

ROBERT L. KOEGEL, PH.D.

CURRICULUM VITA

Director, Koegel Autism Research
Professor of Counseling/Clinical/School Psychology and
Head of Special Education, Disability and Risk Studies
Graduate School of Education
University of California, Santa Barbara
Santa Barbara, California 93106-9490
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Residence:
623 Hot Springs Road
Santa Barbara, California 93108
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EDUCATION: B.A., University of Wisconsin, Madison, 1967
 M.A., UCLA, 1968
 Ph.D., UCLA, 1971
 Major Area: Developmental Psychology
 Minor Areas: Clinical Psychopathology; Learning Theory

EXPERIENCE: 1966-1971. Research Assistant. Departments of Psychology,
 University of Wisconsin, Madison (Dr. Vernon Allen), and
 University of California, Los Angeles (Dr. Ivar Lovaas).

 1971-1976. Assistant Research Psychologist and Assistant
 Professor, University of California, Santa Barbara.
 Courses in: Autism; Child Development; and Research Design.

 1976-1980. Associate Research Psychologist and Associate
 Professor.

 1980-Present. Research Psychologist and Professor.
 Director, Koegel Autism Center.

PROFESSIONAL HONORS:

Fellow of the American Psychological Association
Children's Television Workshop (Sesame Street) Award for Brightening the Lives of Children

GRANT SUPPORT:

1971-1974 Title VI-B, ESEA. Classroom treatment of psychotic children. (\$240,000
 -Grant No. 42-00000-0000832/025). Administered by UCSB and Santa
 Barbara County Schools.

GRANT SUPPORT (CONTINUED):

- 1973-1976 NIMH. Experimental studies in childhood schizophrenia: Critical periods research (\$380,000-Grant No. MH11440), with Ivar Lovaas and Laura Schreibman.
- 1974-1975 Title VI-B, ESEA. Disseminating and replicating classroom programs for autistic children. (\$55,700--Grant No. 42-00000-1423-5-02). Administered by UCSB and Santa Barbara County Schools.
- 1974-1978 U.S. Office of Education. Training professionals in the education of the handicapped. \$117,000.
- 1976-1980 USPHS Research Grant MH28210. Research in autism: Parent Intervention. NIMH (\$200,000). This project is collaborative with Dr. Laura Schreibman, USPHS MH28231 (\$200,000). (\$400,000 total award).
- 1978-1981 U.S. Office of Education Research Grant #G007802084, "Experimental Studies on the Education of Autistic Children," collaborative with Dr. Arnold Rincover, University of North Carolina at Greensboro. Subcontract to Dr. Robert L. Koegel (\$109,000). (\$250,000 total award).
- 1980-1983 USPHS Research Grant MH28210 (Renewal). Research in Autism: Parent Intervention. NIMH (\$225,000). This project is collaborative with Dr. Laura Schreibman, USPHS MH28231 (\$225,000). (\$450,000 total award).
- 1982-1987 University of Oregon, Eugene. "Extending Competent Performance: An Institute for the Study of Generalization with Severely Handicapped Students." (\$413,456). This is a collaborative grant awarded by the U.S. Department of Education to Robert Horner, Glen Dunlap, and Robert Koegel for a total of \$1,200,000.
- 1983-1984 California State Department of Education. "Programming Rapid Treatment Gains in Designated Instructional Services for Speech Impaired Children." This project is collaborative with Lynn Kern, Carpinteria Unified School District (\$15,953).
- 1983-1986 USPHS Research Grant MH28210 (Renewal). Research in Autism: Parent Intervention. NIMH (\$170,000). Collaborative with Dr. Laura Schreibman (\$340,000 total award).
- 1984-1987 U.S. Department of Education Training Personnel for the Education of the Handicapped. This project is collaborative with Glen Dunlap and Roberta Jackson, University of California, Santa Barbara (\$256,584).

1987-1991 USPHS Research Grant MH28210 (Renewal). Research in Autism: Parent Intervention. NIMH (\$315,000). Collaborative with Dr. Laura Schreibman (\$630,000 total award).

GRANT SUPPORT (CONTINUED):

1987-1992 Department of Education Cooperative Agreement #G0087C0234 "Rehabilitation Research and Training Center on Community Referenced Technologies for Nonaversive Behavior Management." (\$760,000). Collaborative with Robert Horner, Glen Dunlap, Edward Carr, Lynn Kern Koegel, Jacki Anderson, and Wayne Sailor (total award \$4,500,000).

1991-1995 USPHS Research Grant MH28210 (Renewal). Research in Autism: Parent Intervention. NIMH (\$480,000). Collaborative with Dr. Laura Schreibman (total award \$960,000).

1992-1997 NIDRR Cooperative Agreement, "Research and Training Center on Positive Behavioral Support" (\$390,000). Collaborative with Robert Horner, Glen Dunlap, Edward Carr, Lynn Kern Koegel, Jacki Anderson, and Wayne Sailor (total award \$2,500,000).

1993-1996 U.S. Department of Education Field-initiated Research Grant #H023C30070. "Improving Speech and Language Disabilities Using Naturalistic Teaching Procedures." (\$193,403). Collaborative with Lynn Kern Koegel and Stephen Camarata (\$504,257 total award).

1997-2002 USPHS Research Grant MH28210 (Renewal). Research in Autism: Parent Intervention. NIMH (\$810,000). Collaborative with Dr. Laura Schreibman (total award \$1,500,000).

1998-2003 NIDRR Research Grant, "Research and Training Center on Positive Behavioral Support and Intervention" (\$375,000). Collaborative with Glen Dunlap, Edward Carr, Lynn Koegel, Robert Horner, Jacki Anderson, and Ann Turnbull (total award \$3,000,000).

2001-2002 Committee on Children and Families (Prop. 10) (\$78,561).

2002-2004 Committee on Children and Families (Prop. 10) (\$157,000).

2004-2006 Committee on Children and Families (First 5 California) (\$130,000).

2003-2008 NIH Research Grant MH28210. Research on Autism (\$1,750,000). Collaborative with Dr. Laura Schreibman (total award \$3,500,000).

