

MEGAN KUNZE, PhD, BCBA-D, LBA

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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, and coaching of family-focused naturalistic interventions to best support young children with developmental delays. A significant focus of 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 commonly used in this research. SCD is an efficient method for understanding the effectiveness of education interventions. They are particularly useful when interventions aim to understand individual responses and when outcomes are best studied through direct observation and repeated measurements. SCD effectively identifies the necessary dosage and strategies to influence behavior change for individuals and small groups. Once deemed effective through direct observation and repeated measurements, tested interventions can inform larger studies such as Randomized Control Trials. Additionally, Kunze has experience in qualitative and quantitative statistical analysis.

EDUCATION

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| 2020 | Doctor of Philosophy completed at the University of Oregon in June, 2020. Major Area of Study: 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 in 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 the Ohio State University in June, 1995; major: Family and Human Development (Child Development), Advisor: Rebecca Kantor, Ph.D. |

CERTIFICATION AND LICENSURE

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| 2020-present | Licensed Behavior Analyst, State of Oregon |
| 2020-present | Board-Certified Behavior Analyst -Doctoral Level, 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
- 2013-2020 Board Certified Behavior Analyst, Behavior Analyst Certification Board
- 2004-2013 Board Certified Associate Behavior Analyst, Behavior Analyst Certification Board
- 2002-2013 Child Development Associate/ Army School Age Credential Representative & Advisor, Council for Early Childhood Professional Recognition

PROFESSIONAL EXPERIENCE

- 10/2022-present **Assistant Research Professor;** Center on Brain Injury Research and Training, Department of Psychology, University of Oregon. Supervise research assistants and student researchers, advise graduate students in field work and projects, grant writing and research duties. Teach Early Intervention Courses in Department of Special Education, College of Education.
- 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; supervise and teach early intervention courses for graduate students pursuing licensing and Master's degree 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. TOTS project: Application of a Web-Based Three-Tiered Model; National Institute on Disability, Independent Living and Rehabilitation Research Project. Supervisor: Laura Lee McIntyre, PhD, BCBA-D and Ann Glang, PhD
- 01/2019-present **Behavior Analysis Subject Matter Expert;** Behavior Analyst Certification Board, Denver, CO. Meet with various professionals from around the nation to review and discuss topics requested by the certification board regarding behavior analytic certification (e.g., write and review exam questions, review ethical guidelines)
- 01/2019-08/2020 **Editorial Assistant;** Developmental Neurorehabilitation Journal; Review manuscript submissions, choose editors and subject matter experts to review manuscripts for publication. Under the supervision of Editor in Chief, Wendy Machalicek, PhD, BCBA-D

- 02/2013-06/2016 **Behavior Analyst;** Autism Community Network, San Antonio, TX
Interdisciplinary Diagnostic Team Member; Conduct ADOS-2 Assessment (Toddler, Module 1,2, or 3) twice a week; Collaborate with Developmental Pediatrician, Occupational Therapist, and Speech-Language Pathologist to provide diagnosis using DSM IV, DSM V, CARS, and other assessment scales. Consult with Head Start teachers and directors regarding the effectiveness of applied behavior analysis (ABA) techniques and best practice for children with autism and behavioral challenges in preschool classroom settings. Provide parent education and coaching on responding to their child's challenging behavior using Applied Behavior Analytic strategies effectively, leading an 8-week course on parent empowerment. Member of Community Outreach Team to identify businesses providing services to members of the ASD community. Provide parent and professional workshops with a focus on ABA and autism.
- 12/2005-12/2016 **Behavior Analyst and Owner;** MK Behavioral Center, LLC, San Antonio, TX. Behavioral Consultant for professionals, parent mentoring, and coaching. Provide educational goal review, program analysis, and placement plan for families of children with autism and developmental disabilities. Provide ABA therapy for children with autism in clinical, school, and in-home settings. Supervise behavior therapists and individual programming 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. Oversee individualized programming (ABBLIS-R and VB MAPP) based on ABA principles in a school setting for 24 children diagnosed with autism or other developmental disabilities, ages 2-13. Maintain a 3:1 ratio with daily 1:1 intensive teaching sessions. Managed staff of 10 teachers and assistant teachers, providing daily guidance, quarterly reviews, and training opportunities. Worked as part of an interdisciplinary team member with occupational and speech therapists as well as partnered with other behavior analysts. In 2005: Attended 5-day seminar: implementing Floor Time strategies to increase social awareness, Weiner and Greenspan, Washington DC. In 2004: Attended 2-day seminar: Verbal Behavior, Mark Sundberg, Houston, TX. 2003: Attended 3-day seminar: Verbal Behavior, Vincent Carbone, Austin TX.
- 08/2002-02/2004 **Training and Curriculum Specialist;** Child & Youth Services, 6th Area Support Group (ASG), Department of the Army, Stuttgart, Germany. Oversee curriculum guidelines for all early education classrooms: Infant, Toddler, and Preschool. Managed professional training for 20 plus employees; provided observation, coaching, and guidance of best practice. Provided enhanced education opportunities for teachers, management, and parents. Member of Child Abuse Recognition Assessment Team and Internal Child Care Evaluation Team. Enhanced inclusive practices in 6th ASG child Development Centers through the use of the Division of Early Childhood Recommended Practices Program Assessment. Led Child Development Center through re-accreditation with the National Association for the Education of Young Children.
- 02/2002 - 07/2002 **Program Director;** Bright Beginnings, Brighton Early Childhood Intervention (ECI), San Antonio, TX. Directed an inclusive child development center of 50 children and 20 staff members. Oversaw daily functioning of curriculum and

