

MEGAN KUNZE, PhD, BCBA-D, LBA

Assistant Research Professor

Associate Director of the Center on Brain Injury Research and Training

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UNIVERSITY AFFILIATIONS

- Center on Brain Injury Research and Training, Department of Psychology, College of Arts and Sciences, University of Oregon
- Early Intervention, Department of Special Education and Clinical Sciences, College of Education, University of Oregon
- Prevention Science Institute, University of Oregon

TEACHING AND RESEARCH INTERESTS

- Teaching interests include early intervention/early childhood special education, applied behavior analysis, and supporting diverse families of children with disabilities.
- Research interests include accessibility and impact of early diagnosis, professional preparation in Applied Behavior Analysis (ABA), and coaching of family-focused naturalistic interventions to best support young children with developmental delays. A significant focus of my research is on access to and adaptations of interventions to meet the individual, cultural, and linguistic needs of children with developmental differences and their families. Recent work has centered on developing and delivering coaching to caregivers via telehealth using parent-led interventions to decrease challenging behaviors.
- Single-case design (SCD) statistical analysis is an effective method for assessing the impact of educational interventions, and it is commonly used in my research. These analyses are particularly valuable when the goal is to understand individual responses, as they allow for direct observation and repeated measurements of outcomes. SCD effectively identifies the necessary dosage and strategies needed to influence behavior change in individuals and small groups. Once an intervention is deemed effective based on direct observation and repeated measurements, it can inform larger studies, such as randomized control trials. Additionally, I have experience in both qualitative and quantitative statistical analysis.

EDUCATION

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| 2020 | Doctor of Philosophy completed at the University of Oregon, June 2020, in Special Education. Dissertation title: <i>Coaching via telehealth: Caregiver-mediated intervention for young children on the waitlist for an autism diagnosis</i> . Chair: Dr. Wendy Machalicek. Funded: Project HEART: Heightened Excellence in Autism Research & Training Leadership Grant, United States Department of Education, Office of Special Education Programs, (PI: Wendy Machalicek, Ph.D., BCBA-D; Co-PIs: Kent McIntosh, Ph.D. and Laura Lee McIntyre, Ph.D., BCBA-D) |
| 2000 | Master of Arts completed at the University of Texas at Austin, December 2000, in Special Education-Early Intervention/Early Childhood. Thesis title: <i>Teachers' perception of ability to teach in early childhood special and general education programs</i> . Chair: Dr. Keith Turner. Funded: Early Childhood Special Education Low Incidence Personnel Preparation Grant, United States Department of Education, Office of Special Education Programs, (PI: Keith Turner, Ph.D.) |
| 1995 | Bachelor of Science completed at Ohio State University, June 1995, in Family and Human Development (Child Development). Advisor: Rebecca Kantor, Ph.D. |

CERTIFICATION AND LICENSURE

04/07/2024	IES Research Training Institute on Single-Case Research Design and Analysis Scholar
02-06/2024	Comprehensive Program for Adaptive Interventions Training in Education (CATIE) Fellow; Data Science for Dynamic Intervention Decision Making Center. IES Funded Training
2020–present	Licensed Behavior Analyst, State of Oregon
2020–present	Board-certified Behavior Analyst, Doctorate (BCBA-D) Behavior Analyst Certification Board
2013–2020	Board-certified Behavior Analyst (BCBA), Behavior Analyst Certification Board
2004–2013	Board-certified Associate Behavior Analyst (BCaBA), Behavior Analyst Certification Board
2019–present	Administration Certification for the Screening Tool for Autism in Toddlers and Young Children (STAT™), Certification ID: kunze04/2019
2018–present	Research Reliability on Autism Diagnostic Observation Schedule-2; Toddler and Modules 1-4, University of California, San Francisco
2002–2013	Child Development Associate/Army School Age Credential Representative & Advisor, Council for Early Childhood Professional Recognition

PROFESSIONAL EXPERIENCE

09/2025–present	Associate Director: Center on Brain Injury Research and Training, Department of Psychology, University of Oregon. I support the strategic and operational leadership of the research unit, working closely with the Director to advance the unit’s mission. This role involves overseeing research activities, managing staff and resources, fostering interdisciplinary collaboration, and ensuring compliance with institutional and funding agency policies. I lead and collaborate with other research professors in grant proposal development, stakeholder engagement and the dissemination of research findings.
08/2025–present	Fulbright Specialist: On the project “Transferring PCDI to Azerbaijan for Autism Care,” I work closely with the "Together and Healthy" Public Union to adapt and implement PCDI’s proven intervention models, including early intervention, educational programs for children, and adult life skills programs. I am helping to customize these models to fit the local context in Azerbaijan, ensuring that they are culturally appropriate and effective for the community. I am conducting needs assessments, developing tailored intervention strategies, and overseeing the initial implementation phases. I will also conduct an external audit of the ABA program implemented at the Autism Centers affiliated with the Union.
10/2022–present	Assistant Research Professor: Center on Brain Injury Research and Training, Department of Psychology, University of Oregon. This position is a career non-tenure track faculty position. I serve as primary, co-primary, or investigator on funded and unfunded research projects, managing workload, timelines, budgets, and institutional reviews. I supervise research assistants and student researchers and advise graduate students on fieldwork, projects, grant writing, and research duties. I teach Early Intervention courses in the Department of Special Education and Clinical Studies (SPECS), College of Education, where I serve on the Masters and Doctoral

- committees advising, participating in applicant reviews, and reviewing department policies.
- 10/2021–10/2022 **Research Associate:** Center on Brain Injury and Training, Department of Psychology, University of Oregon. The COVID-related Impact on Students and Parents (CRISP) Project; Tiered Online Training and Support (TOTS) Project.
- 09/2021–9/2022 **Switzer Fellow:** National Institute on Disability, Independent Living and Rehabilitation Fellowship grant, PI: PRRFCT Match parent training and coaching early intervention and parent training and coaching via telehealth for young children with DD. Grant # 90SFGE0033.
- 09/2020–present **Instructor:** Special Education and Clinical Sciences. I supervise and teach early intervention courses for graduate students pursuing licensing and master’s degrees in early intervention and early childhood special education.
- 09/2020–10/2021 **Postdoctoral Scholar:** Center on Brain Injury and Training, Department of Psychology, University of Oregon. Tiered Online Training and Support Project: Application of a Web-based Three-tiered Model. Funded by the National Institute on Disability, Independent Living and Rehabilitation Research Project. Supervisors: Laura Lee McIntyre, PhD, BCBA-D and Ann Glang, PhD.
- 01/2019–2023 **Behavior Analysis Subject Matter Expert:** Behavior Analyst Certification Board, Denver, CO. I met with various professionals from around the nation to review and discuss topics provided by the certification board about behavior analytic certification (e.g., writing and reviewing curriculum, reviewing ethical guidelines).
- 01/2019–08/2020 **Editorial Assistant:** *Developmental Neurorehabilitation Journal*. I reviewed manuscript submissions and chose editors and subject matter experts to review manuscripts for publication. Supervisor: Editor-in-Chief Wendy Machalicek, Ph.D., BCBA-D.
- 02/2013–06/2016 **Behavior Analyst:** Autism Community Network, San Antonio, TX. As a member of the Interdisciplinary Diagnostic Team, I conducted ADOS-2 assessments (skilled across all modules: toddler, 1, 2, and 3) and collaborated with a Developmental Pediatrician, Occupational Therapist, and Speech Language Pathologist to provide diagnoses based on the DSM-IV, DSM-V, CARS, and other assessment scales. I consulted with Head Start teachers and directors about the effectiveness of ABA techniques and best practices for supporting children with autism and behavioral challenges in preschool settings. I provided education and coaching for parents on how to respond effectively to their child’s challenging behavior using ABA strategies and led an 8-week course focused on parent empowerment. I was a member of the Community Outreach Team, and I identified businesses that offered services to autistic individuals in the community. I organized and conducted workshops on ABA and autism awareness for both parents and professionals.
- 12/2005–12/2016 **Behavior Analyst and Owner:** MK Behavioral Center, LLC, San Antonio, TX. I offered consulting services for professionals, parent mentoring, and coaching. My services included reviewing educational goals, analyzing programs, and creating placement plans for families with children who had autism and developmental disabilities. I provided ABA therapy for autistic children in clinical, school, and home settings. Additionally, I supervised behavior therapists and developed individualized programs for children with autism and other developmental delays.