2006-2007 Committee on Children and Families (Prop 10) (\$54,285).

2007-2008 Committee on Children and Families (First 5 California) (\$7000).

2007-2008 Santa Barbara County (Prop. 10) (\$54,285).
2007-2010 Eli and Edythe L. Broad Foundation (\$900,000).

GRANT SUPPORT (CONTINUED):

2009-2010 Committee on Children and Families (Prop. 10) (\$51,567).
2009-2010 NIH Research Grant. Communicative-Initiated Interactions and Autism Intervention (\$322,692). Collaborative with Dr. Lynn Koegel and Dr. Connie Kasari.

EDITORIAL EXPERIENCE:

Editor Journal of Positive Behavior Interventions

Associate Editor Journal of Applied Behavior Analysis

Board of Editors Journal of Applied Behavior Analysis
Journal of Autism and Developmental Disorders (formerly the
Journal of Autism and Childhood Schizophrenia)
Education and Treatment of Children
Analysis and Intervention in Developmental Disabilities
Behavior Modification
Journal of the Association for Persons with Severe Handicaps
Journal of Consulting and Clinical Psychology
Focus on Autism and Other Developmental Disabilities

Editorial Consultant American Journal of Mental Retardation
Behavior Therapy
Journal of Educational Psychology
Journal of Abnormal Psychology
Psychological Bulletin
Merrill-Palmer Quarterly
Journal of Experimental Child Psychology
Journal of Speech and Hearing Research (formerly
Journal of Speech and Hearing Disorders)
Journal of Child Psychology and Psychiatry and Allied Disciplines
Psychological Reports, Perceptual and Motor Skills

OTHER EXPERIENCE:

Vice President of the Society for the Experimental Analysis of Behavior
Member of Professional Advisory Board, National Society for Autistic Children

Member of U.S. Office of Education Research Grants (Program Models) Review Panel
Grant Reviewer for National Institutes of Health (NIMH, NICHD)
Chair, Regents Opportunity Fund (Indirect Cost Expenditure Contracts and Grants)

REPRESENTATIVE COLLOQUIA AND CONSULTING:

University of California, Los Angeles
Department of Psychology; School of Medicine; Department of Medical Psychology;
Graduate School of Nursing

University of California, San Diego, School of Medicine

University of California, Santa Barbara

University of Iowa

University of Illinois, Champaign, Illinois

Princeton Child Development Institute, Princeton, New Jersey

California State Department of Health, Behavior Development and Learning Center --
Autism Program, Camarillo State Hospital

California State Department of Education (Santa Barbara, San Francisco, San Diego,
Riverside, and Los Angeles School Systems)

May Institute for Autistic Children, Chatham, Massachusetts

Claremont McKenna College, Claremont, California

Harvard Medical School, Boston, Massachusetts

University of Maryland, College Park, Maryland

University of Nebraska Medical Center

University of North Carolina, Greensboro, North Carolina

University of Oregon, Eugene, Oregon

Vanderbilt University, Nashville, Tennessee

FIELDS OF INTEREST:

1. Experimental Psychopathology
 - a. The experimental analysis and treatment of childhood disorders, parent education and family support, the design of schools for children with disabilities.
 - b. Variables influencing the generalization and maintenance of treatment gains.
 - c. Language intervention.
2. Child Development. Attention. Selective responding in sensory modalities over age and over developmentally different groups.

PUBLICATIONS:

1971

Lovaas, O. I., Schreibman, L., Koegel, R., & Rehm, R. (1971). Selective responding by autistic children to multiple sensory input. *Journal of Abnormal Psychology*, 72, 211-222.

This study is also reprinted in:

- (1) Sarason, I. G., & Sarason, B. R. (Eds.). (1972). Readings in *Abnormal Psychology*. New York: Appleton-Century-Crofts.
- (2) Lovaas, O. I., & Bucher, B. (Eds.). (1974). *Perspectives in behavior modification with deviant children*. Englewood Cliffs: Prentice-Hall.
- (3) Lahey, B. (Ed.). (1977). *Selected readings in childhood language disorders*. New York: John Wiley and Sons.

1972

Koegel, R. L., & Covert, A. (1972). The relationship of self stimulation to learning in autistic children. *Journal of Applied Behavior Analysis*, 5, 381-387.

This study is also reprinted in:

1972 Mental Health Annual (1973). New York: Random House.

Portions of this article are reprinted in:

Repp, A. C. (1983). *Teaching the Mentally Retarded*. Englewood Cliffs: Prentice Hall.

1973

PUBLICATIONS (CONTINUED):

Lovaas, O. I., & Koegel, R. L. (1973). Behavior modification with autistic children. In C. Thoresen (Ed.), *Behavior modification in education: 72nd and NSSE Yearbook*. Chicago: University of Chicago Press.

Lovaas, O. I., Koegel, R. L., Simmons, J. Q., & Long, J. S. (1973). Some generalization and follow-up measures on autistic children in behavior therapy. *Journal of Applied Behavior Analysis*, 6, 131-166.

This study is also reprinted in:

Journal of Applied Behavior Analysis Monograph Series.

Koegel, R. L., & Wilhelm, H. (1973). Selective responding to the components of multiple visual cues by autistic children. *Journal of Experimental Child Psychology*, 15, 442-453.

1974

Koegel, R. L., & Schreibman, L. (1974). The role of stimulus variables in teaching autistic children. In O. I. Lovaas & B. Bucher (Eds.), *Perspectives in behavior modification with deviant children*. Englewood Cliffs: Prentice-Hall.

Koegel, R. L., & Rincover, A. (1974). Treatment of psychotic children in a classroom environment: I. Learning in a large group. *Journal of Applied Behavior Analysis*, 7, 49-55.

This study is also reprinted in:

Graziano, A. (Ed.). (1975). *Behavior Therapy with Children*, 2. Chicago: Aldine Publishing Corp.

Koegel, R. L., Firestone, P. B., Kramme, K. W., & Dunlap, G. (1974). Increasing spontaneous play in autistic children by suppressing self-stimulation. *Journal of Applied Behavior Analysis*, 7, 521-528.