interactions, training opportunities for staff and families, implementation of IEPs and IFSPs, annual budget. Partner with Brighton ECI.

- 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. Facilitated a developmentally appropriate inclusive learning environment for 13 preschool-aged children. Supervised undergraduate and graduate students as part of their degree requirements.
- 05/2000 -12/2001 **Child Development and Special Education Consultant;** Austin Families Incorporated, Austin, TX. Provided onsite training and consultation to early childhood education programs regarding best practice and behavior strategies for working with young children in inclusive settings and their families.
- 12/1996 - 07/1999 **Training and Curriculum Specialist;** Child & Youth Services, 6th Area Support Group, Department of the Army, Stuttgart, Germany. Oversee curriculum guidelines for all early education classrooms: Infant, Toddler, and Preschool. Managed professional training for 20 plus employees; provided observation, coaching, and guidance of best practice. Created and implemented education opportunities for teachers, management, and parents. Led Child Development Center through first-time accreditation with the National Association for the Education of Young Children. Member of Child Abuse Recognition Assessment Team and Internal Child Care Evaluation Team. In 1997: Attended 7-day Winter Institute: *The Reggio Approach*, Reggio Emilia, Italy.
- 12/1995 -12/1996 **Lead Teacher;** Child & Youth Services, 6th Area Support Group, Department of the Army, Stuttgart, Germany. Lead teacher of a mixed-age, inclusive classroom of 25 children. Led a team of three teachers in the development of emergent curriculum, project approach, and developmentally appropriate practice. Member of Child Abuse Recognition Assessment Team and Internal Child Care Evaluation Team.

TEACHING EXPERIENCE

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| 2020-present | Instructor-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

17. The COVID Related Impact on Students and Parents (CRISP) Project. Laura Lee McIntyre (PI); Megan Kunze, Research Associate; The National Institutes of Health (NIH) funded project following families to learn more about the long-term impact of the COVID-19 pandemic-related school closures on families (N=800). Responsible for Kid Brain Network participants ($n=112$) in recruitment, participant tracking, and data analysis.

16. Promoting Reciprocal Relationships with Flexibility, Coaching, and Teaching (PRRFCT Match). Megan Kunze (PI). Parent mediated early intervention program as coached by early career intervention specialists via telehealth to increase flexible play behaviors in young children with intellectual disabilities. Efficacy of coach training and social validity of coach delivery is also analyzed. September 2021-present.

15. Observation of Play Screener: Home Edition (OOPS-HE) Autism Screening. Oregon Health Science University, Robert Nickel, M.D., (PI) Megan Kunze, (Co-I). A pilot study to determine the validity and inter-rater reliability of a virtual play assessment, the Observation of Play Screener: Home Edition (OOPS:HE), which is used as part of a virtual diagnostic evaluation of young children referred with suspect autism. We hypothesize the OOPS:HE will accurately identify young children with autism and the inter-rater reliability of the OOPS:HE will be high. We also hypothesize ratings of videos of household routines created by families will show high agreement with the OOPS:HE. Enrollment of 50 children 12-36 months of age and their families is projected. September 2020- present