- 03/2004–12/2005 **Program Director:** Treehouse Day Program for Children with Autism & Other Developmental Delays, San Antonio, TX. I oversaw individualized programming based on ABA principles, specifically using the ABLLS-R and VB-MAPP assessments, in a school setting for 24 children aged 2 to 13 who were diagnosed with autism or other developmental disabilities. I maintained a 3:1 staff-to-student ratio and conducted daily one-on-one intensive teaching sessions. Additionally, I managed a team of 10 teachers and assistant teachers, providing daily guidance, conducting quarterly reviews, and offering training opportunities. As part of an interdisciplinary team, I collaborated with occupational and speech therapists, as well as other behavior analysts. Professional Development: In 2005, I attended a five-day seminar on implementing FloorTime strategies by Weiner and Greenspan in Washington, DC. In 2004, I participated in a two-day seminar on Verbal Behavior led by Mark Sundberg in Houston, TX. In 2003, I attended a three-day seminar on Verbal Behavior presented by Vincent Carbone in Austin, TX.
- 08/2002–02/2004 **Training and Curriculum Specialist:** Child & Youth Services, 6th Area Support Group, Department of the Army, Stuttgart, Germany. I oversaw curriculum guidelines for all early education classrooms, including infant, toddler, and preschool programs. I managed professional training for more than 20 employees and provided observation, coaching, and guidance on best practices. I offered enhanced educational opportunities for teachers, management, and parents. I served as a member of the Child Abuse Recognition Assessment Team and the Internal Child Care Evaluation Team. Furthermore, I improved inclusive practices in six child development centers through the use of the Division of Early Childhood Recommended Practices Program Assessment. I led the Child Development Center through the re-accreditation process with the National Association for the Education of Young Children.
- 02/2002–07/2002 **Program Director:** Bright Beginnings, Brighton Early Childhood Intervention, San Antonio, TX. I was the director of an inclusive child development center that served 50 children and employed 20 staff members. I oversaw the daily operations of the curriculum and interactions, provided training opportunities for staff and families, implemented Individual Education Plans and Individual Family Service Plans, and managed the annual budget. I partnered with the Brighton Early Intervention Program.
- 09/2000–01/2002 **Child Development Specialist/Master Teacher:** Priscila Pond Flawn Laboratory School, Department of Human Development and Family Sciences, University of Texas at Austin. I created an inclusive and developmentally appropriate learning environment for 13 preschool-aged children and supervised undergraduate and graduate students as they fulfilled their degree requirements as student teachers in child development and early childhood education.
- 05/2000–12/2001 **Child Development and Special Education Consultant:** Austin Families Incorporated, Austin, TX. I provided on-site training and consultation to early childhood education programs on best practices and behavior strategies for working with young children and their families in inclusive settings.
- 12/1996–07/1999 **Training and Curriculum Specialist:** Child & Youth Services, 6th Area Support Group, Department of the Army, Stuttgart, Germany. I implemented and developed curriculum guidelines for all early education classrooms, including infant, toddler, and preschool levels. I managed professional training for all employees, providing observation, coaching, and guidance on best practices. I also provided educational opportunities for teachers, management, and parents. I successfully led the Child Development Center through its first accreditation with the National Association for

the Education of Young Children and served as a member of the Child Abuse Recognition Assessment Team and the Internal Child Care Evaluation Team. In 1997, I attended a 7-day Winter Institute on the Reggio Approach in Reggio Emilia, Italy.

12/1995–12/1996 **Lead Teacher:** Child & Youth Services, 6th Area Support Group, Department of the Army, Stuttgart, Germany. As the lead teacher of a mixed-age, inclusive classroom with 25 children, I oversaw a team of three teachers in developing an emergent curriculum, implementing a project-based approach, and ensuring developmentally appropriate practices. I was also a member of the Child Abuse Recognition Assessment Team and the Internal Child Care Evaluation Team.

TEACHING EXPERIENCE

2020–present	Instructor of Early Intervention/Early Childhood Special Education, Department of Special Education and Clinical Sciences, University of Oregon
2017–2021	Guest Lecturer, Department of Special Education and Clinical Sciences, University of Oregon
2017–2020	Graduate Research Assistant, Department of Special Education and Clinical Sciences, University of Oregon
2003–2004	Adjunct Instructor, Department of Child Development, University of Maryland-Europe Campus, Stuttgart, Germany
2001–2002	Adjunct Instructor, Department of Child Development, Austin Community College, Austin, TX
2000	Graduate Teaching Assistant, Department of Human Development and Family Sciences, University of Texas at Austin
1996–1998	Adjunct Instructor, Department of Early Childhood Education, Central Texas College, Europe Branch: Stuttgart, Germany

RESEARCH ACTIVITIES

22. **Application of a Web-based Three-tiered Model: Tiered Online Training and Support (TOTS) with Military and Attached Families.** I am the PI, University of Oregon. We adapted our TOTS parent training model to address the unique needs of military families. TOTS Military Deployment and Family Reunification (TOTS-MDFR) is a parent training program designed to support military families in managing child behavioral challenges associated with IDD. The program's specialized support is tailored to decrease the deployment and reunification challenges that military parents face, ultimately promoting psychologically resilient military families and strengthening community networks and support to reinforce the emotional ties among family members. In addition to the benefits derived from the research, Veteran and Military Behavioral Health-Oregon Health Authority and the families they support are benefiting by receiving training in an evidence-based, fully online parent-training program that provides an immediate intervention to support healthy military family-level factors and psychological resiliency. June 2024–present

21. **Alaska Traumatic Brain Injury Identification with Justice-involved Youth: A Validation Project.** I am a co-investigator, University of Oregon. This project seeks to validate a screening tool to identify the number of youths who are involved in the juvenile justice system and report suffering a head injury that could contribute to limited executive functioning ability. Implications for intervention rather than incarceration are hypothesized. June 2024–June 2025