Portions of this article are reprinted in:

- (1) Kauffman, J. M. (1977). *Development of behavior disorders in children*. Columbus: Charles E. Merrill Publishing Company.

- (2) In W. Sailor, B. Wilcox, & L. Brown (Eds.). (1980). *Methods of instruction for severely handicapped students*. Baltimore: Paul H. Brookes.
- (3) In S. Gerber (Ed.). (1977). *Audiometry in infancy*. New York: Grune and Stratton.
- (4) In S. M. Turner, K. S. Calhoun, & H. E. Adams (Eds.). (1980). *Handbook of clinical behavior therapy*. New York: John Wiley and Sons.

PUBLICATIONS (CONTINUED):

- (5) Gelfand, D., Jenson, W., & Drew, C. (1983). *Understanding children's behavior disorders*. New York: Holt, Rinehart and Winston.
- (6) Kauffman, James M. (1989). *Characteristics of behavior disorders of children and youth* (4th ed.). Columbus, Ohio: Merrill-McMillan.
- (7) Kauffman, James M. (1993). *Characteristics of emotional and behavioral disorders of children and youth* (5th ed.). Columbus, Ohio: Merrill-McMillan.

Lovaas, O. I., Schreibman, L., & Koegel, R. L. (1974). A behavior modification approach to the treatment of autistic children. *Journal of Autism and Childhood Schizophrenia*, 4, 111-129.

This study is also reprinted in:

Schopler, E., & Reichler, R. (Eds.). (1976). *Psychopathology and Child Development, Research and Treatment*. New York: Plenum Press.

1975

Schreibman, L., & Koegel, R. L. (1975). Autism: A defeatable horror. Invited article for *Psychology Today*, 8, March, 61-67.

Schreibman, L., & Koegel, R. L. (1975). A Christmas tree for Kristin. Invited article for *Psychology Today*, 8, March, 67.

The above two articles are also reprinted in:

- (1) Whitten, J. (Ed.). (1977). *Readings in abnormal psychology*. New York: Harper & Row.
- (2) *Psychology Today* (1976). Great Britain.
- (3) Psychologie Heute (1976). West Germany.
- (4) *Readings in Human Development* (1976). Guilford, Connecticut: Dushkin Publishing.

- (5) *Readings in Behavior Modification* (1978). Guilford, Connecticut: Special Learning Corporation.
- (6) *Readings in Psychology Today, 4th Ed.* (1978). New York: Random House, Inc.
- (7) *Psicologia Contemporanea* (1978). Florence, Italy.

PUBLICATIONS (CONTINUED):

- (8) B. Lahey & A. Ciminero (Eds.). (1982). *Maladaptive behavior: An introduction to abnormal psychology*. Glenview, Illinois: Scott, Foresman and Co.

Rincover, A., & Koegel, R. L. (1975). Setting generality and stimulus control in autistic children. *Journal of Applied Behavior Analysis*, 8, 235-246.

This article is also reprinted in:

Weiner, R. (Ed.). (1978). *Readings in behavior modification*. New York: MSS Corp.

Koegel, R. L. The Santa Barbara Autism Project: Parent and Teacher Training. *Proceedings of the 1975 Annual Convention of the National Society for Autistic Children*. San Diego, California.

1976

Koegel, R. L., & Rincover, A. (1976). Some detrimental effects of using extra stimuli for guiding responding in autistic and normal children. *Journal of Abnormal Child Psychology*, 4, 59-71.

Koegel, R. L., & Schreibman, L. (1976). Identification of consistent responding to auditory stimuli in a functionally "deaf" autistic child. *Journal of Autism and Childhood Schizophrenia*, 2, 147-156.

1977

Koegel, R. L., Russo, D. C., & Rincover, A. (1977). Assessing and training teachers in the generalized use of behavior modification with autistic children. *Journal of Applied Behavior Analysis*, 10, 197-205.

Koegel, R. L., & Rincover, A. (1977). Research on the difference between generalization and maintenance in extra therapy responding. *Journal of Applied Behavior Analysis*, 10, 1-12.

Portions of this article are also reprinted in:

Cooper, J. O., Heron, T. E., & Heward, W. L. (Eds.). (1987). *Applied Behavior Analysis*. Ohio: Charles E. Merrill Publishing Co.

Russo, D. C., & Koegel, R. L. (1977). A method for integrating an autistic child into a normal public school classroom. *Journal of Applied Behavior Analysis*, 10, 579-590.

This study is also reprinted in:

(1) J. L. Thomas & C. H. Thomas (Eds.). (1980). *Special Programs for Special Children*. Phoenix: The Oryx Press.

PUBLICATIONS (CONTINUED):

(2) S. Stainback & W. Stainback (Eds.). (1982). *Serious Emotional Disturbances: Trends and Programming Considerations*. New York: Grune & Stratton.

(3) W. L. Heward (Ed.), *Exceptional Children* (2nd ed.). New York: Charles E. Merrill Publishing Company.

Rincover, A., & Koegel, R. L. (1977). Classroom treatment of autistic children: II Individualized instruction in a group. *Journal of Abnormal Child Psychology*, 5, 113-126.

Rincover, A., Newsom, C., Lovaas, O. I., & Koegel, R. L. (1977). Some motivational properties of sensory stimulation in psychotic children. *Journal of Experimental Child Psychology*, 24, 312-323.

Koegel, R. L., & Schreibman, L. (1977). Teaching autistic children to respond to simultaneous multiple cues. *Journal of Experimental Child Psychology*, 24, 299-311.

Rincover, A., & Koegel, R. L. (1977). Research on the education of autistic children: Recent advances and future directions. In B. B. Lahey, and A. E. Kazdin (Eds.), *Advances in Clinical Child Psychology*, 1. New York: Grune and Stratton, 329-359.

Koegel, R. L., & Felsenfeld, E. (1977). Sensory deprivation. In S. Gerber (Ed.), *Audiometry in infancy*. New York: Grune and Stratton, 247-262.

Lovaas, O. I., Varni, J., Koegel, R. L., & Lorsch, N. (1977). Some observations on the non-extinguishability of children's speech. *Child Development*, 48, 1121-1127.

