine the demographic data of race, ethnicity and gender of study participants and explore inequities in study inclusion. Related to dissemination, I have recently expanded my research into incorporating cutting-edge technologies to create interactive learning experiences that reduce cost and resource burdens for dissemination evidence-based practices. I co-led the development of 7 modules designed specifically for teaching paraprofessionals how to use evidence-based practices with elementary school students on the autism spectrum, including an *Introduction to Autism* module that has already been viewed over 300 times in the month since its release. The modules go beyond didactic learning experiences offering opportunities to virtually practice skills and providing real-time, individualized feedback. This type of innovative work is needed to reach practitioners that may not otherwise have access to up-to-date research, including under-resources school districts or practices in rural and urban settings.

Given the exponential increases in peer-reviewed publications in autism research and the underwhelming diffusion of evidence-based practices into real-world settings, the work of summarizing the research and disseminating evidence-based practices to community-based stakeholders is more critical than ever. In my role as assistant director of NCAEP, I plan to implement a system for regularly updating for the systematic review, rather than waiting 5 or more years between large scale reviews. We are actively pursuing funding to make this a reality. Further, as we update the literature base through NCAEP, we plan to expand the Autism Focused Intervention Resources and Modules (AFIRM) to develop modules for newly identified practices, a website rapidly approaching over 100,000 users to reflect newly identified practices. Related to dissemination, I am part of a team that submitted a grant to develop online, interactive tools to support educators in selecting goals and linking goals to evidence-based practices for students on the autism and adapt an existing professional development model for distance coaching similar to telehealth models, and I have several other grants in the pipeline to enhance and expand our use of innovative technology to provide more cost-effective and efficient solutions for disseminating evidence-based practices into schools and other community settings. Given the finite and limited resources of money and time, harnessing the power of technology to better implement and sustain practices in community settings is a critical, and likely fruitful avenue for 21st Century research.

1. **Teaching Statement**

Teaching occurs in traditional academic venues like teaching courses, guest lectures and mentored research experiences for undergraduate and graduate students, but also more broadly in in-person and virtual educational opportunities for practicing clinicians and educators, families of individuals with developmental and learning needs, and the individuals themselves. Even with this broad definition of teaching and audiences, I have core values that guide all of my work. Below, I describe these core values and then

First, I aim to provide **individualized** and **growth-oriented** teaching. It is critical to understand the perspectives, skills, and goals of any learner in order to provide tailored instruction meeting the needs and priorities of the learners. In practice, I use tools such as polls and mid-semester reviews to learn more about the learners, and their needs, desires and opinions. I recognize that many learner experiences are designed for a broad audience (including courses), but try to provide autonomy through learner choice and input and individualization by using multi-modal presentation of material and opportunities for personal conversations and feedback. Related to growth-orientation, I strive to model that assignments and task execution are always learning opportunities. I incorporate strategies like self-reflection and providing constructive feedback that identifies both strengths and areas for growth in order to acknowledge successes and encourage development of learners. In order for learners to value and use the teaching, it is also important to provide teaching that is meaningful and applicable in their professional (or personal depending on the audience) lives. As much as possible, I incorporate applied examples and tie learning goals to lived experiences of learners.

Second, I want my teaching to be **active** and **experiential**. Although there is a need for direct, didactic instruction, I aim to embed opportunities that facilitate learner engagement and require critical thinking. During more traditional lectures, I use strategies such as case studies and small group discussions to connect the material to the real-world and support learners in connecting with the material. I have also developed asynchronous, eLearning modules that embed knowledge checks and simulated opportunities to practice skills in a safe environment (see <https://afirm.fpg.unc.edu/introduction-asd> and <https://afirm.fpg.unc.edu/visual-cues-introduction-practice> for examples). For assignments or activities, I incorporate project-based learning when appropriate (e.g., semester-long, mini-systematic review of a clinical topic in a research methods course) and use hands-on learning such as role-play (e.g., for practicing clinical skills) or supported or joint task completion (e.g., for learning specific research methods or techniques). There are many cliché that come to mind related to active teaching, which I believe are largely accurate, so I try to embed ‘doing’ as a part of my teaching as much as possible.

