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AWARD NUMBER: W81XWH-18-1-0677

TITLE: Surviving and Thriving in the Real World: a Daily Living Skills  
Intervention for High Schoolers with Autism Spectrum Disorder

PRINCIPAL INVESTIGATOR: Amie Duncan

CONTRACTING ORGANIZATION: Children's Hospital, Cincinnati

REPORT DATE: Oct 2019

TYPE OF REPORT: Annual

PREPARED FOR: U.S. Army Medical Research and Materiel Command  
Fort Detrick, Maryland 21702-5012

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<b>1. REPORT DATE</b> October 2019	<b>2. REPORT TYPE</b> Annual	<b>3. DATES COVERED</b> 9/15/2018-9/14/2019
<b>4. TITLE AND SUBTITLE</b> Surviving and Thriving in the Real World: a Daily Living Skills Intervention for High Schoolers with Autism Spectrum Disorder		<b>5a. CONTRACT NUMBER</b>
		<b>5b. GRANT NUMBER</b> W81XWH-18-1-0677
		<b>5c. PROGRAM ELEMENT NUMBER</b>
<b>6. AUTHOR(S)</b> Amie Duncan, Ph.D.  E-Mail: amie.duncan@cchmc.org		<b>5d. PROJECT NUMBER</b>
		<b>5e. TASK NUMBER</b>
		<b>5f. WORK UNIT NUMBER</b>
<b>7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)</b>  Cincinnati Children's Hospital Medical Center 3333 Burnet Ave, MLC 4002 Cincinnati, OH 45229		<b>8. PERFORMING ORGANIZATION REPORT NUMBER</b>
<b>9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)</b>  U.S. Army Medical Research and Materiel Command Fort Detrick, Maryland 21702-5012		<b>10. SPONSOR/MONITOR'S ACRONYM(S)</b>
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<b>12. DISTRIBUTION / AVAILABILITY STATEMENT</b>  Approved for Public Release; Distribution Unlimited		
<b>13. SUPPLEMENTARY NOTES</b>		
<b>14. ABSTRACT</b> Background: Individuals with autism spectrum disorder (ASD), even those defined as high functioning (IQ >70), have bleak adult outcomes because of difficulties successfully navigating the transition to the adult world due to the symptoms and characteristics associated with their diagnosis. Daily living skills (DLS) are everyday activities such as hygiene, cooking, cleaning, navigating the community, and managing money that are critical to independent functioning in adulthood. DLS were the only significant factor found to predict a positive outcome in adulthood for individuals with high functioning ASD, and are linked to a more successful outcome in college, employment, independent living, social participation, and quality of life. Despite their importance, the DLS of adolescents with high functioning ASD are often 6-8 years below their chronological age and fall far below what would be expected based on their cognitive abilities. However, DLS are behaviors that can be explicitly taught using strategies that have been proven effective for individuals with high functioning ASD in acquiring skills in other areas. While the acquisition of DLS should be very amenable to intervention, there are currently no evidence-based group intervention packages that target DLS in adolescents with high functioning ASD. Our team recently completed a pre-post trial (n=7) of Surviving and Thriving in the Real World (STRW), a group treatment for adolescents with high functioning ASD and their parent that targets specific DLS (i.e., cooking, laundry, self-care, and money management) using evidence based teaching strategies (e.g., task analysis, video modeling, technology). Results demonstrated significant gains in DLS from baseline to post-treatment for all participants. Over the course of a 12-week intervention, adolescent participants gained an average of 2-2.5 years of DLS, which is not only clinically meaningful, but suggests that the gap between age and skill level		

can be significantly reduced. At six-month follow-up, the data showed that adolescents not only retained skills across all 4 targeted areas, but continued to gain DLS.

Objective: The proposed study will continue the iterative approach of refining the STRW intervention by conducting a pilot RCT to test the effectiveness in 72 adolescents (11th and 12th graders) with high functioning ASD. We plan on focusing on adolescents with ASD in their last 2 years of high school because it is especially critical to ensure that they have the DLS necessary to succeed as they prepare to transition to adulthood.

Specific Aims:

- Aim 1: Examine the effectiveness of Surviving and Thriving in the Real World (STRW) in a pilot RCT.
- Aim 2: Assess the maintenance of treatment gains 6-months after completion of STRW.
- Aim 3 (Exploratory): Examine how social skills, executive functioning, and parenting and family factors, which have all been linked to DLS, are affected by participation in STRW.

Study Design: The pilot RCT will consist of running 5 cohorts of 12-16 adolescents with ASD and their parents in a STRW treatment group or waitlist control group. Once an eligible cohort of 12-16 adolescents with ASD has been obtained, they will be randomly assigned to either the STRW group or control group. Approximately 6-8 adolescents with ASD and their parents will participate in each STRW group. Thus, across 5 cohorts, the goal will be to enroll at least 36 adolescents in both the STRW and control groups during Years 1-3.

Impact: Despite the strong and clearly documented link between DLS and adult outcome, there are no intervention packages that target the acquisition of DLS. A DLS intervention package for adolescents with high functioning ASD that uses evidence-based strategies for teaching DLS and incorporates parental involvement has the potential to directly affect current functioning and future adult outcomes by increasing capabilities for skills that are needed to succeed in college, employment, and independent living.

Translatability: The current proposal represents a critical first step towards examining how a novel, group-based intervention affects proximal outcomes of improvement in DLS. The results of the current study will provide data on effect sizes for the design of a larger RCT to be conducted in the future. Further, due to the link between DLS and overall adult outcome, the STRW intervention could be adapted in the future so that it could be tested on other populations including elementary and middle-school aged children with ASD, young adults with ASD, and children and adolescents with ASD and a comorbid intellectual disability.