Schreibman, L., Koegel, R. L., & Craig, M. S. (1977). Reducing stimulus overselectivity in autistic children. *Journal of Abnormal Child Psychology*, 5, 425-436.

1978

Russo, D. C., Koegel, R. L., & Lovaas, O. I. (1978). Human vs. automated instruction of autistic children. *Journal of Abnormal Child Psychology*, 6, 189-201.

Koegel, R. L., Glahn, T. J., & Nieminen, G. S. (1978). Generalization of parent-training results. *Journal of Applied Behavior Analysis*, 11, 95-109.

This study is also reprinted in:

Giornale Italino di Analisie Modificazione del Comportamento (Italian Journal of Behavior Analysis and Modification).

Koegel, R. L., & Lovaas, O. I. (1978). Stimulus overselectivity. *Journal of Abnormal Psychology*, 87, 563-565.

PUBLICATIONS (CONTINUED):

Rincover, A., Koegel, R. L., & Russo, D. C. (1978). Some recent behavioral research on the education of autistic children. *Education and Treatment of Children*, 1, 31-45.

1979

Applebaum, E., Egel, A. L., Koegel, R. L., & Imhoff, B. (1979). Measuring musical abilities of autistic children. *Journal of Autism and Developmental Disorders*, 9, 279-285.

Varni, J., Lovaas, O. I., Koegel, R. L., & Everett, N. L. (1979). An analysis of observational learning in autistic and normal children. *Journal of Abnormal Child Psychology*, 7, 31-43.

Dunlap, G., Koegel, R. L., & Egel, A. L. (1979). Autistic children in school. *Exceptional Children*, 45, 552-558.

This study is also reprinted in:

- (1) Smith, D. (Ed.). *Readings in the classroom teacher and the special child*. Guilford, Connecticut: Special Learning Corporation.
- (2) Stainback, S., & Stainback, W. (Eds.). (1982). *Serious Emotional Disturbances: Trends and Programming Considerations*. New York: Grune & Stratton.

Koegel, R. L., Schreibman, L., Britten, K., & Laitinen, R. (1979). The effect of reinforcement schedule on stimulus overselectivity in autistic children. *Journal of Autism and Developmental Disorders*, 2, 383-397.

Koegel, R. L., & Schreibman, L. (1979). Research in autism: Parent intervention. *International Journal of Rehabilitation Research*, 2, 407.

Koegel, R. L., & Egel, A. L. (1979). Motivating autistic children. *Journal of Abnormal Psychology*, 88, 4118-4126.

Lovaas, O. I., Koegel, R. L., & Schreibman, L. (1979). Stimulus overselectivity and autism: A review of research. *Psychological Bulletin*, 86, 1236-1254.

1980

Schreibman, L., & Koegel, R. L. (1980). A guideline for planning behavior modification programs for autistic children. In S. M. Turner, K. S. Calhoun, & H. E. Adams (Eds.), *Handbook of clinical behavior therapy*. New York: John Wiley & Sons.

Dunlap, G., & Koegel, R. L. (1980). Motivating autistic children through stimulus variation. *Journal of Applied Behavior Analysis*, 13, 619-627.

PUBLICATIONS (CONTINUED):

Dunlap, G., & Koegel, R. L. (1980). Programming the delivery of instructions for autistic children. In E. Sontag, B. Wilcox, & A. Thompson (Eds.), *Critical issues in education autistic children and youth*. Publication of the Department of Health, Education, & Welfare. Washington, D. C.: Office of Education.

Egel, A. L., Koegel, R. L., & Schreibman, L. (1980). Review of educational-treatment procedures for autistic children. In L. Mann & D. Sabatino (Eds.), *Fourth Review of Special Education*. New York: Grune & Stratton.

Koegel, R. L., Dunlap, G., & Dyer, K. (1980). Intertrial interval duration and learning in autistic children. *Journal of Applied Behavior Analysis*, 13, 91-93.

Koegel, R. L., Egel, A. L., & Dunlap, G. (1980). Learning characteristics of autistic children. In W. Sailor, B. Wilcox, & L. Brown (Eds.), *Methods of instruction with severely handicapped students*. Baltimore: Brooks Publishers.

Portions of this study are also reprinted in:

O'Connell-Mason, C. (1982). *Assessment of moderately and severely handicapped learners*. Columbus: Charles E. Merrill.

Koegel, R. L., & Williams, J. (1980). Direct vs. indirect response-reinforcer relationships in teaching autistic children. *Journal of Abnormal Child Psychology*, 4, 537-547

Koegel, R. L., Egel, A. L., & Williams J. (1980). Behavioral contrast and generalization across settings in treatment of autistic children. *Journal of Experimental Child Psychology*, 30, 422-437.

1981

Dunlap, G., Koegel, R. L., & Burke, J. C. (1981). Educational implications of stimulus overselectivity in autistic children. *Exceptional Education Quarterly*, 2, 37-49.

Egel, A. L., Richman, G., & Koegel, R. L. (1981). Normal peer models and autistic children's learning. *Journal of Applied Behavior Analysis*, 14, 3-12.

Wetherby, A., Koegel, R. L., & Mendel, M. (1981). Central auditory nervous system dysfunction in echolalic autistic individuals. *Journal of Speech and Hearing Research*, 24, 420-429.

This study is also reprinted in:

Arnst and Katz, (Eds.). (1982). *Central Auditory Assessment: The SSW Test Development and Clinical Use*. San Diego: College Hill Press.

PUBLICATIONS (CONTINUED):

Koegel, R. L., & Dunlap, G. (1981). Descriptions of families in a large research project. A review of parents and children in autism, by Marian K. DeMyer, *Merrill-Palmer Quarterly*, 27, 69-77.

Williams, J. A., Koegel, R. L., & Egel, A. L. (1981). Response-reinforcer relationships and improved learning in autistic children. *Journal of Applied Behavior Analysis*, 14, 53-60.

Portions of the above article were reprinted in:

Kerr, M. M. (Ed.), *Behavior problems of children and youth: Classroom management strategies*. Columbus: Charles E. Merrill.