20. **Promoting Reciprocal Relationships with Flexibility, Coaching, and Teaching-Spanish (PRRFCT Match-Spanish).** I am the PI, University of Oregon. PRRFCT Match-Spanish is a parent-mediated early intervention program that involves telehealth coaching by early career intervention specialists to increase flexible play behaviors in young children with intellectual disabilities that has been adapted and translated specifically for Spanish-speaking families. June 2024–present
19. **Implementation and Evaluation of the TBI System of Support for Kids.** I am the co-PI. We are developing a community driven TBI awareness system with school, family, medical, and legislative components throughout the state of Texas. Partnering with various community members our research team is developing caregiver and school curriculum to support prevention, intervention, and post-injury care for early education through high school aged students.. January 2024–present.
18. **Coach Fidelity and Behavior Change in Telehealth Parent Mediated Interventions.** I am the PI. This project analyzes the efficacy of coach training and the social validity of coach delivery of a parent-mediated early intervention program. 2023–present
17. **The COVID-related Impact on Students and Parents (CRISP) Project.** Laura Lee McIntyre is the PI, and I am a Research Associate. This National Institutes of Health–funded project follows families to learn more about the long-term impact of COVID-19 pandemic-related school closures on families (N=800). I am responsible for the recruitment, participant tracking, and data analysis of Kid Brain Network participants (n=112). 2022–present
16. **Promoting Reciprocal Relationships with Flexibility, Coaching, and Teaching (PRRFCT Match).** I was the PI. This parent-mediated early intervention program used telehealth coaching by early career intervention specialists to increase flexible play behaviors in young children with intellectual disabilities. September 2021–September 2023
15. **Observation of Play Screener: Home Edition (OOPS-HE) Autism Screening.** Robert Nickel, M.D. was the PI, and I was a Co-investigator, Oregon Health Science University. This pilot study determined the validity and inter-rater reliability of the OOPS-HE virtual play assessment, which we used as part of a virtual diagnostic evaluation of young children referred with suspected autism. We hypothesized that the OOPS: HE would accurately identify young children with autism and that the inter-rater reliability of the OOPS: HE would be high. We also hypothesized that ratings of videos of household routines created by families would show high agreement with the OOPS: HE. This study enrolled 50 children aged 12–36 months and their families. September 2020–September 2023
14. **Parent Modules Registered Behavior Technician (RBT) and ABA Training.** I created parent-friendly virtual training modules for use with their child with autism, with a focus on ABA technologies. The training modules count as credit toward RBT certification. January 2021–May 2023
13. **COVID-19 Parent and Provider Projects.** We conducted interviews to collect the perspectives of parents and early intervention service providers about (a) changes in service efficacy and quality, (b) modifications in access and delivery, (c) family engagement and capacity for change, and (d) availability of new support sources in response to the COVID-19 pandemic. May 2020–May 2021.
12. **Enhancing Parenting Skills: Application of a Web-based Three-tiered Model: Tiered Online Training and Support (TOTS).** Dr. Laura Lee McIntyre was the PI, University of Oregon. The intervention offers a sustainable system of tailored services and supports to meet families' needs. The TOTS model includes three tiers. Tier 1 comprises video-based training modules adapted from the evidence-based Incredible Years Parent Training Program. Tier 2 adds

synchronous coaching via telehealth to the Tier 1 content to increase positive parenting skills while reducing psychological stress and challenging child behaviors. Tier 3 adds individualized referrals to local specialists to the Tier 2 services. Assessments are embedded within the web-based tool to identify the intervention supports best suited to each family. We tested the model with families who have economic, social, and technological disadvantages so that our findings could have maximum impact. April 2020–October 2024

11. **Coaching via Telehealth: Caregiver-mediated Intervention for Young Children on the Waitlist for an Autism Diagnosis.** I was the PI, and this was my dissertation, University of Oregon. This study targeted autism symptomology (i.e., high-order restrictive and repetitive behaviors and interests) in toddlers by pairing caregivers with an early interventionist via telehealth. All families were considered under-served, under-resourced, or living in rural locations. Using a concurrent, multiple baseline design across participants, caregivers were coached in four early intervention evidence-based applied behavior analytic techniques to decrease inflexibility and increase flexible child behaviors during play sessions: modeling, prompting, differential reinforcement of appropriate behaviors, and response interruption and redirection. A visual analysis of the data combined with Tau-U revealed a strong basic effect between the intervention package and parent strategy use and child flexible and inflexible behavior. April 2019–June 2020
10. **Parental Sensitivity, Responsivity, and Theraplay.** Erin Kinnevy-Winnerstron was the PI, and I contributed to the methodology and data analysis, University of Oregon. March 2018–2019
9. **Kid Brain Network.** Laura Lee McIntyre was the PI, and I was a child assessor and research reliability trainer, University of Oregon. August 2018–2019
8. **Communication Disorders Student Research Project.** Heather Moore was the PI, and I participated in data analysis, University of Oregon. The evidence-based Caregiver-implemented Naturalistic Communication Intervention (CI-NCI) is for young children with communication delays. Although family-focused interventions, such as CI-NCI, are widely considered best practices, little is known about whether graduate students are adequately taught the skills needed to effectively implement them during their graduate programs. This study examined graduate student use, knowledge, and confidence in CI-NCI-related tasks after an 11-week interdisciplinary practicum program, as well as their satisfaction with the program. October 2017–2019
7. **Comparing Single-case Design Non-overlap Metrics and Visual Analysis Examining School-based Interventions for Students with Autism Spectrum Disorder.** Fahad Alresheed was the PI, and I was a dissertation participant, University of Oregon. February 2018
6. **The Relationship of Restricted and Repetitive Behaviors and Diagnosis for Young Children.** I was the PI, and Hannah Barton, Mat Luehring, and Laura Lee McIntyre were co-investigators, University of Oregon. This study used data from the Oregon Parent Project (R01 HD059838; McIntyre, PI) to identify the associations between restrictive and repetitive/ self-injurious behaviors and child characteristics (sex, autism diagnosis), child adaptive functioning and problem behavior, and timing of an autism diagnosis. July 2017–2018
5. **Language Preference as Establishing Operations for Child Response Using Speech Generating Devices as Augmentative and Alternative Communication.** I was the PI, and Christine Drew, Becky Crow, and Jonathan Safer-Lichtenstein were co-investigators, University of Oregon. This study examined the functional relation between the presentation of a putative establishing operation (i.e., instructor language) and the selection of a speech-generating device's language output (i.e., Spanish, English, or none) and identified associations between language

- preference (i.e., English or Spanish) and communication with particular caregivers. January 2018–October 2018
4. **Systematic Literature Review: Recruitment of Ethnically Diverse Participants in Autism Intervention Research.** Wendy Machalicek was the PI, and Buket Erturk, Lindsey Glugatch, Taisa Brafford, Christine Drew, Sloan Storie, Allaina Douglas, Becky Crowe, and Sandy Magana (University of Texas at Austin) and I were co-investigators, University of Oregon. This systematic review of the literature in 2011–2016 analyzed studies with a experimental or quasi-experimental design in which parent training/coaching in behavioral interventions was implemented for at least one participant with developmental disabilities between the ages of 0 and 18 to evaluate the effects of the parent education/coaching interventions. January 2017–May 2020
 3. **Parent-implemented Early Social Communication Skill Intervention.** Buket Erturk was the PI, and Sarah Grace Hansen (Georgia State University) and Wendy A. Machalicek were co-investigators; I contributed to data collection and inter-observer agreement, University of Oregon. This study used a multiple baseline design across three behaviors for two child–parent dyads to investigate the effectiveness and generalization of a parent-implemented social-communication intervention. Parents received and coaching training on the use of least-to-most prompting strategies and general strategies until they reached the criterion for treatment fidelity. June 2017–January 2018
 2. **Parent-led Interventions To Decrease Challenging Behaviors for Toddlers with ASD, Pilot Project.** I was the PI, and Heather Moore and Wendy Machalicek were co-investigators, University of Oregon. This ten-week series offered in-home coaching and small group workshops to primary caregivers and early interventionists with toddlers diagnosed with ASD. October 2016–June 2017
 1. **Teachers’ Perception of Ability To Teach in Early Childhood Special and General Education Programs.** I was the PI for this Masters’ thesis at the University of Texas at Austin, and Keith Turner was my advisor.