**15. SUBJECT TERMS**

<b>16. SECURITY CLASSIFICATION OF:</b>			<b>17. LIMITATION OF ABSTRACT</b>	<b>18. NUMBER OF PAGES</b>	<b>19a. NAME OF RESPONSIBLE PERSON</b>
<b>a. REPORT</b>	<b>b. ABSTRACT</b>	<b>c. THIS PAGE</b>			USAMRMC
Unclassified	Unclassified	Unclassified	Unclassified		<b>19b. TELEPHONE NUMBER</b> (include area code)

## 1. INTRODUCTION:

In the current study, we are examining how the Surviving and Thriving in the Real World (STRW) intervention improves the daily living skills of adolescents with autism spectrum disorder (ASD) in their last 2 years of high school. The main objective of the current proposal is to conduct a pilot randomized clinical trial (i.e., STRW and social skills control group) to examine how participation in STRW affects proximal outcomes with a larger sample size. It will consist of running 5 cohorts of 12-16 high functioning adolescents with ASD (IQ>70) and their parents for a pre-assessment, 14 week intervention (randomized to STRW or social skills control group), post-assessment, and 6 month follow-up assessment.

## 2. KEYWORDS:

ASD = Autism spectrum disorder; Adolescent; STRW = Surviving and Thriving in the Real World Intervention; DLS = Daily living skills; GAS = Goal Attainment Scale; PEERS = Program for the Education and Enrichment of Relational Skills; RCT = randomized clinical trial

## 3. ACCOMPLISHMENTS:

- **What were the major goals of the project?**
  - (1) Obtain IRB approval and HRPO approval
  - (2) Coordinate research staff and intervention facilitators for pilot RCT
  - (3) Pilot RCT
  - (4) Data Analysis
- **What was accomplished under these goals?**
  - Major Activities and Specific Objectives (i.e., all tasks, subtasks, and milestones from approved Statement of Work) that have been achieved have a date accomplished in the below table that is taken directly from the approved Statement of Work. Any row that is left blank under the column "Date Accomplished" indicates that this task has not yet been started.

<b>Major Task 1: Obtain IRB approval and HRPO approval</b>	<b>Date Accomplished</b>	<b>Comments</b>
Subtask 1: Prepare/adapt regulatory documents and research protocol for pilot RCT of STRW.		
Finalize consent form and human subjects protocol.	5/16/18	
Submit IRB protocol	5/16/18	
Submit amendments, adverse events, and protocol deviations as needed	As needed	Several amendments were submitted to and approved by CCHMC to add/remove study staff, specify what measures were being given electronically, update recruitment

		materials, etc. Two adverse events have been reported.
Complete annual IRB report for continuing review	Annually	Continuing review was approved at CCHMC on 3/18/19
Milestone Achieved: CCHMC IRB approval	5/17/2018	
Milestone Achieved: HRPO Approval	12/10/2018	
<b>Major Task 2: Coordinate research staff and intervention facilitators for pilot RCT</b>		
Subtask 1: Hiring and training of research study staff		
Create job description for CRC2, advertise job posting, and interview	May 2018	
Train CRC1 on goal attainment scaling and administration of all assessments to parent and adolescent participants	Oct 2018- Dec 2018	
Train CRC2 on all aspects of study management (e.g., recruitment, scheduling, data entry and data management)	Oct 2018- Dec 2018	
Create a timeline and set up meetings to discuss use of goal attainment scaling throughout the pilot RCT for Cohorts 1-5 at all study visits	Oct 2018	Dr. Lisa Ruble (consultant) also conducted a training on the GAS in November 2018 for all study staff
Set up regular bi-weekly meetings to discuss study with all key personnel during the pilot RCT	Oct 2018	
Subtask 2: Modify RedCAP database so that all assessments and rating forms are included for pilot RCT and train CRC1 on data entry and management	Oct 2018- Dec 2018	
Subtask 3: Recruit and train intervention facilitators (i.e., postdoctoral fellows and LEND graduate student trainees)	Dec 2018	
Milestone Achieved: Research staff and intervention facilitators trained	Dec 2018– Cohort #1  Aug 2019 – Cohort #2	Trained 1 social worker, 1 psychology postdoctoral fellow, and 4 psychology and occupational therapy graduate trainees for Cohort #1. Trained 3 psychology postdoctoral fellows and 4 psychology graduate trainees for Cohort #2.
<b>Major Task 3: Pilot RCT</b>		
Subtask 1: Cohort #1 of Pilot RCT of STRW		

Begin subject recruitment for Cohort #1	12/1/2018	See Consort Diagram in Appendix for details on recruitment
Randomize Cohort #1 to treatment (STRW) or control group (PEERS) after 12-16 participants have been recruited and have completed baseline assessment	3/1/2019	9 participants (5 in STRW and 4 in PEERS)
Cohort #1 completes assigned condition over 15 weeks	6/10/2019	
Cohort #1 completes post-treatment assessment	6/28/2019	
Cohort #1 completes 6-month follow-up		
Milestone Achieved: Cohort #1 completed		
Subtask 2: Cohort #2 of Pilot RCT of STRW		
Begin subject recruitment for Cohort #2	6/1/2019	See Consort Diagram in Appendix for details on recruitment
Randomize Cohort #2 to treatment (STRW) or control group (PEERS) after 12-16 participants have been recruited and have completed baseline assessment	8/30/2019	9 participants (5 in STRW and 4 in PEERS)
Cohort #2 completes assigned condition over 15 weeks		Cohort #2 started intervention groups on 9/9/19
Cohort #2 completes post-treatment assessment		
Cohort #2 completes 6-month follow-up		
Milestone Achieved: Cohort #2 completed		
Subtask 3: Cohort #3 of Pilot RCT of STRW		
Begin subject recruitment for Cohort #3	10/1/2019	
Randomize Cohort #3 to treatment (STRW) or control group (PEERS) after 12-16 participants have been recruited and have completed baseline assessment		
Cohort #3 completes assigned condition over 15 weeks		
Cohort #3 completes post-treatment assessment		
Cohort #3 completes 6-month follow-up		
Milestone Achieved: Cohort #3 completed		
Subtask 4: Cohort #4 of Pilot RCT of STRW		
Begin subject recruitment for Cohort #4		
Randomize Cohort #4 to treatment (STRW) or control group (PEERS) after 12-16 participants have been recruited and have completed baseline assessment		
Cohort #4 completes assigned condition over 15 weeks		
Cohort #4 completes post-treatment assessment		
Cohort #4 completes 6-month follow-up		
Milestone Achieved: Cohort #4 completed		
Subtask 5: Cohort #5 of Pilot RCT of STRW		
Begin subject recruitment for Cohort #5		
Randomize Cohort #5 to treatment (STRW) or control		