Koegel, R. L., Dunlap, G., Richman, G., & Dyer, K. (1981): The use of specific orienting cues for teaching discrimination tasks. *Analysis and Intervention in Developmental Disabilities*, 1, 187-198.

Portions of this study are also reprinted in:

Rusch, F. R., & Greenwood, C. (1988). *Application of Behavioral Analysis to Special Education Populations*. New York: Pergamon Press.

Schreibman, L., Koegel, R. L., Mills, J. I., & Burke, J. C. (1981). Social validation of behavior therapy with autistic children. *Behavior Therapy*, 12, 610-624.

1982

Schreibman, L., Charlop, M. H., & Koegel, R. L. (1982). Teaching autistic children to use extra stimulus prompts. *Journal of Experimental Child Psychology*, 33, 475-491.

Koegel, R. L., Rincover, A., & Egel, A. L. (Eds.). (1982). *Educating and understanding autistic children*. San Diego: College Hill Press.

This work is also translated to Japanese and published by Iwasaki Gakujutsu Shuppan, Ltd., Tokyo, Japan.

Koegel, R. L., & Schreibman, L. (Eds.). (1982). *How to teach autistic and other severely handicapped children*. Lawrence, Kansas: H & H Enterprises, Inc.

Reprinted 1991 - *Comment enseigner aux enfants autistiques ou sévèrement handicapés*. Quebec, Canada: GREDD.

Koegel, R. L. (1982). *How to integrate autistic and other severely handicapped children into a classroom*. Lawrence, Kansas: H & H Enterprises, Inc.

PUBLICATIONS (CONTINUED):

Kern, L., Koegel, R. L., Dyer, K., Blew, P. A., & Fenton, L. R. (1982). The effects of physical exercise on self-stimulation and appropriate responding in autistic children. *Journal of Autism and Developmental Disorders*, 4, 399-419.

Schreibman, L., & Koegel, R. L. (1982). Multiple cue responding in autistic children. In J. Steffen & P. Karoly (Eds.), *Advances in child behavioral analysis and therapy, Vol. II: Autism and severe psychopathology*. Lexington, Massachusetts: D. C. Heath & Co.

Schreibman, L., Koegel, R. L., Charlop, M., & Egel, A. L. (1982). Autism. In A. S. Bellack, M. Hersen, & A. E. Kazdin (Eds.), *International handbook of behavior modification and therapy*, 2, New York: Plenum Press.

1983

Schreibman, L., O'Neill, R. E., & Koegel, R. L. (1983). Behavioral training for siblings of autistic children. *Journal of Applied Behavior Analysis*, 16, 129-138.

This study is also reprinted in:

E. W. Bell (Ed.). (1986). *Autism: A Reference Book*. Special education series. New York: Longman, Inc.

Koegel, R. L., Schreibman, L., O'Neill, R. E., & Burke, J. C. (1983). Personality and family interaction characteristics of parents of autistic children. *Journal of Consulting and Clinical Psychology*, 16, 683-692.

This study is also abstracted in:

Inventory of Marriage and Family Literature. (1984). Vol. X. Beverly Hills, California: Sage Publications.

Dunlap, G., Dyer, K., & Koegel, R. L. (1983). Autistic self-stimulation and intertrial interval duration. *American Journal of Mental Deficiency*, 2, 194-202.

1984

Dunlap, G., Koegel, R. L., & Kern, L. (1984). Continuity of treatment: Toilet training in multiple community settings. *Journal of the Association for the Severely Handicapped*, 2, 134-141.

Kern, L., Koegel, R. L., & Dunlap, G. (1984). The influence of vigorous vs. mild exercise on autistic stereotyped responding. *Journal of Autism and Developmental Disorders*, 14, 57-67.

PUBLICATIONS (CONTINUED):

Koegel, R. L., Burke, J. C., O'Neill, R. E., & Johnson, J. (1984). Preparing public school teachers for client transition. In W. P. Christian, G. T. Hannah, & T. J. Glahn (Eds.), *Programming effective human services*. New York: Plenum Press.

Koegel, R. L., Schreibman, L., Johnson, J., O'Neill, R. E., & Dunlap, G. (1984). Collateral effects of parent-training on families with autistic children. In R. F. Dangel & R. A. Polster (Eds.), *Behavioral parent-training: Issues in research and practice*. New York: Guilford Press.

Schreibman, L., Koegel, R. L., Mills, D. L., & Burke, J. C. (1984). Training parent-child interactions. In E. Schopler & G. Mesibov (Eds.), *Issues in autism Volume III, The effects of autism on the family*. New York: Plenum Press.

Schreibman, L., Koegel, R. L., & Mills, D. L. (1984). L'interazione tra genitori e figlio autistico: l'intervento ecologico-comportamentale (Parent training for families of autistic children) *Handicap e disabilita: di apprendimento. Educational Psychology of Handicaps and Learning Disabilities*, 2, 38-46.

1985

Dunlap, G., Koegel, R. L., & O'Neill, R. E. (1985). Pervasive developmental disorders. In P. H. Bornstein & A. E. Kazdin (Eds.), *Handbook of clinical behavior therapy with children*. Homewood, Illinois: Dow Jones-Irwin.

Koegel, R. L., & Mentis, M. (1985). Motivation in childhood autism: Can they or won't they? *The Journal of Child Psychology & Psychiatry*, 26, 185-191.

1986

- Koegel, L. K., & Koegel, R. L. (1986). The effects of interspersed maintenance tasks on academic performance and motivation in a severe childhood stroke victim. *Journal of Applied Behavior Analysis*, 19, 425-430.
- Koegel, L. K., Koegel, R. L., & Ingham, J. C. (1986). Programming rapid generalization of correct articulation through self-monitoring procedures. *Journal of Speech and Hearing Disorders*, 51, 24-32.
- Koegel, R. L., & Koegel, L. K. (1986). Promoting generalized treatment gains through direct instruction of self-monitoring skills. *Direct Instruction News*, 5, 13-15.
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- (2) *Insegnare all Handicappato* (1989). 3, 211-222. Italy.
- (3) Kauffman, J. M. (1993). *Characteristics of emotional and behavioral disorders of children and youth* (5th Ed.). Columbus, Ohio: Merrill-McMillan.