REFEREED JOURNAL ARTICLES

19. Lee, T. Kunze, M., McCart, M., & De la Cruz, B. (2025). Supporting preschool children with concussions or traumatic brain injuries in early childhood classrooms. *Early Childhood Education Journal*.
18. Kunze, M., Wei, Q., Bacon-Yates, A., Pompan, E., Lockwood, H., & Witthuhn, N. (2024). Promoting reciprocal relationships with flexibility, coaching, and teaching (PRRFCT Match): A virtual parent-mediated intervention package for young children with developmental disabilities. *Journal of Autism and Developmental Disorders*, 10.1007/s10803-024-06386-3. Advance online publication. <https://doi.org/10.1007/s10803-024-06386-3>
17. Kunze, M., Gomez, D., Glenn, E., Todis, B., Riddle, I., Karns, K. Glang, A., McIntyre, L. L. (2023). Parenting young children with developmental disabilities: Exploring mothers’ experiences during the COVID-19 pandemic. *Journal of Childhood, Education, & Society*.
16. Kunze, M. & De la Cruz, B. (2023) A longitudinal study of behavioral consultation in inclusive preschool classrooms. *National Head Start Association Dialog*, 26(1).
Practitioner Version: Kunze, M. & De la Cruz, B. (2023) Behavioral consultation in inclusive preschool classrooms: Research to practice summary. *National Head Start Association Dialog*, 26(1).
15. Machalicek, W., Erturk, B., Glugatch, L., Brafford, T., Kunze, M., Drew, C., Douglas, A., Storie, S., Crowe, B., & Magana, S. (2023). Recruitment of ethnically diverse participants in autism

- intervention research: A crossover review from public health. *Journal of Clinical Medicine*, 11(21), 6468. <https://doi.org/10.3390/jcm11216468>
14. Vanegas, S., Duenas, A., Kunze, M. & Xu, Y. (2022). Adapting parent-focused interventions for diverse caregivers of children with developmental disabilities: Lessons learned during global crises. *Journal of Policy and Practice in Intellectual Disabilities*, 2(2),1-13. <https://doi.org/10.1111/jppi.12422>
 13. Knowles, C., D’Agostino, S., & Kunze, M. (2022). Review of online preparation programs: Best practice for special education para-professionals. *Journal of Special Education*. <https://doi.org/10.1177/00224669221085306>
 12. Gomez, D., Kunze, M., Glenn, E., Todis, B., Kelley, K., Karns, C. M., Glang, A., McIntyre, L. L. (2022). Professionals’ perspectives on service delivery: The impact of COVID-19 on early childhood special education providers. *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214211073964>
 11. Kunze, M. & Machalicek, W. (2021). Interdisciplinary teams in schools: A model to support students with autism. *Psychology in the Schools*, 59(7), 1350-1362. <https://doi.org/10.1002/pits.22618>
 10. Sinclair, J., Reardon, K., Bromley, K. W., Knowles, C., Cohen Lissman, D., & Kunze, M. (2021). Community conversations: Finding solutions to increase employment for individuals with intellectual and developmental disabilities. *Developmental Disabilities Network Journal*, 2(1), 67-85.
 9. McIntyre, L. L., & Kunze, M. (2021). Family-focused interventions as prevention and early intervention of behavioral problems in children with autism spectrum disorder. *International Review of Research in Developmental Disabilities*, 61, 159-191. <https://doi.org/10.1016/bs.irrdd.2021.07.007>
 8. Kunze, M.G., Machalicek, W., Wei, Q., St. Joseph, S. (2021). Coaching via telehealth: Caregiver-mediated interventions for young children on the waitlist for an autism diagnosis using single-case design. *Journal of Clinical Medicine*, 10, 1654. <https://doi.org/10.3390/jcm10081654>
 7. Wei, Q., Machalicek, W., Crowe, B., & Kunze, M. (2021). Restricted and repetitive patterns of behavior and interests in children with autism spectrum disorder: A systematic review of behavioral interventions. *Education and Training in Autism and Developmental Disabilities*.
 6. Erturk, B., Hansen, S., Machalicek, W., & Kunze, M. (2020). Parent-implemented early social communication skill intervention. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09387-1>
 5. Rooks-Ellis, D.L., Howorth, S. K., Kunze, M., Boulette, S., & Sulinski, E. (2020). Effects of a parent training using telehealth: Equity and access to early intervention for rural families. *Journal of Childhood, Education, & Society*, 1(2), 141-166. <https://doi.org/10.37291/2717638X.202012>
 4. Kunze, M., Drew, C., Machalicek, W. Safer-Lichtenstein, J., Crowe, B. (2019). Language preference of a multilingual individual with disabilities using a speech generating device. *Behavior Analysis in Practice*, 12, 777–781. <https://doi.org/10.1007/s40617-019-00379-w>

BOOK CHAPTERS

3. Kunze, M. & McIntyre, L. L. (2023). Will programs be prepared to teach young children at-risk post-pandemic? A scoping review of early childhood education experiences. In J. Pattnaik & M. Renck Jalongo (Eds.), *The impact of COVID-19 on early childhood education and care: International perspectives, challenges, and responses*. Springer Nature.

2. McIntyre, L. L., Kunze, M., Barton, H., Luehring, M. (2021). Early intervention in children with intellectual and developmental disabilities. In L. M. Glidden, L. Abbeduto, L. L. McIntyre, & M. Tassé (Eds.), *Handbook of intellectual and developmental disabilities*. American Psychological Association.

OTHER PUBLICATIONS

NON-PEER REVIEWED

- February 2022 Brain Matters Research Brief: What Educators Should Know About TBI.
- January 2022 Brain Matters Research Brief: IEP and TBI.
- December 2021 Brain Matters Research Brief: COVID-19, Mental Health, and TBI.
- November 2021 Brain Matters Research Brief: Working Memory and Social Cognition.
- October 2021 Brain Matters Research Brief: Cognitive Behavior Therapy and TBI.
1. Kunze, M. (2011). The delicate balance of parenthood. *Attachment Parenting International Journal*. Single Parenting Edition: Divorced and Single Parenting. 13, 4.