group (PEERS) after 12-16 participants have been recruited and have completed baseline assessment		
Cohort #5 completes assigned condition over 15 weeks		
Cohort #5 completes post-treatment assessment		
Cohort #5 completes 6-month follow-up		
Milestone Achieved: Cohort #5 completed		
Milestone Achieved: Report findings from pilot RCT study		
<b>Major Task 4: Data Analysis</b>		
Subtask 1: Perform all analyses according to specifications		
Subtask 2: Work with all key personnel on dissemination of findings (abstracts, presentation, publications, DOD)		
Subtask 3: Work with all key personnel to prepare grant application		
Milestone Achieved: Report results from data analyses		

- **Significant Results/Key Outcomes**
  - Nothing to Report
- **Other Achievements**
  - STRW intervention manual was finalized for all 14 treatment sessions for parent and adolescent sessions (this is available as a pdf upon request).
  - STRW and PEERS training for facilitators was developed, refined, and finalized. Two trainings (1 for Cohort #1 and 1 Cohort #2 facilitators) have been conducted.
  - A training for the Goal Attainment Scaling protocol was developed and finalized. This training will be conducted in October 2019 for members of the research study team who will be conducting reliability ratings on the Goal Attainment Scaling forms administered to parent participants at baseline, post-treatment, and 6-month follow-up assessments.
  - DLS-GAS protocol was finalized for baseline, post-treatment, and 6-month follow-up assessments (see Appendix)
- **What opportunities for training and professional development has the project provided?**
  - Attended the Milestones Autism Conference (June 2019 in Cleveland, Ohio)
  - Attended the Association for Intellectual and Developmental Disabilities Annual Conference (June 2019 in Minneapolis, MN)
  - Conducted 2 parent trainings at local high schools on the importance of daily living skills in adolescents with ASD
- **How were the results disseminated to communities of interest?**
  - Nothing to Report
- **What do you plan to do during the next reporting period to accomplish the goals?**

- We plan on recruiting, assessing, running the intervention groups, and conducting post-treatment and follow-up assessments for Cohort #2 and Cohort #3. We will also conduct the 6-month follow-up assessments for Cohort #1. Our research team will recruit and conduct eligibility assessments for Cohort #4. We will enter all data from the assessments, intervention sessions, fidelity checklists, satisfaction ratings, and inter-rater reliability into our database.
- In order to increase our numbers, we have a plan in place for the next 3 recruitment cycles. We currently have a waitlist of 11 potential participants to contact who were unable to participate in the previous 2 cohorts. Further, we have approximately 6 potential participants that will be scheduled for Cohort #3 pre-assessments because they either cancelled or no-showed for the previous 2 cohorts. We are in communication with the Autism Society of Greater Cincinnati, Autism Speaks, and several high schools throughout the greater Cincinnati area to discuss the study and give information to families. We also plan to recruit at local conferences, trainings, and other events (e.g., Transition Bootcamp, college fairs) in the greater Cincinnati area over the next year.

#### 4. IMPACT

- **What was the impact on the development of the principal discipline(s) of the project?**
  - Nothing to Report
- **What was the impact on other disciplines?**
  - Nothing to Report
- **What was the impact on technology transfer?**
  - Nothing to Report
- **What was the impact on society beyond science and technology?**
  - Nothing to Report

#### 5. CHANGES/PROBLEMS

- **Changes in approach and reasons for change**
  - A revised statement of work (SoW) was approved via email on 9/26/19 and these changes were approved by the CCHMC IRB and then submitted to HRPO for approval. The SoW was revised to reflect that the sample size is 70 participants because the previously approved statement of work erroneously stated that the sample size was 80 participants. It was also revised to include an additional cohort for a total of 5 cohorts. Lastly, the revised statement of work also included information about the use of an active control group rather than a waitlist control group due to comments from the grant reviewers.
- **Actual or anticipated problems or delays and actions or plans to resolve them**
  - Nothing to Report
- **Changes that had a significant impact on expenditures**
  - The addition of a post-doctoral fellow was requested to assist with running the intervention groups, conducting assessment visits, and other duties related to

managing the study (e.g., data entry, fidelity checklists, reliability for GAS forms, etc.).