- (4) Hallahan, D. P., & Kauffman, J. M. (1994). *Exceptional children, 6th edition*. Boston, Massachusetts: Allyn & Bacon.

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Koegel, L. K., Koegel, R. L., Nefdt, N., Fredeen, R. M., Klein, E., & Bruinsma, Y. (2006). First S.T.E.P: A model for the early identification of children with autism spectrum disorders. *Journal of Positive Behavior Interventions*, 7, 247-252.

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Koegel, R.L., Shirotova, L., & Koegel, L.K. (in press) Brief Report: Using Individualized Orienting Cues to Facilitate First-Word Acquisition in Non-Responders with Autism. *Journal of Autism and Developmental Disorders*.

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PRESENTATIONS:

<u>DATE</u>	<u>TITLE</u>	<u>PRESENTED TO</u>
1971	Behavior modification with autistic children	St. Jean De Dieu Behavior Modification Workshop, Montreal, Canada.
	Ethics in behavior modification	Camarillo Behavior Modification Conference, Camarillo, California.
1972	Prediction of maintenance of behavioral change	Annual Iowa Conference on Current Concerns in Clinical Psychology, University of Iowa, Iowa City, Iowa.
1973	Identifying autistic children in the schools	Colorado Association for Children with Learning Disorders, Denver, Colorado.
	Classroom treatment of autistic children	Colorado Society for Autistic Children, Denver, Colorado.
	Current research on autism	Western Psychological Association, Anaheim, California.
	A behavior modification approach to the treatment of autistic children (with Ivar Lovaas and Laura Schreibman)	First International Kanner Colloquium on Childhood Disorders and Treatment, University of North Carolina, Chapel Hill, North Carolina.
1974	Current research on autism	Western Psychological Association, San Francisco, California.
	Learning deficits in autistic children	American Psychological Association, New Orleans, Louisiana.
	Current research on punishment	American Psychological Association, New Orleans, Louisiana.
1975	The Santa Barbara autism project: Parent and teacher training	National Society for Autistic Children, San Diego, California.
	The generalization and maintenance of behavior change	American Association for the Advancement of Behavior Therapy, San Francisco, California.
1976	A research-based model for the education of autistic children	1976 Annual International Conference on Autism, St. Gallen, Switzerland.
	A contrast dimension in generalization across settings	American Psychological Association, Washington, D.C.

1977	An analysis of autistic overselectivity over time	American Psychological Association, San Francisco, California.
1978	Motivating autistic children	Annual Conference on Humanistic Concerns in Behavior Modification, Las Vegas, Nevada.
1979	Research on the education of autistic children	International Association of Behavior Analysis (ABA), Detroit, Michigan.
	The social validation of behavior therapy with autistic children	Association for Advancement of Behavior Therapy, San Francisco, California.
1980	Programming the delivery of instructions for autistic children	Department of Health, Education and Welfare: Office of Education, Washington, D.C.
	The use of constant vs. varied tasks in teaching autistic children	Annual Conference on Humanistic Concerns in Behavior Modification, Las Vegas, Nevada.
	Generalization of parent-training: A comparison with direct clinic treatment	Annual Conference on Humanistic Concerns in Behavior Modification, Las Vegas, Nevada.
	Teaching autistic children to respond to relevant cues	Annual Conference on Humanistic Concerns in Behavior Modification, Las Vegas, Nevada.
	Research on the education of autistic children	Annual Conference of The Association for the Severely Handicapped, Los Angeles, California.
	Workshop 20: Grant proposals in behavior therapy: Applicant, reviewer, and federal perspectives	Association for Advancement of Behavior Therapy 14th Annual Convention, New York, New York.
	Teaching autistic children to use extra-stimulus prompts	Association for Advancement of Behavior Therapy 14th Annual Convention, New York, New York.
1981	Educational research with autistic children	Society for Research in Child Development, Boston, Massachusetts.
	Behavior modification and the education of autistic children	First International Symposium on Applied Behavior Analysis in Education, Mexico City, Mexico.

	Special issues in parent training for families with autistic children	The Eleventh Annual International Symposium on Behavior Modification, Lima, Peru
	The differential effects of two methods of promoting speech in non-verbal autistic children	American Speech-Language-Hearing Association, Los Angeles, California.
	Behavioral training for siblings of autistic children	American Speech-Language-Hearing Association, Los Angeles, California.
	The effects of physical exercise on self-stimulation in autistic children	American Speech-Language-Hearing Association, Los Angeles, California.
	Generalization of parent training	American Speech-Language-Hearing Association, Los Angeles, California.
	Collateral effects of parent training	First Annual Conference on Parent Training, Dallas, Texas.
1982	Utilizing parents to promote generalization of learned skills by autistic children	Association for Behavior Analysis, Milwaukee, Wisconsin.
	The relationship of stimulus overselectivity to autistic children's responsiveness and incidental learning	Association for Behavior Analysis, Milwaukee, Wisconsin.
	A comparison of two methods used to promote speech and language with non-verbal autistic children	Association for Behavior Analysis, Milwaukee, Wisconsin.
	Promoting autistic children's appropriate interactions with untrained individuals	Association for Behavior Analysis, Milwaukee, Wisconsin.
	Recent research on community based treatment for autistic children	The Association for the Severely Handicapped, Denver, Colorado.
	Programming continuity for the community based treatment of severely handicapped children	16th Annual Association for Advancement of Behavior Therapy, Los Angeles, California.
1983	Pivotal responses related to generalization	American Psychological Association, Anaheim, California.
1984	Motivating autistic and other severely handicapped children to learn	Camarillo Conference on Behavior Analysis and Treatment, Camarillo,