14. Parent Modules Registered Behavior Technician (RBT) and Applied Behavior Analysis (ABA) Training. Creation of parent-friendly virtual training modules with focus on ABA technologies to use with their child with autism. Training modules count as credit toward an RBT certification. January 2021-present

13. COVID-19 Parent and Provider Projects: Researchers conducted interviews that will encapsulate parent and early intervention service providers perspectives of (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)*, University of Oregon, Dr. Laura Lee McIntyre (PI) the intervention will offer a sustainable system of tailored services and supports targeted to families' needs. The TOTS model will include: a) Tier 1: video-based training modules adapted^{5,6} from the evidence-based Incredible Years Parent Training Program⁷; b) Tier 2: coach-supported Tier 1 content plus synchronous coaching via telehealth to increase positive parenting skills, while reducing psychological stress and child challenging behavior; and c) Tier 3: Tier 2 services plus individualized referrals to local specialists. Assessments will be embedded within the web-based tool to identify the intervention supports best suited to each family. We are committed to testing the model with families who are at an economic, social, and technological disadvantage so that our findings will have maximum impact. April 2020-present.

11. Coaching via Telehealth: Caregiver-Mediated Intervention for Young Children on the Waitlist for an Autism Diagnosis, University of Oregon, Megan Kunze (PI). Dissertation, April 2019-June 2020. This study targeted ASD symptomology (i.e., higher-order restrictive and repetitive behaviors and interests; HO-RRBIs) in toddlers by pairing caregivers with an early interventionist via telehealth. All

families were considered under-served, under-resourced, or living in rural locations. In a concurrent multiple baseline design across participants, caregivers were coached to mediate early intervention to decrease inflexible and increase flexible child behaviors during play sessions through the use of four evidence-based applied behavior analytic strategies: 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. December 2019- June 2020.

10. Parental Sensitivity, Responsivity, and Theraplay, University of Oregon, Erin Kinnevy-Winnerstron (PI). Megan Kunze: Methodology and data analysis. March 2018-2019.

9. Kid Brain Network, University of Oregon, Laura Lee McIntyre, (PI). Child Assessor and research reliability trainer. August 2018-2019.

8. Communication Disorders Student Research Project, University of Oregon, Heather Moore, (PI). Data analysis. October 2017-2019. Caregiver-implemented Naturalistic Communication Intervention (CI-NCI) is an evidence-based intervention for young children with communication delays. Although family focused interventions, such as CI-NCI, are widely considered best practice little is known about whether graduate students are taught the skills necessary to effectively implement them during their graduate programs. This study examined graduate student use, knowledge, and confidence in CI-NCI-related tasks as well as their satisfaction following an 11-week inter-disciplinary practicum program.

7. Comparing Single-Case Design Non-Overlap Metrics and Visual Analysis Examining School-Based Interventions for Students with Autism Spectrum Disorder. University of Oregon, Fahad Alresheed, (PI), Megan Kunze, dissertation participant. February 2018.

6. The Relationship of Restricted and Repetitive Behaviors and Diagnosis for Young Children, University of Oregon, Megan Kunze, (PI) Hannah Barton, Mat Luehring, and Laura Lee McIntyre. The purpose of this study is to identify the associations between RRB/SIBs and child characteristics (sex, ASD diagnosis), child adaptive functioning and problem behavior, and timing of ASD diagnosis using data from the Oregon Parent Project (R01 HD059838; McIntyre, PI). July 2017-Current.

5. Language Preference as Establishing Operations for Child Response using Speech Generating Device as Augmentative and Alternative Communication, University of Oregon, Megan Kunze, (PI), Christine Drew, Becky Crow, and Jonathan Safer-Lichtenstein. The purpose of this study is to examine a functional relation between the presentation of putative establishing operation (i.e., instructor language) and the selection of speech-generating device's language output (i.e., Spanish, English, or none); associations between language preference (i.e., English or Spanish) to communicate with particular caregivers will be identified. January 2018-October 2018.

4. Systematic Literature Review: Recruitment of Ethnically Diverse Participants in Autism Intervention Research, University of Oregon, Wendy Machalicek, (PI), Buket Erturk, Lindsey Glugatch, Taisa Brafford, Megan Kunze, Christine Drew, Sloan Storie, Allaina Douglas, Becky Crowe, and Sandy Magana (University of Texas at Austin). A systematic review of literature of publications between the years of 2011-2016, which implemented parent training/coaching in behavioral intervention for at least one participant with developmental disabilities between the ages of 0-18, employed an experimental or quasi-experimental design to evaluate the effects of the parent education/coaching intervention. January 2017-May 2020.