- **Significant changes in use or care of human subjects, vertebrate animals, biohazards, and/or select agents**
  - Nothing to Report
- **Significant changes in use or care of human subjects**
  - Nothing to Report
- **Significant changes in use or care of vertebrate animals.**
  - Nothing to Report
- **Significant changes in use of biohazards and/or select agents**
  - Nothing to Report

## 6. PRODUCTS

- **Publications, conference papers, and presentations**
  - **Journal publications**
    - Pickard, K., Blakeley-Smith, A., Boles, R., **Duncan, A.**, Keefer, A., O'Kelley, S., & Reaven, J. (under review). Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety. *Administration and Policy in Mental Health*.
    - Tamm, L. & **Duncan, A.** (in press). Achieving Academic Independence in Middle School-Outpatient (AIMS-O). *Encyclopedia of Autism Spectrum Disorders* (F.R. Volkmar, Ed.). New York: Springer.
    - Tamm, L., **Duncan, A.**, Vaughn, A.J., McDade, R., Estell, N., Birnschein, A., & Crosby, L. (2019). Academic needs in middle school: Perspectives of parents and youth with Autism. *Journal of Autism and Developmental Disorders*. doi:10.1007/s10803-019-03995-1.
    - **Duncan, A.**, Tamm, L., Birnschein, A. M., & Becker, S. P. (2018). Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with ASD. *Autism*. (PMID: 30426763).
    - Will, M., Currans, K., Smith, J., Weber, S., **Duncan, A.**, Burton, J., Kroeger-Geoppinger, K., Miller, V., Stone, M., Mays, L., Luebrecht, A., Heeman, A., Erickson, C., & Anixt, J. (2018). Evidence Based Intervention for Children with Autism Spectrum Disorder. *Current Problems in Pediatric and Adolescent Health Care*. (PMID: 30337149).
    - Walsh, C., Moody, E., Blakeley-Smith, A., **Duncan, A.**, Hepburn, S., Keefer, A., Klinger, L., Meyer, A., O'Kelley, S., & Reaven, J. (2018). The Relationship between Treatment Acceptability and Child Outcome in Group CBT for Youth with ASD and Anxiety. *Journal of Contemporary Psychotherapy*, 1-10. (No PMID – article not in PubMed; doi: 10.1007/s10879-018-9380-4).
    - Walsh, C., Moody, E., Blakeley-Smith, A., **Duncan, A.**, Hepburn, S., Keefer, A., Klinger, L., Meyer, A., O'Kelley, S., & Reaven, J. (2018). Training Clinicians to Deliver Group CBT to Manage Anxiety in Youth

with ASD: Results of a Multi-Site Trial. *Journal of Consulting and Clinical Psychology*, 1-10. (PMID: 29504790).

- **Books or other non-periodical, one-time publications.**
  - **Duncan, A.** (2019). *Surviving and thriving in the real world: A daily living skills intervention for adolescents with autism spectrum disorder* [Intervention manual]. USA.
  - **Duncan, A.**, Liddle, M., Cash, S., Smith, T., & Luevano, C. (2019). *Surviving and thriving in the real world – college edition: A daily living skills intervention for undergraduates with developmental disabilities* [Intervention manual]. USA.
- **Other publications, conference papers, and presentations.**
  - Pickard, K., Boles, R.E., Blakeley-Smith, A., Klinger, L.G., Keefer, A., **Duncan, A.**, O'Kelley, S.E., & Reaven, J. (2019, May). *Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety*. Poster presentation at the International Society for Autism Research, Montreal, Quebec.
  - Burton, J., Craighead, N., Silbert, N., Breit-Smith, A., Grether, S., & **Duncan, A.** (2019, November). *Exploring Symptomatology in High-Functioning Girls with ASD: Results from the Social Communication Questionnaire*. American Speech-Language-Hearing Association Conference, Orlando, FL.
  - Birnschein, A., Tamm, L., **Duncan, A.**, & Becker, S.P. (2019, April). *Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with Autism Spectrum Disorder*. Gatlinburg Conference, San Antonio, TX.
  - Meyer, A. T., Moody, E., Keefer, A., Klinger, L.G., **Duncan, A.**, O'Kelley, S., Hepburn, S., Blakeley-Smith, A., & Reaven, J. (2018, November). *Effect of psychiatric comorbidity on treatment of children with autism spectrum disorder and anxiety*. Association for Behavioral and Cognitive Therapies, Washington D.C.
  - DeVries, L., Pickard, K., Moody, E., Keefer, A., Klinger, L., **Duncan, A.**, O'Kelley, S., Hepburn, S., Blakeley-Smith, A., Reaven, J. (2018, November). *Relationships between maternal factors and treatment response to a group CBT treatment for youth with ASD and co-occurring anxiety*. Association for Behavioral and Cognitive Therapies, Washington D.C.
- Invited Lecture
  - *University of North Carolina TEACCH Autism Program Conference: Transitioning Through Life with Autism Spectrum Disorder*, (October 25, 2018). Gave a keynote presentation on the importance of targeting daily living skills in adolescents with ASD and the development of the Surviving and Thriving in the Real World intervention.
- **Website(s) or other Internet site(s)**
  - Nothing to report
- **Technologies or techniques**
  - Nothing to report

- **Inventions, patent applications, and/or licenses**
  - Nothing to report
- **Other Products**
  - STRW Intervention Manual (available upon request as a pdf)

## PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

- What individuals have worked on the project?