		California.
	Programming rapid generalization of speech gains through self-monitoring procedures	92nd Annual Convention of the American Psychological Association, Toronto, Ontario, Canada.
	Motivating autistic children to overcome their handicaps	Anchorage, Alaska
1985	Instructional variation: Effects on the academic performance of learning handicapped student	Association for Behavior Analysis (ABA), Columbus, Ohio.
	The use of self-monitoring procedures to promote generalization of speech and language	American Speech-Language-Hearing Association, Washington, D.C.
1986	Educating and understanding autistic children	Idaho Autism Association, Twin Falls, Idaho.
	Motivating generalized language use	Association for Behavior Analysis (ABA), Milwaukee, Wisconsin.
	Generalized responsivity and pivotal behavior	Marshall University, Huntington, West Virginia.
1987	A natural language teaching paradigm for autistic children	Association for Behavior Analysis (ABA), Nashville, Tennessee.
	The reduction of autistic social avoidance behavior through the use of child-preferred activities	Association for the Advancement of Behavior Therapy, Boston, Massachusetts.
	Integration: Successes and failures	Idaho Autism Association, Twin Falls, Idaho.
1988	Training parents and teachers in the teaching of pivotal behaviors	Association for Behavior Analysis (ABA), Philadelphia, Pennsylvania.
1989	Motivation	Communication Disorders Symposium, California State University at Fresno.
	Motivating language use	Autism Society of America, Seattle, Washington.
	Self-management to decrease disruptive behavior	The Association for the Severely Handicapped, San Francisco, California.

1990	The communication/behavior link	Idaho Autism Association, Twin Falls, Idaho.
	Motivating children to learn	Ventura County Society for Autistic Children, Ventura, California.
1991	Self-management of responsivity and reduction of problem behavior	The Association for Behavior Analysis (ABA) Conference, Atlanta, Georgia.
	Using instruction to reduce severe problem behavior: Practical research	American Psychological Association, San Francisco, California.
	Behavior management of the emotionally disturbed child	Ray E. Hosford Clinic, University of California, Santa Barbara.
1992	Nonaversive behavior management for difficult to manage students	Ventura County Association of School Psychologists, Ventura, California.
	Strategies for integrating children with autism into school and community settings	The Association for Behavior Analysis (ABA) Conference, San Francisco, California.
	Treatment programs for children with autism in full inclusion settings	The Association for the Severely Handicapped, San Francisco, California.
	Conversational approaches to language intervention: Issues and examples	American Speech, Language and Hearing Association, San Antonio, Texas.
1993	Reducing severe behavior problems through social communication treatment	The Association for Behavior Analysis Annual Convention, Chicago, Illinois.
	Naturalistic treatment for disruptive behavior in autism and other disabilities with speech intelligibility problems	American Speech, Language and Hearing Association, Anaheim, California.
	The self-management of social behavior in autism	The Association for Advancement of Behavior Therapy, Atlanta, Georgia.
	Behavior paradigms and parenting stress	The Association for Advancement of Behavior Therapy, Atlanta, Georgia.
	Integrating speech intelligibility into naturalistic language teaching for children with speech and language disabilities	The Division for Early Childhood of the Council for Exceptional Children Annual Convention, San Diego, California.
1994	Parent education programs to improve responsivity of children with autism	The Northern California Association for Behavior Analysis, Oakland, California.

	Language intervention with autism: Teaching parents to improve child initiations	The Northern California Association for Behavior Analysis, Oakland, California.
	Autism: Intervention and issues related to socialization, language, disruptive behaviors and family	The Association for Behavior Analysis Conference, Atlanta, Georgia.
	Teaching social self-initiated language learning to children with autism through parent education	American Psychological Association, Los Angeles, California.
	Treatment techniques for children with autism	University of Washington, Seattle, Washington.
	Assessment and treatment of autism	American Speech, Language and Hearing Association.
	Autism	Ventura County Schools, Ventura, California.
1995	Autism	Ventura County Schools, Special Education Local Plan Area, Ventura, California.
	Parent education: Positive collateral effects	Pacific Rim Conference, Honolulu, Hawaii.
	Family interactions and functional analysis	The Northern California Association for Behavior Analysis, Oakland, California.
	Parent-professional collaboration in the treatment of autism	The Northern California Association for Behavior Analysis, Oakland, California.
	Naturalistic speech-intelligibility teaching for children with autism and severe disabilities	Annual Convention of the Council for Exceptional Children, Indianapolis, Indiana.
	Intervention for autism	Monterey County Schools, Salinas, California.
	Classroom treatment for autism	Santa Barbara Service Provider Consortium, Santa Maria, California.
	Intervention for autism	Stockton Service Provider Consortium, Stockton, California.

1996	Intervention for autism	Developmental Disability Area Board II, Chico, California.
	School and family based intervention for autism	Contra Costa Schools, Concord, California.
	Language intervention	Vanderbilt University, Nashville, Tennessee.
	Autism	Mauzy Schools, Contra Costa County, California.
	Language intervention	New York State Association for Behavior Analysis, Buffalo, New York.
	Intensive early intervention for autism	Families for Early Autism Treatment, Sacramento, California.
1997	Coordination of teaching methods for children with autism	The Association for Persons with Severe Handicaps, Boston, Massachusetts.
	Individualized parent education programs for families living in distant areas	The Association for Persons with Severe Handicaps, Boston, Massachusetts.
	Increasing the social behavior of young children with autism using their obsessions	The Association for Persons with Severe Handicaps, Boston, Massachusetts.
	Support for children with developmental disabilities in full inclusion classrooms through self-management	The Association for Persons with Severe Handicaps, Boston, Massachusetts.
	Motivating language use in children with autism	California Speech, Language, & Hearing Association, Sacramento, California.
	Intervention for autism	International Congress for Disability Intervention, Mexico City, Mexico.
	Intensive early intervention for autism	New York Consortium of Preschools Developmental Services, Syracuse, New York.
	Family-based intensive intervention for autism	Families for Education of Children with Autism, White Plains, New York.
	Coordinated services for autism intervention	Michigan Department of Education, Detroit, Michigan.