MANUSCRIPTS SUBMITTED FOR PUBLICATION

- Wei, Q., Machalicek, M., De Anda, S., Kunze, M., & Bao, W.J. Language practice in Chinese American families raising a child with autism: Relations between language exposure, language strategies, and child bilingual acquisition. Under review.
- Kunze, M., Karns, C. M., Scott, S., Riddle, I., Wade, S. L., & McIntyre, L. L. Tiered online training and support: Curriculum development and pilot outcomes for tier 2 synchronous. Under review.
- Kunze, M., Wei, Q., Brown Campbell, K.A., Uvari, G., Wang, J., Bacon-Yates. Coaching in Parent-Mediated Interventions: A closer look at fidelity and quality of coach behaviors. Under review.
- Kunze, M., Dueñas, A. Miranda, M., Muñoz Lavanderos, A., Orendain Soto, C. Culturally Responsive Adaptations: A Virtual Caregiver-mediated Intervention for Spanish-speaking Families and Children with Autism. Under Review.

MANUSCRIPTS IN-PREPARATION

- Karns, C. M., Kunze, M., Kelley, K., Riddle, I., Wade, S. L., McIntyre, L. L. Tiered online training and support: Pilot outcomes.
- Wei, Q., Brown-Campbell, K., Kunze, M., Ai, J. Zhu, J. Social validity in parent-mediated telehealth interventions.
- Kunze, M., McCart, M., Small, J., De la Cruz, B., Le, T. Traumatic brain injury protocols in schools.
- Nickel, R and Kunze, M. The observation of play screener home edition (OOPSHE): A virtual play assessment.
- Kunze, M. & Duenas, A. Positionality in diverse research.
- Wei, Q., Kunze, M., Brown Campbell, K. A., Uvari, G., Wang, J., Bacon-Yates., A. A systematic review of autism interventions using a virtual format: Spotlighting coaching with caregivers of autistic children.
- Wei, Q. & Kunze, M. Supporting Chinese-American families: Intervention adaptations for young children with autism.
- Kunze, M. & De la Cruz, B. Behavior analysts in early childhood special education: Challenges in promoting parent participation and team collaboration.

PROFESSIONAL PRESENTATIONS

INVITED

62. Kunze, M. (January 23, 2026). Importance of family-focused early intervention. Center on Brain Injury International Webinar Series.
61. Kunze, M. (December 9, 2025). Family-focused research for the best child outcomes. Baki Slavyan Universiteti, Baku, Azerbaijan.
60. Kunze, M. (October 2, 2024). Introduction to applied behavior analysis. Mental Health of Children and Adolescents: USA Experience for Ukraine-3, Development of Professional Competencies in the Field of Mental Health in Times of Uncertainty [within the framework of project ECHO® (Extension for Community Healthcare Outcomes)" in Ukraine].
59. Kunze, M. (October 2, 2024). Functions of behavior: An introduction to functional behavior assessments. Mental Health of Children and Adolescents: USA Experience for Ukraine-3, Development of Professional Competencies in the Field of Mental Health in Times of Uncertainty [within the framework of project ECHO® (Extension for Community Healthcare Outcomes)" in Ukraine].
58. Kunze, M., de la Cruz, B., Katz, S., Casteneda, L. (August 2021). Behavior analysts in early childhood special education: Challenges in promoting parent participation and team collaboration member webinar. *Applied Behavior Analysis International*.
57. Kunze, M. (June 2021). Autism and challenging behavior. ECHO® (Extension for Community Healthcare Outcomes) in Ukraine as subject matter expert.
56. Kunze, M. (March 2021). Introduction to autism. ECHO® (Extension for Community Healthcare Outcomes) in Ukraine as subject matter expert.
55. Kunze, M. (September 2020). Parent-mediated early interventions for children on the autism spectrum. Webinar. University of Maine Autism Intervention, Education and Research.

PRESENTATIONS

54. Kunze, M., Miranda, M., Muñoz Lavanderos, A. (February 19-21, 2026) Cultural Considerations for intervention for Spanish-speaking families of children with developmental disabilities. *Conference on Research Innovations in Early Intervention*, San Diego, CA.
53. Kunze, M., Miranda, M., Muñoz Lavanderos, A. (January 14-17, 2026). Promoting reciprocal relationships with flexibility, coaching, and teaching (PRRFCT Match): Cultural Considerations & Implications for Spanish-speaking families of young children with developmental disabilities. *27th International Conference on Autism, Intellectual Disability & Developmental Disabilities*, Long Beach, CA
52. Kunze, M., De la Cruz, B., McCart, M. (November 11-13, 2025). A System of Support for Children with Traumatic Brain Injury. (Paper). *Applied Behavior Analysis International, 12th International Conference*. Lisbon, Portugal
51. Kunze, M. (Chair), de la Cruz, B., McCart, M., Mudgal, D. (November 11-13, 2025). Collaborative Care for Students with Traumatic Brain Injury: Fostering Success in Educational, Residential, and Community Contexts. (Panel). *Applied Behavior Analysis International, 12th International Conference*. Lisbon, Portugal
50. Kunze, M. Wei, Q., Brown Campbell, K. (October 8-10, 2025). Virtual Coaching in Parent-Mediated Interventions; Remote guidance empowering parents with effective strategies. 2025

- Division for Early Childhood of the Council for Exceptional Children, 41st Annual International Conference on Young Children with Disabilities and their Families.* Portland, OR.
49. Kunze, M., Wei, Q., Brown Campbell, K., Uvari, G., Bacon Yates, A., Wang, J. (April 7-10, 2025). Virtual Synchronous Coaching in Parent-Mediated Interventions: A closer look at fidelity and quality. *Gatlinburg Conference*, San Diego, CA.
 48. Scott, S., Denluck, E., Kunze, M., McIntyre, L. L. (September 17–20, 2024). Child challenging behavior and parenting stress: Role of parent confidence (Poster). *2024 Division for Early Childhood of the Council for Exceptional Children, 40th Annual International Conference on Young Children with Disabilities and their Families.* New Orleans, LA.
 47. Kunze, M., Wei, Q., Bacon-Yates, A. (September 17–20, 2024). PRRFCT match: A parent-mediated intervention with virtual coaching. *2024 Division for Early Childhood of the Council for Exceptional Children, 40th Annual International Conference on Young Children with Disabilities and their Families.* New Orleans, LA.
 46. Bacon, A., Kunze, M., Hyslop, C. (September 17–20, 2024). Caregiver implemented intervention: Building confidence and competence. *2024 Division for Early Childhood of the Council for Exceptional Children, 40th Annual International Conference on Young Children with Disabilities and their Families.* New Orleans, LA.
 45. Scott, S., Kunze, M., Karns, CM, McIntyre, L. L. (September 17–20, 2024). Tiered online training and support for parents of children with IDD. *2024 Division for Early Childhood of the Council for Exceptional Children, 40th Annual International Conference on Young Children with Disabilities and their Families.* New Orleans, LA.
 44. Karns, C. M., Glang, A., Kunze, M., McIntyre, L. L., Powell, L., Riddle, I., Wade, S. (September 16–19, 2024). Family matters: Research-based approaches to supports for caregivers. *State of the States in Brain Injury Conference*, National Association of State Head Injury Administrators, Eugene, OR.
 43. Kunze, M., & Wei, Q. (May 2024). Development, implementation and outcomes: PRRFCT MATCH. *Applied Behavior Analysis International Conference*, Philadelphia, Pennsylvania.
 42. Wei, Machalicek, Kunze, M., De Anda, Bao (April 2024). Language practice in Chinese American families raising a child with autism: Relations between language exposure, language strategies, and child bilingual acquisition. *Gatlinburg Conference*, Kansas City, Kansas.
 41. Kunze, M., & Wei (February 2024). PRRFCT MATCH: Next steps for intervention. *Conference on Research Innovation in Early Intervention*, San Diego, California.
 40. Duenas, Bak, Reilly, D’Agostino, Kunze, M., Bell. (May 2023). Designing autism evidence-based practice modules for caregivers: A focus group analysis (Research Poster). *INSAR*, Sweden.
 39. Kunze, M. (April 2023). Promoting reciprocal relationships with flexibility, coaching and teaching: A virtual parent-mediated intervention package for young children with developmental disabilities. *Symposium Improving Interventions To Support Racially/ethnically and Linguistically Diverse Children with Developmental Disabilities and Their Families*, *Gatlinburg Conference*, Kansas City, Missouri.
 38. Kunze, M., Wei, Bao. (March 2023). Cultural awareness: Supporting Chinese families in ECSE. *Council for Exceptional Children*, Louisville, Kentucky.