Name:	Amie Duncan, Ph.D.
Project Role:	Principal Investigator
Researcher Identifier (e.g. ORCID ID):	ORCID ID: 0000-0002-6317-4302
Nearest person month worked:	6 calendar months. Salary support is only on NICHD K23.
Contribution to Project:	Dr. Duncan is the head of this project, overseeing recruitment efforts, delegation of tasks to coordinators, training group facilitators, and developing and implementing the intervention.
Funding Support:	DoD, NICHD K23 (Duncan) (75%), DoE IES (Tamm) (15%), NICHD R21 (Tamm) (10%)

Name:	Carrie Fassler, CCRP
Project Role:	Clinical Research Coordinator IV
Researcher Identifier (e.g. ORCID ID):	ORCID ID: 0000-0002-7705-8388
Nearest person month worked:	6 calendar months
Contribution to Project:	Ms. Fassler is responsible for completing the Goal Attainment Scale measure at each assessment, assisting with recruitment, scheduling and running participant visits, ensuring that all assessment measures are filled out completely, data entry and management, and IRB and regulatory issues.
Funding Support:	DoD (50%), NICHD K23 (50%)

Name:	Meera Patel
Project Role:	Clinical Research Coordinator II
Researcher Identifier (e.g. ORCID ID):	Not applicable
Nearest person month worked:	6 calendar months
Contribution to Project:	Ms. Patel is responsible for assisting with recruitment, scheduling and running participant visits, conducting assessments with adolescent participants, data collection and management, setting up and managing scheduling and logistics of intervention groups, and assisting with facilitating the intervention.
Funding Support:	DoD (50%), DoE IES (Tamm) (50%)

Name:	Jareen Meinzen-Derr, Ph.D.
Project Role:	Statistician
Researcher Identifier (e.g. ORCID ID):	ORCID ID: 0000-0001-7765-6006
Nearest person month worked:	2 calendar months
Contribution to Project:	Dr. Meinzen-Derr is responsible for methodological design and statistical analyses for the project.
Funding Support:	CDC (35%), DOD (10%)

Name:	Lori Stark, Ph.D.
Project Role:	Co-Investigator
Researcher Identifier (e.g. ORCID ID):	ORCID ID: 0000-0002-8916-3118
Nearest person month worked:	1 calendar month
Contribution to Project:	Dr. Stark is in a sub-investigator role for this project. She is responsible for providing mentorship and guidance on all aspects of the project including managing the study, facilitating the intervention, data entry and collection, recruitment, and assisting with manuscript and conference submissions.
Funding Support:	Convalescent Hospital for Children (12%), DOD (1%), Cystic Fibrosis Foundation (5%), MEDTAPP (4%), Success with Therapies Research Consortium (2%)

Name:	Lisa Ruble, Ph.D.
Project Role:	Consultant
Researcher Identifier (e.g. ORCID ID):	ORCID ID: 0000-0003-4419-2406
Nearest person month worked:	N/A
Contribution to Project:	Dr. Ruble is the developer of the Goal Attainment Scaling protocol. She is assisting in the development of the Daily Living Skills Goal Attainment Scaling protocol for the current study and collaborating with staff who administer the measure to ensure that it is being done appropriately at each time point.
Funding Support:	DoD

Name:	Heather Lacey, Ph.D.
Project Role:	Post-Doctoral Fellow
Researcher Identifier (e.g. ORCID ID):	Not applicable
Nearest person month worked:	3 calendar months
Contribution to Project:	Dr. Lacey is assisting Dr. Duncan in recruiting participants, conducting eligibility assessments, administering assessments to parent and teen participants, facilitating the intervention groups, and assisting with conference and manuscript submissions.
Funding Support:	DoD (25%) and DoE IES (Tamm) (75%)

- **Has there been a change in the active other support of the PD/PI(s) or senior/key personnel since the last reporting period?**
  - Dr. Duncan is now 5% on the NIH R21 and 20% on the DoE IES grants. Her monetary effort for the current DoD grant is subsumed on the NICHD K23 grant. However, Dr. Duncan puts forth at least 40% effort on the DoD grant.
- **What other organizations were involved as partners?**
  - Nothing to Report

## 7. SPECIAL REPORTING REQUIREMENTS

- **COLLABORATIVE AWARDS:** *For collaborative awards, independent reports are required from **BOTH** the Initiating PI and the Collaborating/Partnering PI. A duplicative report is acceptable; however, tasks shall be clearly marked with the responsible PI and research site. A report shall be submitted to <https://ers.amedd.army.mil> for each unique award.*
- **QUAD CHARTS:** *If applicable, the Quad Chart (available on <https://www.usamraa.army.mil>) should be updated and submitted with attachments.*

## 8. APPENDICES

- A. Investigator CV
- B. Consort Diagram
- C. Goal Attainment Scaling Protocol

Appendix A  
**CURRICULUM VITA**  
**Amie Duncan, PhD**

**NAME AND PERSONAL DATA**

Cincinnati Children's Hospital Medical Center  
Division of Developmental and Behavioral Pediatrics  
MLC 4002  
3333 Burnet Avenue  
Cincinnati, OH 45229  
Phone: 513-803-2416  
Fax: 513-636-2837  
Email: Amie.Duncan@cchmc.org

**EDUCATION**

2010- 2012	Cincinnati Children's Hospital Medical Center, Division of Developmental and Behavior Pediatrics	Research Postdoctoral Fellowship Mentor: Somer Bishop, PhD
2009- 2010	Cincinnati Children's Hospital Medical Center, Division of Developmental and Behavior Pediatrics	Clinical Postdoctoral Fellowship Mentors: Rena Sorensen, PhD Kim Kroeger-Geoppinger, PsyD
2008- 2010	University of Colorado – JFK Partners and Cincinnati Children's Hospital Medical Center	Trainee - Leadership Education in Neurodevelopmental Disabilities (LEND) Mentors: Corry Robinson, PhD Roz Parrish, MSN
2008- 2009	University of Colorado – Denver School of Medicine – JFK Partners	Developmental Disabilities Track Mentors: Judy Reaven, PhD Audrey Blakeley-Smith, PhD
2009	University of Alabama Ph.D.	Clinical Psychology Mentor: Laura Klinger, PhD
2006	University of Alabama M.A.	Clinical Psychology Mentor: Laura Klinger, PhD
2004	University of Dayton B.S. with Magna cum Laude	Psychology