	Motivation in childhood autism	Children's Hospital Developmental Services, Pittsburgh, Pennsylvania.
	Interventions for people with autism	Texas Association for Behavior Analysis, Houston, Texas.
	Motivation and autism	New York Autism Association, Albany, New York.
1998	Educational intervention for autism	Moorpark School District, California.
	Early intervention for autism	University of Nebraska, Omaha, Nebraska.
	Motivation and pivotal responses	American Association for Mental Retardation, Nebraska.
	Social behavior and motivation	Illinois Autism Society, Chicago, Illinois.
	Autism	Syracuse University, Syracuse, New York.
1999	Motivating children with autism (Keynote Address)	Kern County Schools, Bakersfield, California.
	Autism	Bakersfield Unified School District, Bakersfield, California.
	Autism (Keynote Address)	State Department of Education, St. Louis, Missouri.
	Motivating children with autism	Autism Society of America - Los Angeles, Los Angeles, California.
	Motivation in autism (Keynote Address)	Autism 2000 - UCSB Fundraiser, Santa Barbara, California.
	Assessment of children with autism	Ventura County Schools, Ventura, California.
	Autism: Strategies to improve social skills for home, school, and community	New York Autism Network, Albany, New York.
2000	Improving social skills and independence in individuals with autism	Conejo Unified School District.
	Interventions for autism	Portland Public Schools, Portland, Oregon.

	Motivating children with autism	Nevada Autism Society, Reno, Nevada.
	Teaching children with autism	Palos Verdes Unified School District.
	Motivating children with autism: Strategies for parents and professionals	Pennsylvania Autism Society, Wyomissing, Pennsylvania.
	Pivotal behaviors for children with autism	Washington Autism Society, Wenatchee, Washington.
	Keynote Address	The Autism Society of America, Annual Convention, Atlanta, Georgia.
	Pivotal behaviors for children with autism	Penn State University, University Park, Pennsylvania.
	Autism	Palmdale School District, Palmdale, California.
	Pivotal behaviors for children with autism	Communication Learning Conference, Seattle, Washington.
2001	Improving communication, decreasing behavior problems, and increasing socialization in children with autism	International Autism Summit, Phoenix, Arizona.
	Motivation as a pivotal response for overcoming disabilities	Emory University, Atlanta, Georgia.
	Comprehensive behavioral intervention and support programs for children with disabilities and their families	Association for Behavior Analysis 2001, New Orleans, Louisiana.
	Pivotal responses and autism	University of Vermont, Burlington, Vermont.
2002	Treatment for children with autism	Montreal, Canada
	Pivotal response intervention	Wisconsin Society for Autism
	Pivotal response intervention	TASH Teleconference
	Pivotal response intervention	Harbor Regional Center
	Presentation: Pivotal response interventions	Autism Society of Long Beach, Orange County, and San Gabriel

2003	Keynote Address: Motivating children with autism	The California Association for Behavior Analysis
	Autism	Positive Behavior Support Conference, Tampa, Florida
	Pivotal response teaching	Spokane, Washington
2004	Autism	University of Washington, Seattle, Washington
	Autism	University of New Mexico, Albuquerque, New Mexico
	Keynote Address	Center for ASD, Long Beach, California
	Autism	Autism Society of Chicago, Chicago, Illinois
	Autism	Association for Behavior Analysis 2004 Convention, Boston, Massachusetts
	Using pivotal responses and positive behavior support to change symptoms of autism	Autism Society of America 35 th National Conference, Seattle, Washington
2005	Autism	Bucks County Autism Society, Bucks County, Pennsylvania
	Keynote Address	Orange County Department of Education, Orange County, California
	Autism	Southwest Autism Research & Resource Center, Phoenix, Arizona
	Autism	Minnesota Autism Conference, St. Paul, Minnesota
2006	Keynote Speech: Pivotal Response Treatment PRT Training	Autism Society of Georgia, Atlanta, Georgia
	Strengthening our Roots	Best Practices in Autism Treatment and Methodologies Conference, San Jose, California
		Indiana Resource Center for Autism, Indianapolis, Indiana
2007	Evidence-Based Practices for Young Children with ASD	Jumpstart: Learning to Learn, San Mateo, California
	Autism Today	Calgary, Alberta, Canada
	Autism Affinity Lecture Series: Pivotal	UCLA Center for Autism Research and

	Response Treatment	Treatment, Los Angeles, California
	Pivotal Response Treatment	World Conference on Autism, Autism Resource and Education Center, Sweden
2008	Keynote Speech and PRT Training	Center for Autism and Related Disabilities Conference, Orlando, Florida
	Pivotal Response Treatment	Bermuda Autism Society for Support and Education, Bermuda
	Pivotal Response Treatment	Howard County Autism Conference, Columbia, Maryland
	Characteristics of ASD: Early Identification and Behavior Modification Workshop on Pivotal Response Treatment	American Psychological Association Convention, Boston, Massachusetts
	Pivotal Response Treatment	East Hawaii Regional Special Education, Hilo, Hawaii
	Pivotal Response Treatment	2 nd Annual Autism Conference, Florida Institute of Technology, Melbourne, Florida
2009	Pivotal Response Treatment	Autism Conference for Association for Behavior Analysis International, Jacksonville, Florida
	Using Motivational Orienting Cues to Facilitate First-Word Acquisition in Non-Responders with Autism	Association for Behavior Analysis International Convention, Phoenix, Arizona
	Pivotal Response Intervention for Autism	Autism Society of Vermont, South Burlington, Vermont

PUBLIC RELATIONS:

The results of the autism classroom research referenced above have:

1. appeared in numerous daily newspapers in the United States, including most California newspapers, The Denver Post, The Washington Post, The Boston Globe, etc.;
2. appeared on both locally and nationally released documentaries prepared for the CBS, ABC, NBC and PBS television networks;
3. appeared in news reports prepared for over 100 major television stations in the United States;
4. been selected by 22 State Departments of Education as an official model to be replicated in public schools throughout the United States.
5. Selected by the National Academy of Sciences as a Model Comprehensive Program for Autism Intervention

Federal Research Policy Development

I was commissioned by Congress, through the National Academy of Sciences, to write the Federal Funding Priorities in the area of Child Mental Health for the United States of America. My document, and ten priority funding areas, were accepted by both Congress and the President of the United States, and have become official federal policy.