Third, I value **interdisciplinary** and **collaborative** learning experiences. My knowledge and practice have benefited greatly from having close colleagues from different disciplines in my clinical and research experiences, as well as my own coursework in school. From co-teaching and co-treatment to interdisciplinary team meetings and research teams, I have learned and continue to learn from people with varied theoretical perspectives, different educational and clinical skills, and diverse life experiences. Professionals do not (or at least should not) operate in a silo, and so embedding opportunities to work with and learn from others in pre-service and in-service education is necessary and valuable. At times, it is possible to have interdisciplinary courses or educational opportunities. But if not, it is always possible to build in content and assignments to promote knowledge and understanding of different disciplines.

Finally, a fourth value and final value is **equity** and **inclusion**. Working in the field of autism and speech language pathology, I understand and value the importance of inclusion of voices of people with different abilities, although I acknowledge that I likely fall short in many ways. I would say that equity is an area of priority growth for me related to my teaching, as I am still becoming aware of my own implicit and explicit biases and how those may impact my teaching. Although I am conscious of things like representing diversity in examples and photos within my teaching, I have taken less time to examine the diversity of voices in required readings or the ways my teaching methods or assignments may privilege White, middle-class values. My goal for the coming years is to engage in activities such as self-reflection, reading, and professional development opportunities to evaluate my own teaching, and provide education that is more equitable and inclusive of all learners, with a particular focus on racism and ableism.

**Teaching Experiences**

My more traditional teaching experiences have included co-teaching the interdisciplinary Introduction to Research Methods course for MS-SLP and AuD students in the Division of Speech and Hearing Sciences for the past 5 years including 4 years as the instructor of record, co-teaching an interdisciplinary graduate course in autism for experienced teachers and MS-SLP students during my doctoral program, providing guest lectures at UNC and beyond, serving as the research advisor or co-advisor for two undergraduate theses, serving on three doctoral dissertation committees including one as the primary research advisory, supervising many undergraduate, Masters, and PhD students in research experiences, and currently serving as primary mentor for two doctoral students. In addition, I have a wealth of experience providing in-service professional development including training and coaching school-based providers to implement interventions as part of research projects, developing and providing training as an invited speaker at universities and local and national professional organizations and conferences. Finally, in the past several years, I have gained skills in the development of eLearning experiences, which I believe has enormous potential related to access and reach of professional development opportunities. I have honed my teaching skills across a variety of stakeholder audiences, and gradually developed a set of values that guide my teaching. I view each teaching experience as an opportunity to learn and grow, and actively seek feedback from learners and colleagues in order to improve my teaching skills.

1. **Diversity, Equity and Inclusion Statement**

Inequities and injustices are pervasive from local to national to international levels. Though they are ingrained and maintained in systems and societies, they are also propped up by the actions of individuals. As a professional and a community member, I am committed to learning, listening, and acting in order to work against systemic injustice and move towards equity. I am interested in being an agent of change, certainly locally in my community and at my workplace, but also in broader spheres of influence.

In my professional and personal development, I continue to work towards greater awareness and understanding of my own biases, and the systemic inequities that exist in the world, the United States, and in the institutions and communities where I live and work. I attended the Groundwater training by the Racial Equity Institute and participate in monthly meetings as part of the White Anti-Racist Caucus at Frank Porter Graham Child Development Institute, during which we engage in discussions about our own biases, inequity and injustice in our community, and how we can be allies of our co-workers and the people we engage with as part of our work and research. Over the last several years, I have read several books and listen to many podcasts about issues of racial inequity and injustice that provide information and challenge my thoughts and actions.

In relation to activities related to diversity, equity, and inclusion, I served as a mentor for an undergraduate from Bennett College as part of the McKinney Scholar Program, which is part of the Summer Undergraduate Pipeline program at UNC. I have also been meeting monthly with a post-doctoral fellow who is part of the Carolina Postdoctoral Program for Faculty Diversity and helping to share knowledge about UNC and connect her with faculty members who have common interests. Related to research, I have instituted a standing agenda item related to equity as part of several team meetings, and we discuss issues of equity that are project specific (e.g., strategies to support more equitable recruitment, issues related to measurement). I have been part of the graduate admissions committee within the Division of Speech and Hearing Sciences during a time when we have implemented and adapted wholistic admissions criteria in efforts to support more equitable and inclusive application reviews. I am committed to continuing this work, and continuing to explore other ways in which I can actively work to promote diversity, equity, and inclusion as part of my work as a researcher, faculty member, and instructor.