**Trainings**

- *PEERS Young Adult Intervention*: Certified Facilitator, August 2018
- *Certificate in Clinical and Translational Research*: University of Cincinnati, August 2016
- *Transitioning Together Intervention*: Certified Facilitator, June 2015
- *Autism Diagnostic Observation Schedule*: Certified Trainer, June 2012
- *Autism Diagnostic Interview-Revised*: Research Reliable Administrator, August 2011

## **ACADEMIC APPOINTMENTS**

2012-present **Assistant Professor**

Cincinnati Children's Hospital Medical Center  
Division of Developmental and Behavioral Pediatrics  
The Kelly O'Leary Center for Autism Spectrum Disorders

## **LICENSING AND CERTIFICATION**

2018 CITI Training – Children's Research  
2018 CITI Training – Clinical Research Conduct  
2018 CITI Training – Decisionally Impaired Subjects  
2018 CITI Training – Good Clinical Practice  
2018 CITI Training – HSR Core for 2017 Program  
2018 CITI Training – Responsible Conduct of Research  
2011 State of Ohio Psychology License, #6757

## **AWARDS AND HONORS**

2014 Exemplary Professional Leadership, Applied Behavioral Services, Cincinnati, Ohio  
2011 Theodore Tjossem Postdoctoral Award, Gatlinburg Conference  
2009 Graduate Travel Award, University of Alabama Graduate Student Association  
2008 Rickard Clinical Service Award, University of Alabama Department of Psychology,  
2007 Outstanding Thesis Nominee, University of Alabama Department of Psychology  
Graduate Research Grant of \$2000, Organization for Autism Research  
APA Dissertation Award Nominee, University of Alabama Department of Psychology  
Graduate Research Award, University of Alabama Graduate Student Association  
Student Travel Award, International Meeting for Autism Research (IMFAR)  
Graduate Research Award, University of Alabama Department of Psychology  
2006 Outstanding Research by a Master's Student in the Psychology Department  
Graduate Travel Award, University of Alabama Graduate Student Association  
2005 Graduate Student Travel Award, University of Alabama Department of Psychology  
2004 Kenneth J. Kuntz Outstanding Student in Psychology Award, University of Dayton

## **CLINICAL SERVICE**

### **Clinical Expertise and Activities**

My overarching career goal is to facilitate a successful transition from adolescence to adulthood for individuals with autism spectrum disorder (ASD) to increase outcomes in independent living, postsecondary education, employment, community participation, and quality of life. I have clinical expertise in both assessing and treating adolescents with high functioning ASD. In 2012, I developed the ASD Adolescent Assessment Clinic which is a weekly interdisciplinary clinic consisting of psychology, psychiatry, and speech-language pathology that conducts updated assessments and develops an individualized transition plan to help them reach their goals and access needed resources and supports at home, school, the workplace, and in the community. Through this clinic, I worked collaboratively with pediatricians and nurse practitioners in DDBP who are also assisting adolescents with ASD transition from the pediatric to adult healthcare system.

2012 - **Coordinator of the TKOC ASD Adolescent Assessment Clinic**  
2018 *Cincinnati Children's Hospital and Medical Center*

Led an interdisciplinary team consisting of a psychologist, psychiatrist, special education consultant, social worker, and speech-language pathologist in conducting updated assessments for adolescents and young adults diagnosed with autism spectrum disorder. The clinic served as a way for families to get updated assessment information and also helps the family to develop an individualized transition plan for use at home, school, and the community.

2012 – **Patient Education, DDBP Family and Professional Education Series**  
2018 *Cincinnati Children’s Hospital Medical Center*

Provide lectures to families and professionals who work with children or adolescents with developmental disabilities on topics such as building daily living skills, increasing executive functioning skills, targeting self-determination, and addressing bullying and peer victimization.

2010 – **Support Group Facilitator for Families of Individuals with ASD**  
2016 *Autism Society of Greater Cincinnati*

Conducted monthly support groups for families who had a child with autism spectrum disorder to discuss topics such as coping with a new diagnosis, finding community resources, navigating the educational system, and identifying resources for the transition to adulthood.

2010 - **Assessor**  
2012 *Cincinnati Children’s Hospital and Medical Center*

Supervisor: Somer Bishop, Ph.D.  
Conducted autism-specific diagnostic assessments on children with various developmental disabilities (e.g., autism, ADHD, language disorders, and intellectual disability).

2009 – **Behavior Specialist**  
2010 *Cincinnati Children’s Hospital Medical Center*

Supervisors: Rena Sorensen, Ph.D. & Kim Kroeger-Geoppinger, Psy.D.  
Conducted functional behavioral assessments on children with ASD in the Severe Behavior Treatment (SBT) Program and the Early Intensive Behavioral Intervention (EIBI) preschool classroom. Utilized discrete trial training to teach academic concepts, language, play and social skills, and functional life skills.

2009 **Assessor**  
*University of Denver Developmental Neuropsychology Clinic*

Supervisors: Bruce Pennington, Ph.D. & Marge Riddle, Ph.D.  
Completed diagnostic evaluations for children with academic or attention difficulties. Responsibilities included conducting neuropsychological assessments, report writing, coordinating a monthly case conference, and providing feedback to families.

2008 – **Assessor and Therapist**  
2009 *University of Colorado Denver – School of Medicine*

Supervisors: Judy Reaven, Ph.D. & Audrey Blakeley-Smith, Ph.D.

Completed interdisciplinary assessments of children suspected of having an ASD. Completed clinical interviews, consulted with teachers and medical professionals, wrote reports, and provided feedback to families. Provided individual and group therapy to children with ASD and their families.