37. Kunze, M., Machaliek, Wei, St. Joseph. (March 2022). Caregiver mediated intervention for toddlers on the waitlist for an autism diagnosis (Poster Presentation). *Autism- Applied Behavior Analysis International*, Seattle WA.
36. Kunze, M., de la Cruz, B., Katz, S., Casteneda, L. (August 2021). Behavior analysts in early childhood special education: Challenges in promoting parent participation and team collaboration (Panel Presentation). *Applied Behavior Analysis International*.
35. Kunze, M. (April 2021) Parenting interventions for diverse and low-resourced families and communities (Symposium Presentation). *54th Annual Gatlinburg Conference*.
34. Kunze, M. (January 2021). Telehealth: Fidelity, social validity, & implementation effectiveness (Symposium Presentation). Division for Early Childhood Annual Conference.
33. Kunze, M. & Rooks-Ellis, D. (January 2021). Parent Training via Telehealth: Parent Fidelity, usability, & change in ASD. Division for Early Childhood Annual Conference.
32. Moore, H. Kunze, M. (February 2020). Preparing future early intervention professionals in caregiver-implemented naturalistic communication intervention. Conference on Research Innovations for Early Childhood Intervention, San Diego, CA.
31. Kunze, M. (May 2019). Language preference of multi-lingual students (Symposium Presentation). *Association for Behavior Analysts, International*. Chicago, IL.
30. Kunze, M., Drew, C., Machaliecek, W., Safer-Lichtenstein, J., & Crowe, B. (2019). Language preference of a multilingual individual with disabilities using a speech generating device (Research Poster). *Gatlinburg Conference*, San Antonio, TX.
29. Barton, H., Kunze, M., Luehring, M, & McIntyre, L. L., (2019). The impact of autism symptoms on adaptive functioning in preschool children with autism spectrum disorder (Research Poster). *Gatlinburg Conference*, San Antonio, TX.
28. Moore, H., & Kunze, M. (November 2018). Language & play every day: Preparing future early intervention professionals in caregiver-implemented naturalistic communication intervention (Research Poster). *ASHA Annual Convention*, Boston, MA.
27. Moore, H., & Kunze, M. (October 2018). SLPs, Special educators, and BCBAs: Working together to improve outcomes for children with autism spectrum disorder (Presentation). *Oregon Speech-Language Hearing Association Conference*, Salem, OR.
26. Kunze, M., de la Cruz, B., Franco, J., & Casteneda, L. (May 2018). Ethical supervision of ABA services across diverse service providers and settings (Panel presentation). *Association for Behavior Analysts, International*, San Diego, CA.
25. Erturk, B., Hansen, S., Machaliecek, W., & Kunze, M. (May 2018). Innovations in parent training for children with autism spectrum disorder: Reaching new populations and skills: Parent-implemented early social communication skill intervention (Symposium author). *Association for Behavior Analysts, International*, San Diego, CA.
24. Machaliecek, W., Davis, T.N., Rispoli, M. J., & Kunze, M. (Chair). (May 2018). Doctoral training for behavior analysts: A new community of reinforcement awaits today's practitioners (Symposium) *Association for Behavior Analysts, International*, San Diego, CA.
23. Kunze, M., Barton, H., Leuhring, M., & McIntyre, L. L. (April 2018). The relationship of rigid, repetitive, and self-injurious behaviors in autism diagnosis for young children (Research Poster). *Gatlinburg Conference: Biological and Cultural Perspectives on the Family: Implications for IDD*, San Diego, CA.

22. Kunze, M., E Turk, B., Storie, S., Brafford, T. (March 2018). Recruitment and retention of ethnically diverse participants in early intervention research (Research Poster). *Conference on Research Innovations for Early Childhood Intervention*, San Diego, CA.
21. Douglas, A., Kunze, M., Storie, S., & Brafford, T. (February 2018). Part 1: Functions of behavior and the impacts in early childhood and elementary classrooms (Presentation) *Northwest Positive Behavior Intervention and Supports Annual Conference*, Tacoma, WA.
20. Brafford, T., Storie, S., Kunze, M., & Douglas, A. (February 2018). Part 2: Function-based interventions for escape- and attention-maintained behavior in the early childhood and elementary classrooms (Presentation) *Northwest Positive Behavior Intervention and Supports Annual Conference*, Tacoma, WA.
19. Kunze, M., de la Cruz, B., Franco, J., & Casteneda, L. (May 2017). Ethical responsibilities of a BCBA: Maintaining professional identity as an interdisciplinary team member (Panel). *Association for Behavior Analysts, International*, Denver, CO.
18. Kunze, M., Alvarado, C., & Gaither, A. (April 2016). It takes a village: A case study in family-focused, multidisciplinary autism intervention (Presentation). *Autism Forum, Autism Community Network*, San Antonio, TX.
17. Kunze, M. & de la Cruz, B. (June 2015). Effects of ABA in early childhood classrooms: Meeting behavioral needs of children with autism (Presentation) *Texas Department of Assistive and Rehabilitative Services Annual Conference*, Austin, TX.
16. De la Cruz, B., Franco, J., & Kunze, M. (May 2015). Preparing early childhood teachers and speech-language pathologists to analyze behavior change of young children (Symposium). *Association for Behavior Analysts- International*, San Antonio, TX.
15. Kunze, M. (March 2015). Practical strategies to increase compliance and decrease challenging behavior in educational and therapeutic settings (Presentation). *Autism Forum, Autism Community Network*, San Antonio, TX.
14. De la Cruz, B., Castaneda, L., Kunze, M., & Sanchez, A. (March 2014). Practical ABA strategies for teaching children with autism: An interactive session (Symposium). *Autism Forum, Autism Community Network*, San Antonio, TX.
13. Kunze, M. (February 2008). Partnering with parents (Presentation). *San Antonio Association for the Education of Young Children*, San Antonio, TX.
12. Kunze, M. (October 2007). Infant sensory needs (Presentation). *Texas Association for the Education of Young Children*, San Antonio, TX.
11. Kunze, M. (November 2004). Babies tuning in! Babies tuning out! Infant sensory needs (Presentation). *National Association for the Education of Young Children National Conference*, Atlanta, GA.
10. Jolley, P., Jamsek, M., & Kunze, M. (November 2002). What are all those paper towel rolls doing in your classroom? The how's and why's of using reusable resources in your classroom (Presentation) *National Association for the Education of Young Children National Conference*, New Orleans, LA.
9. Kunze, M. (December 2001). Teachers' perceptions of ability to teach in early childhood general and special education (Research Poster) *Council for Exceptional Children: Division for Early Childhood National Conference*, Boston, MA.
8. Kunze, M. (April 2001). Promoting a positive emotional environment in inclusive classroom settings (Presentation) *Austin Association for the Education of Young Children*, Austin, TX.