3. Parent-Implemented Early Social Communication Skill Intervention, University of Oregon, Buket Erturk (PI), Sarah Grace Hansen (Georgia State University), Wendy A. Machalicek, Megan Kunze (Data collection and IOA). 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 training on the use of least-to-most prompting strategies as well as general strategies and coaching 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, University of Oregon. Megan Kunze, (PI), Heather Moore, Wendy Machalicek. Ten-week series consisting of in-home coaching and small group workshops for 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, Masters' Thesis, The University of Texas at Austin. Megan Kunze, (PI), Keith Turner (Advisor).

A. REFERREED JOURNAL ARTICLES

18. 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*

17. Kunze, M. & De la Cruz, B. (2023) A Longitudinal Study of Behavioral Consultation in Inclusive Preschool Classrooms. *National Head Start Association Dialog*, 26(1)

16. 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 cross over 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(22),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. *J. Clin. Med.*, 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. *et al.* Language Preference of a Multilingual Individual With Disabilities Using a Speech Generating Device. *Behav Analysis Practice* 12, 777–781 (2019). <https://doi.org/10.1007/s40617-019-00379-w>

B. 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*. Washington, DC: American Psychological Association.

C. OTHER PUBLICATIONS

1. Kunze, M. (2011). The Delicate Balance of Parenthood. *Attachment Parenting International Journal. Single Parenting Edition: Divorced and Single Parenting*. 13, 4.

D. MANUSCRIPTS SUBMITTED FOR PUBLICATION

Nickel, R and Kunze, M. (under review) The Observation of Play Screener Home Edition (OOPSHE): A virtual play assessment

E. MANUSCRIPTS IN-PREPARATION

Kunze, M., Wei, Q., Pompan, E., Bacon-Yates, A., Witthum, N., Lockwood, H. *Promoting Reciprocal Relationships with Flexibility, Coaching, and Teaching*.

Kunze, M. & Wei, Q. *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*

Moore, H. Kunze, M. *Preparing Future Early Intervention Professionals in Caregiver-Implemented Naturalistic Communication Intervention*

Kunze, M., Barton, H., Luehring, M., & McIntyre, L. L. *Behavioral Characteristics by Diagnosis: A Closer Look at Change Overtime for Young Children with Autism and Developmental Delays*.

Kinnevy-Winnerstron, E., Kunze, M., Munger, K., Ablow, J. *Evidence-based trauma interventions for infants-caregiver dyads: A systematic Literature Review*.

F. PROFESSIONAL PRESENTATIONS

Invited:

41. 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*.

40. Kunze, M. (June, 2021) Subject Matter Expert, Autism and Challenging Behavior: ECHO Ukraine.

39. Kunze, M. (March, 2021) Subject Matter Expert, Autism: ECHO Oregon.

38. Kunze, M. (September, 2020) Parent-Mediated Early Interventions for Children on the Autism Spectrum Webinar. University of Maine Autism Intervention, Education and Research.

Presentations:

41. Kunze, M. (May 2023) Promoting reciprocal relationships with flexibility, coaching and teaching for diverse families. In symposium: Compassionate and Individualized Applied Behavior Analysis: Supporting diverse children and caregivers in family-focused interventions. *Applied Behavior Analysis International Annual Conference*, Denver, Colorado.

40. Duenas, Bak, Reilly, D'Agostino, Kunze, Bell. (May 2023). Designing Autism Evidence-Based Practice Modules for Caregiver: A Focus Group Analysis. Research Poster: *INSAR*, Sweeden

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, In Symposium- Improving interventions to support racially/ethnically and linguistically diverse children with developmental disabilities and their families Gatlinburg Conference, Kansas City, Missouri

38. Kunze, Wei, Bao, Cultural Awareness: Supporting Chinese Families in ECSE. Council for Exceptional Children, 2023, Louisville, Kentucky.

37. Kunze, 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 Member. Panel Presenter: *Applied Behavior Analysis International*.