2007 - **Therapist**  
2008 *University of Alabama Autism College Transition and Support Program*  
Supervisors: Laura Klinger, Ph.D. & Sarah O'Kelley, Ph.D.  
Provided therapy and support services to college students with autism that included academic supports, instruction on daily living skills and social skills, and coping strategies for depression and anxiety.

2004 – **Assessor and Therapist**  
2008 *University of Alabama Autism Spectrum Disorders Clinic*  
Supervisors: Laura Klinger, Ph.D. & Sarah O'Kelley, Ph.D.  
Completed multidisciplinary assessments of children suspected of having an ASD. Provided feedback to families, consulted with teachers, and led in-service trainings for schools and hospitals. Provided individual therapy and social skills group therapy to children, adolescents, and adults with ASD and their families.

## **RESEARCH AND SCHOLARLY ACTIVITIES**

### **Research and Scholarly Activities**

My independent research has focused on gaining a better understanding of the specific strengths and deficits in adolescents with ASD in order to determine how to develop effective interventions that will lead to an optimal outcome in adulthood and an increased quality of life. My long-term research goal is to develop daily living skills interventions for children and adolescents with ASD and other developmental disabilities that will have direct effects on their ability to live independently, attend college, and obtain and maintain employment as an adult. I have been piloting and evaluating the initial efficacy of a daily living skills intervention that targets the acquisition of skills such as self-care, cooking, laundry, and money management. Through the iterative process, we have determined critical treatment components such as parental involvement and use of evidence-based behavioral strategies. Further, initial results from both a small pre-post trial and pilot randomized clinical trial (RCT) were very promising such that adolescents with ASD demonstrated significant improvement on targeted daily living skills. My current grant funding through the Department of Defense (DoD) and the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) will allow us to conduct a RCT to evaluate the efficacy of the daily living skills intervention as compared to a social skills intervention in high school students with ASD. I have also been collaborating with Dr. Leanne Tamm at CCHMC to modify an intervention that targets academic executive functioning deficits in adolescents with ADHD to be used for adolescents with ASD in the clinic and school settings. By targeting academic skills such as study skills and an effective homework system, it may lead to short-term (e.g., grades, achievement) and long-term (e.g., college graduation rates) gains for individuals with ASD.

### Grants and Contracts

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)  
(Grant #: [1K23HD094855-01A1](#)) September 2018 – August 2023 Role: PI  
75% effort, *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with ASD*  
Total direct costs: \$757,501

Department of Defense (DoD) Autism Research Program  
(Grant #: W81XWH-17-ARP) September 2018 – August 2021 Role: PI  
0% effort, *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for High Schoolers with ASD*  
Total direct costs: \$794,997

US Department of Education Institute of Education Sciences  
(Grant #: R324A180053) July 2018 – June 2022 Role: Co-PI  
20% effort, *Teaching Academic Skills to Middle School Students with Autism Spectrum Disorders (ASD) with Executive Functioning Deficits*  
Total direct costs: \$1,525,000

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)  
(Grant #: R21HD090334-01A1) Sept 2017 – August 2020 (NCE) Role: Co-PI  
5% effort, *Teaching Academic Success Skills to Middle School Students with Autism Spectrum Disorders (ASD) with Executive Functioning Deficits*  
Total direct costs: \$198,750

### Completed Grants

University of Cincinnati, Center for Clinical and Translational Science and Training CT2 Scholar  
(No Grant #) April 2016 – August 2018 Role: PI  
75% effort, *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism*  
Total direct costs: \$100,000

Autism Treatment Network (ATN) December 2015 – August 2016 Role: PI  
(Grant #: ATN-AIR 15-08)  
7.8% effort, *Exploration of the Development and Trajectory of Daily Living Skills in Children and Adolescents with Autism Spectrum Disorder*  
Total direct costs: \$10,000

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC  
(No Grant #) July 2015 – June 2016 Role: PI  
20% effort, *Piloting a Group Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorders in the Clinic Setting*  
Total direct costs: \$28,151

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC  
(No Grant #) July 2014 – June 2016 Role: Personnel  
15% effort, *Developing an Anti-Bullying Curriculum for Adolescents with Autism Spectrum Disorder*  
Total direct costs: \$35,000

Health Resources and Services Administration (HRSA)  
(Grant # T73 MC 00032) July 2011 – June 2016 Role: Personnel  
10% effort, *Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND)*  
Total direct costs: \$540,676

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC  
(No Grant #) July 2014 – June 2015 Role: PI  
30% effort, *Understanding the Clinical Phenotype of Students with Intellectual Disabilities Enrolled in the University of Cincinnati Transition and Access Program and Project SEARCH*  
Total direct costs: \$52,645

National Institute of Mental Health (NIMH)  
(Grant #: - 1K01MH092598-01A1) January 2013 – May 2015 Role: Site PI  
20% effort, *Risk and Resiliency for Youth with Autism during the Transition to Adulthood*  
Total direct costs: \$40,873

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC  
(No Grant #) July 2013 – June 2014 Role: PI  
10% effort, *Improving Daily Living Skills in Adolescents with Autism Spectrum Disorder*  
Total direct costs: \$33,208

Department of Defense (DoD) Autism Research Program  
(Grant #: W81XWH-09-10091) January 2013 – June 2014 Role: Personnel  
10% effort, *A Randomized, Placebo-Controlled Trial of D-Cycloserine for the Enhancement of Social Skills Training in PDD*  
Total direct costs: \$159,435

National Institute of Mental Health (NIMH)  
(Grant #: 1R21MH094659-01A1) August 2012 – July 2014 Role: Site PI  
15% effort, *Evaluating the Time-Dependent Unfolding of Social Interactions in Children with Autism Spectrum Disorders*, Site Principal Investigator  
Total direct costs: \$196,987