7. Kunze, M. (March 2001). The teacher's role: Promoting peer modeling in inclusive preschool settings (Paper Presentation). *Texas Council for Exceptional Children*, Houston, TX.
6. Kunze, M. (June 2000). Perspectives of early childhood special education: 0-8 years old (Presentation) *Texas Council for Exceptional Children*, Houston, TX.
5. Kunze, M. (March 1999). The Reggio approach to early childhood education (Workshop) *Association for the Education of Young Children-Europe*, Heidelberg, GE.
4. Kunze, M. (October 1998). Developmental stages of fantasy play (Workshop). *Association for the Education of Young Children-Europe*, Heidelberg, GE.
3. Kunze, M. (March 1998). The role of the lead teacher in the classroom (Presentation). *Association for the Education of Young Children-Europe*, Heidelberg, GE.
2. Kunze, M. (October 1997). Guidance in the early childhood classroom (Workshop). *Association for the Education of Young Children-Europe*, Heidelberg, GE.
1. Kunze, M. (March 1997). The project approach with infants, toddlers, and preschoolers (Presentation) *Association for the Education of Young Children-Europe*, Heidelberg, GE.

GRANT, TRAVEL AWARDS AND RESEARCH SUPPORT

GRANTS: AWARDED

Oregon Veteran's Project. Veteran and Military Behavioral Health-Oregon Health Authority. Co-investigator. Amount Awarded: \$165,000 (November 2025-December 2026).

Project VOICE (Valuing Opportunities for Interdisciplinary Collaboration in Early communication); Personnel Development Grant from the Office of Special Education Programs (H325K250120); Co-Investigator. Amount Awarded: \$1,250,000 (October 2025- June 2029)

Phase 2: Implementation and Evaluation of the TBI System of Support for Kids. Toyota Way Forward Fund. Co-primary Investigator. Amount Awarded: \$700,000 (July 2025–December 2026).

Tiered Online Training and Support for Veteran, Military, and Reserve Families. Veteran and Military Behavioral Health-Oregon Health Authority. Primary investigator. Amount Awarded: \$68,000 (July 2024–Oct. 2025).

Implementation and Evaluation of the TBI System of Support for Kids. Toyota Way Forward Fund. Co-primary Investigator. Amount Awarded: \$1,299,511 (January 2024–June 2025).

Promoting Reciprocal Relationships with Flexibility, Coaching, and Teaching (PRRFCT Match) intervention package. NIDDLR Foundation: Switzer Research Fellowship. Amount Awarded: \$70,000. (September 2021- September 2022).

Coaching via Telehealth: Caregiver-Mediated Intervention for Young Children on the Waitlist for an Autism Diagnosis. Dissertation. College of Education, University of Oregon. Amount Awarded: \$3,000. (December 2019)

David Zeaman Graduate Award, Gatlinburg Conference Travel Award, Gatlinburg Conference. Amount Awarded: \$500 (2018).

GRANTS: PENDING AND IN PREPARATION

TBI System of Support for Washington State. Primary Investigator. Amount Requested: \$925,000

Tiered Online Training and Support-Military Deployment and Family Reunification. Primary Investigator. Department of Defense. Amount Requested: \$3 million. Submission date 12/2025

Autism Virtual Identification, Intervention, and Diagnosis-Spanish. Primary Investigator. Amount Requested: \$700,000.

GRANTS: SUBMITTED, UNFUNDED

In The Classroom: Supporting Young Children with TBI (resubmission). Co-primary Investigator. Amount Requested: \$600,000.

Autism Virtual Identification, Intervention, and Diagnosis, Department of Defense, Primary Investigator. Amount Requested: \$550,000.

Tiered Online Training and Support for Military Deployment and Family Reunification. MTEC, Co-primary Investigator. Amount Requested: \$1.7 million

In The Classroom: Supporting Young Children with TBI. NIDDLR Foundation, Co-primary Investigator. Amount Requested: \$600,000

Tiered Online Training and Support for Parent-Educator Partnerships. Institute of Education Sciences, Co-investigator.

“Can We Talk? Partnerships in ABA” Seeking Perspectives of Key Stakeholders. Society of Applied Behavior Analysis. Amount Requested \$2,500.

Autism Focused Early Intervention During COVID-19 Pandemic: Impact on the Family. Autism Science Foundation. Amount Requested \$5,000 .

Kindergarten Transition for Children with Autism: Bridging the Gap of Global Crisis. Organization for Autism Research. Amount Requested \$40,000.

Postdoctoral Award — TOTS: The Tiered Online Training and Support Intervention for Families with Intellectual and Developmental Disabilities. Autism Science Foundation Postdoctoral Training Award. Amount Requested: \$35,000.

Coaching via Telehealth: Caregiver-Mediated Intervention for Young Children on the Waitlist for an Autism Diagnosis. Dissertation. John Umbreit Doctoral Research Award. Amount Requested: \$1,000.

Caregiver-Mediated Early Intervention for Children At-Risk for Autism: Using Telehealth to Reach Under-resourced Rural Families. Dissertation. Kaplan Foundation. Amount Requested: \$25,750.

GRANTS: PREPARED, UNSUBMITTED

Caregiver-led, Function-based Interventions: Decreasing Challenging Behaviors in Toddlers with Autism. IES: Early Intervention and Early Learning in Special Education (Early Intervention). Under direction of John Seeley, Ph.D.

Evaluation of IEP Goals for Students with Traumatic Brain Injury. Co-primary Investigator.

INSTRUCTIONAL AND SUPERVISORY ACTIVITIES

LIST OF COURSES TAUGHT

(Note. F= Fall term; W=Winter term; SP = Spring term; SU = Summer Term)

Associate Degree Courses

Guidance in Early Education (W 2003-in person; SP 2003- in person)

Child Development Associate Certification Sequence (SU 2001- in person; F 2001 - in person)

Child Development (F 2003 - in person)

Undergraduate Courses taught at the University of Oregon

SPED 410: Overview of Autism (WI 2019- in person; WI 2020 – in person; WI 2021- virtual/synchronous)

Graduate Courses taught at the University of Oregon

SPED 681: Diverse Families in Early Intervention (W 2022- Hybrid; W 2023-Hybrid; W 2024-Hybrid; W 2025- Hybrid)

SPED 680: Foundation in Early Intervention and Early Childhood Special Education (F 2021- virtual/synchronous; F 2022- Hybrid; F 2023-Hybrid; F 2025)

SPED 610: Autism Intervention I: Functional Behavior Assessment (SU 2021- in person)

SPED 610: Assessment in Special Education (F 2020- virtual/synchronous)

Guest lectures at University of Oregon

ABA in EI (W 2024)

Early Intervention (SU 2022)

Autism Intervention and Applied Behavior Analysis (W 2020; W 2019)