35. Kunze, M. (April, 2021) Parenting Interventions for Diverse and Low-resourced Families and Communities. Symposium Presenter: *54th Annual Gatlinburg Conference*

34. Kunze, M. (January, 2021). Telehealth: Fidelity, Social Validity, & Implementation Effectiveness. Symposium Presenter: *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 Presenter: *Association for Behavior Analysts, International*, Chicago, IL.

30. 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. 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. Presenter: *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 presenter for *Association for Behavior Analysts, International*, San Diego, CA.
25. Erturk, B., Hansen, S., Machalicek, 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 at *Association for Behavior Analysts, International*, San Diego, CA.
24. Machalicek, 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. Chair for symposium at *Association for Behavior Analysts, International*, San Diego, CA.
23. Kunze, M., Barton, H., Leuhning, 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., Erturk, 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. Presenter for *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. Presenter for *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 at *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. Presenter at *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. Presenter for *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 for *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. Presenter for *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 for *Autism Forum*, Autism Community Network, San Antonio, TX.

13. Kunze, M. (February 2008). Partnering with Parents. Presenter for *San Antonio Association for the Education of Young Children*, San Antonio, TX.
12. Kunze, M. (October 2007). Infant Sensory Needs. Presenter for *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. Presenter for *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. Presenter for *National Association for the Education of Young Children National Conference*, New Orleans, LA.
9. Kunze, M. (December 2001). Teachers' Perception of Ability to Teach in Early Childhood General and Special Education. Research Poster for *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. Presenter for *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 Presenter for *Texas Council for Exceptional Children*, Houston, TX.
6. Kunze, M. (June 2000). Perspectives of Early Childhood Special Education: 0-8 years old. Presenter for *Texas Council for Exceptional Children*, Houston, TX.
5. Kunze, M. (March 1999). The Reggio Approach to Early Childhood Education. Workshop for *Association for the Education of Young Children-Europe*, Heidelberg, GE.
4. Kunze, M. (October 1998). Developmental Stages of Fantasy Play. Workshop for *Association for the Education of Young Children-Europe*, Heidelberg, GE.
3. Kunze, M. (March 1998). The Role of the Lead Teacher in the Classroom. Presenter for *Association for the Education of Young Children-Europe*, Heidelberg, GE.
2. Kunze, M. (October 1997). Guidance in the Early Childhood Classroom. Workshop for *Association for the Education of Young Children-Europe*, Heidelberg, GE.
1. Kunze, M. (March 1997). The Project Approach with Infants, Toddlers, and Preschoolers. Presenter for *Association for the Education of Young Children-Europe*, Heidelberg, GE.

F. GRANT, TRAVEL AWARDS AND RESEARCH SUPPORT

GRANTS AWARDED

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

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

David Zeaman Graduate Award, Gatlinburg Conference Travel Award, Gatlinburg Conference, 2018. San Diego, CA. Award Amount: \$500.

GRANTS: SUBMITTED, PENDING

Implementation and Evaluation of the TBI System of Support for Kids. Toyota Way Forward Fund, Co-Primary Investigator. Amount Requested: 1,499,511

Autism Virtual Identification, Intervention, and Diagnosis, DOD, Primary Investigator. Amount Requested: \$550,00.

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

GRANTS: SUBMITTED, UNFUNDED

In The Classroom: Supporting Young Children with TBI. NIDDLR Foundation, CO-Primary Investigator. Amount Requested: \$600,000, Status: Unfunded.

Tiered Online Training and Support for Parent-Educator Partnerships. Institute of Education Sciences, CO-investigator. Status: Unfunded

“Can we talk? Partnerships in ABA” seeking perspectives of key stakeholders. Funding Source: Society of Applied Behavior Analysis. Amount Requested \$2,500 Status: Unfunded

COVID Research Grant: *Autism Focused Early Intervention During COVID-19 Pandemic: Impact on the Family* Funding Source: Autism Science Foundation. Amount Requested \$5,000 Status: Unfunded

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

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

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

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

GRANTS: PREPARED, UNSUBMITTED

Caregiver-Led, Function-Based Interventions: Decreasing Challenging Behaviors in Toddlers with Autism. Funding source, 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

A. LIST OF COURSES TAUGHT

Associate Degree Courses:

Guidance in early education (WI 03; SP 03)
Child Development Associate Certification Sequence (SU 01; F 01)
Child Development (F 03)

Undergraduate Courses:

Overview of Autism (WI 19; WI 20; WI 21)

Graduate Courses:

Diverse Families in Early Intervention (W 22; W23)
Foundation in Early Intervention and Early Childhood Special Education (F21; F22; F23)
Autism Intervention I: Functional Behavior Assessment (SU 21)
Assessment in Special Education (F 20)

B. COURSES TAUGHT AT UNIVERSITY OF OREGON

SPED 681 (WI 2022- Hybrid; WI 2023-Hybrid)
 SPED 680 (F 2021; F 2022- Hybrid; F2023-Hybrid)
 SPED 410 (WI 2019- in person, WI 2020 – in person, WI 2021- virtual/synchronous)
 SPED 610 (F 2020- virtual/synchronous)
 SPED 610 FBA (SU 2021- in person)

C. GUEST LECTURES AT UNIVERSIT OF OREGON

Early Intervention (SU 2022)
 Autism Intervention and Applied Behavior Analysis (WI 2020; WI 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 (WI 2017; SP 2017)

D. INVITED GUEST LECTURES

Systems of Support- Family Focused Intervention- Texas A & M, San Antonio (Spring 2023)
 Early Intervention and Autism- University of Wisconsin, Whitewater (Fall 2022)
 Parent Medicated Intervention- University of Maine (Fall 2020)

E. SUPERVISOR and ADVISOR

DucksRise-Career Readiness Program for BIPOC, first gen and low-income students
 2023: Neela Ropp
 Advisor/Filed Study/Capstone Supervisor:
 2023: 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
 Research Team Supervision:
 2022-2023: 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; Manda Nambiar; Ashley Jaramillo
 Graduate Level Data Collectors: Alexis Bacon-Yates; Ashley Vaughn; Qi Wei
 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
 Board Certified Behavior Analyst Candidate Supervision
 2020- present: Qi Wei (pursuing BCBA-D)
 Language and Play Every Day Practicum Graduate Assistant
 2016-2018

PROFESSIONAL AND UNIVERSITY SERVICE

2023	IES Grant Competition Reviewer
2022-2023	Search Committee for non-tenure track faculty position <ul style="list-style-type: none"> • Early Childhood Cares Program Director; interview team • Early Intervention Practicum Coordinator; search committee and interview team
03/2020-present	Division of Early Childhood (DEC) of Council for Exceptional Children: Research Committee
2020- Present	Ad Hoc Reviewer

Early Childhood Education Journal
Journal of Behavioral Education
Developmental Neurorehabilitation
Intellectual and Developmental Disabilities
Frontiers in Education

2018;2019;2020;2023	Proposal Reviewer for Division of Early Childhood Annual Conference
2019-2022	Early Childhood Personnel Center: Early Childhood Leadership Initiative Cohort
01/2019-09/2019	Division of Early Childhood: Response to Intervention Review Committee Member
08/2016-10/2019	Diagnostic Team Member; <i>Oregon Health Sciences University: Institute on Development and Disability, Child Development & Rehabilitation Center</i>
04/2017- 06/2019	Behavior Consultant and Supervisor: HEDCO Clinic, University of Oregon <i>HEDCO Augmentative and Alternative Communication Clinic</i> <i>HEDCO Autism Research and Training Clinic</i> <i>HEDCO Autism Interdisciplinary Assessment Clinic</i>
02/2018-03/2018	Article Reviewer: National Clearinghouse on Autism Evidence and Practice Systematic Review. Frank Porter Graham Child Development Institute, UNC Chapel Hill.

HONORS AND AWARDS

Switzer Research Fellowship, NIDDLR Foundation	2021-2022
Received Special Merit Award, US Army Certificate of Appreciation for Civilian Service	1999 & 2004
6 th Area Support Group Volunteer Award	1995, 1999, & 2004
Kappa Delta Pi-International Honor Society, University of Texas at Austin	2000
Dean's List, Ohio State University	1995

PROFESSIONAL MEMBERSHIPS AND BOARD POSITIONS

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- Advisory Board for Texas A&M Behavior Analytic Course Sequence; Current
 - Council for Exceptional Children: Division of Early Childhood- Research Team; Current
 - Association for Behavior Analysis International; Current
 - Leadership Team: STAND for Children, Oregon; 2019-2021
 - Board Member: University of Oregon Behavior Analytic Student Organization; Co-President and Founder. 2017-2018
 - Board Member: San Antonio Association for the Education of Young Children; 2004-2009
 - Board Member: Austin Association for the Education of Young Children; 2000-2002