Applied Behavior Analysis and Language Disorders (F 2017; F 2018; F 2019; F 2020; F 2021)

Communication Disorders Master's Student Practicum: Autism Lecture Series- 3 lectures (WI 2017; SP 2017)

Language and Play Every Day: Toddler Playgroups (W 2017; SP 2017)

INVITED GUEST LECTURES

Systems of Support: Family-focused Intervention, Texas A & M, San Antonio (SP 2023)

Early Intervention and Autism, University of Wisconsin, Whitewater (F 2022)

Parent Medicated Intervention, University of Maine (F 2020)

SUPERVISOR AND ADVISOR

Graduate Academic Advisor

2024-present: Kris Lund

2024-present: Jessa Randall

Dissertation Committee

2025 (Current) Sabine Scott (Chair)

2024–2025 Jinlan Zhu (Committee member)

2024 (Current) Katie Alvarez (Committee member)

Menaka De Alvis (Committee member)

DucksRise-Career Readiness Program for BIPOC (first-gen, and low-income students)

2023 Neela Ropp

Advisor for Field Study/Capstone Supervisor/ Master's Project

2024–present Elaina Richard

2024–2025 Sabine Scott
 2022–2023 Ruoshui Wang
 2022 Ashley Vaughn

Early Intervention Practicum Supervision (Doctoral Candidates)

2023 Zhen Lin
 Marina Crain
 Wenjing Bao
 Yitong Jiang
 Eunji Kong
 Katie Alvarez

2022 Jinlan Zhu
 Menaka De Alwis
 Katie Alvarez

BCBA and/or Research Hours Supervision

2025 Natalie Wilcox

2024 Elizabeth Singh
 Ellie Weinman
 Giavanna Uvari
 Maddie Sweeney

2023 Lexi Linkins

Research Team Supervision By Project

2023 (current) Coach Fidelity and Behavior Change
 Doctoral Students: Kellie-Anne Brown Campbell
 Alexis Bacon-Yates
 Saratessa Means
 Graduate Student: Giavanna Uvari

2023 (current) TBI Systems
 Graduate Students: Kat Talbot
 Elaina Schnelle
 Lexie Likins

2022 (current) TOTS
 Graduate Student: Sabine Scott

2021–2022 PRRFCT Match
 Doctoral Candidates: Menaka De Alwis
 Qi Wei
 Abiola Taiwo
 Graduate Level Interventionists: Isabel Glass
 Hilli Ciavarello
 Emily Pompan
 Nicole Witthuhn
 Elizabeth Denluck
 Kayla Fromdahl
 Hannah Lockwood

Graduate Level Data Collectors: Manda Nambiar
Ashley Jaramillo
Alexis Bacon-Yates
Ashley Vaughn
Qi Wei

2020–2022 Early Intervention Practicum Masters’ Degree Candidate Supervisor
2021–2022: Shira Rubinstein
Stephanie Simmons
Alexis Bacon-Yates
Hilli Ciavarello
2020-2021: Brannica Casabar
Angelica Filamor
Giselle Abarca

2020-2021 Board Certified Behavior Analyst Candidate Supervision
Qi Wei (pursuing BCBA-D)

2016–2018 Language and Play Every Day Practicum Graduate Assistant
Graduate Students in Early Intervention and Communication Disorders

PROFESSIONAL AND UNIVERSITY SERVICE

2025–present Guest Editor for Behavioral Sciences: Special Issue: Interventions Supporting Young Children with Developmental Differences and Their Families.

2025–present Ukraine Collaborative: Providing Applied Behavior Analysis Basics. As the lead behavior analyst and developer, I plan, develop, and coordinate a 2-hour discussion focusing on behavior analytic topics to enhance learning strategies for teaching and supporting children with autism and developmental delays. I recruit Board Certified Behavior Analysts from across the United States to present and discuss various training topics. Video examples from participants and feedback from an expert panel are incorporated into each meeting. Attendance typically ranges from 35 to 40 psychologists, professors, students, and therapists who serve children and families in Kyiv, Ukraine and surrounding areas.

2025 Proposal Reviewer for Conference on Research and Innovation in Early Intervention

2023–present Doctoral Committee, Department of Special Education, University of Oregon (UO)

2023–present Gatlinburg Conference on IDD, Early Career/ Diversity Equity & Inclusion Committee (Co-Chair: 2026)

2021–present Master’s Student Committee, Department of Special Education, UO

2021–present Applied Behavior Analysis Program Committee, College of Education, UO

2021–present ABA Advisory Board Member, ABA Graduate Degree Program, Texas A & M, San Antonio

2023, 2025 IES Grant Competition Reviewer

2022–2023 Search Committee for non-tenure track faculty position
Early Childhood Cares Program Director; interview team
Early Intervention Practicum Coordinator; search committee and interview team

2021–present	Extension for Community Healthcare Outcomes (ECHO) Oregon, Behavior Subject Matter Expert
2021–present	ECHO Ukraine, Behavior Subject Matter Expert
2020–present	Division of Early Childhood of Council for Exceptional Children: Research Committee
2020–present	Ad Hoc Reviewer <i>Journal of Early Intervention</i> <i>International Journal of Developmental Disabilities</i> <i>Early Childhood Education Journal</i> <i>Journal of Behavioral Education</i> <i>Developmental Neurorehabilitation</i> <i>Intellectual and Developmental Disabilities</i> <i>Frontiers in Education</i> <i>Journal of Autism and Developmental Disabilities</i> <i>Journal of Policy and Practice in Intellectual Disabilities</i> <i>Journal of Sociology & Social Welfare</i> <i>Research in Developmental Disabilities</i>
2018–2020, 2023	Proposal Reviewer for Division of Early Childhood Annual Conference
2019–2022	Early Childhood Personnel Center, Early Childhood Leadership Initiative Cohort
2019	Division of Early Childhood, Response to Intervention Review Committee Member
2016–2019	Oregon Health Sciences University: Institute on Development and Disability, Child Development & Rehabilitation Center, Diagnostic Team Member
2017–2019	HEDCO Clinic, UO, Behavior Consultant and Supervisor HEDCO Augmentative and Alternative Communication Clinic HEDCO Autism Research and Training Clinic HEDCO Autism Interdisciplinary Assessment Clinic
2018	National Clearinghouse on Autism Evidence and Practice Systematic Review, Frank Porter Graham Child Development Institute, UNC Chapel Hill, Article Reviewer.

HONORS AND AWARDS

2025–present	Fulbright Specialist, Assignment: Azerbaijan
2021–2022	Switzer Research Fellowship, NIDDLR Foundation
1999 & 2004	Special Merit Award, US Army Certificate of Appreciation for Civilian Service
1995, 1999, 2004	6 th Area Support Group Volunteer Award
2000	Kappa Delta Pi-International Honor Society, University of Texas at Austin
1995	Dean’s list, Ohio State University

PROFESSIONAL MEMBERSHIPS AND BOARD POSITIONS

Current	Council for Exceptional Children, Division of Early Childhood, Research Team
Current	Association for Behavior Analysis International
2019–2021	Leadership Team: STAND for Children, Oregon
2017-2018	UO Behavior Analytic Student Organization, Board Member, Co-president, and Founder

2004–2009 San Antonio Association for the Education of Young Children, Board Member
2000–2002 Austin Association for the Education of Young Children, Board Member