National Institute of Mental Health (NIMH)  
(Grant #: 5R33MH089291-04) July 2012 – June 2014 Role: Site PI  
5% effort, *Training Outpatient Clinicians to Deliver Cognitive Behavior Therapy to Children with Autism Spectrum Disorders*  
Total direct costs: \$32,022

Autism Treatment Network (ATN) – Community Grant  
(No Grant #) May 2013 – August 2013 Role: Personnel  
0% effort, *Addressing Misconceptions of Challenging Behaviors in Individuals with High Functioning ASD*  
Total direct costs: \$5,000

Health Resources and Services Administration (HRSA)  
(Grant #: R40 MC 19925-01) July 2012 – Sept 2012 Role: Site PI  
*Transition to Adult Services for Youth with Autism Spectrum Disorder*  
Total direct costs: \$5,000

National Institute of Mental Health (NIMH)  
(Grant #: 1R01MH081873-01A1) July 2011 – June 2012 Role: Postdoc  
20% effort, *Longitudinal Studies of Autism Spectrum Disorders: 2 to 23*  
Total direct costs: \$504,261

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)  
(Grant #: R01 HD065277-01) Sept 2009 – June 2012 Role: Postdoc  
80% effort, *2/2 Development of a Screening Interview for Research Studies of ASD*  
Total direct costs: \$776,570

## **Publications**

### **Peer-reviewed articles as a listed author**

1. Pickard, K., Blakeley-Smith, A., Boles, R., **Duncan, A.**, Keefer, A., O'Kelley, S., & Reaven, J. (under review). Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety. *Journal of Autism and Developmental Disabilities*.
2. Tamm, L. & **Duncan, A.** (in press). Achieving Academic Independence in Middle School-Outpatient (AIMS-O). *Encyclopedia of Autism Spectrum Disorders* (F.R. Volkmar, Ed.). New York: Springer.
3. Tamm, L., **Duncan, A.**, Vaughn, A.J., McDade, R., Estell, N., Birnschein, A., & Crosby, L. (2019). Academic needs in middle school: Perspectives of parents and youth with Autism. *Journal of Autism and Developmental Disorders*. doi:10.1007/s10803-019-03995-1.
4. **Duncan, A.**, Tamm, L., Birnschein, A. M., & Becker, S. P. (2018). Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with ASD. *Autism*. (PMID: 30426763).
5. Will, M., Currans, K., Smith, J., Weber, S., **Duncan, A.**, Burton, J., Kroeger-Geoppinger, K., Miller, V., Stone, M., Mays, L., Luebrecht, A., Heeman, A., Erickson, C., & Anixt, J. (2018). Evidence Based Intervention for Children with Autism Spectrum Disorder. *Current Problems in Pediatric and Adolescent Health Care*. (PMID: 30337149).
6. Walsh, C., Moody, E., Blakeley-Smith, A., **Duncan, A.**, Hepburn, S., Keefer, A., Klinger, L., Meyer, A., O'Kelley, S., & Reaven, J. (2018). The Relationship between Treatment Acceptability and Child Outcome in Group CBT for Youth with ASD and Anxiety. *Journal of Contemporary Psychotherapy, 1-10*. (No PMID – article not in PubMed; doi: [10.1007/s10879-018-9380-4](https://doi.org/10.1007/s10879-018-9380-4)).
7. Walsh, C., Moody, E., Blakeley-Smith, A., **Duncan, A.**, Hepburn, S., Keefer, A., Klinger, L., Meyer, A., O'Kelley, S., & Reaven, J. (2018). Training Clinicians to Deliver Group CBT to Manage Anxiety in Youth with ASD: Results of a Multi-Site Trial. *Journal of Consulting and Clinical Psychology, 1-10*. (PMID: 29504790).

8. Romero, V, Fitzpatrick, P, Roulier, S, **Duncan, A**, Richardson, M. J., Schmidt R. (2018). [Evidence of embodied social competence during conversation in high functioning children with autism spectrum disorder](#). *PLoS One*, 5; 13 (3): e0193906. (PMID: 29505608).
9. **Duncan, A.**, Ruble, L. A., Meinzen-Derr, J., Thomas, C., & Stark, L. J. (2017). Preliminary efficacy of a daily living skills intervention for adolescents with high-functioning autism spectrum disorder. *Autism*. (PMID: 28914086).
10. Fitzpatrick, P., Romero, V., Amaral, J. L., **Duncan, A.**, Barnard, H., Richardson, M. J., & Schmidt, R. C. (2017). Evaluating the importance of social motor synchronization and motor skill for understanding autism. *Autism Research*, 10(10), 1687-1699. (PMID: 28590041).
11. Fitzpatrick, P., Romero, V., Amaral, J. L., **Duncan, A.**, Barnard, H., Richardson, M. J., & Schmidt, R. C. (2017). Social Motor Synchronization: Insights for Understanding Social Behavior in Autism. *Journal of Autism and Developmental Disorders*, 47(7), 2092-2107. (PMID: 28425022).
12. Bishop, S. L., Huerta, M., Gotham, K., Alexandra Havdahl, K., Pickles, A., **Duncan, A.**, ...Lord, C. (2017). The autism symptom interview, school-age: A brief telephone interview to identify autism spectrum disorders in 5-to-12-year-old children. *Autism Research*, 10(1), 78-88. (PMID: 27282463).
13. Romero, V., Amaral, J., Fitzpatrick, P., Schmidt, R. C., **Duncan, A. W.**, & Richardson, M. J. (2017). Can low-cost motion-tracking systems substitute a Polhemus system when researching social motor coordination in children? *Behav Res Methods*, 49(2), 588-601. (PMID: 27130173).
14. Adams, R., Taylor, J., **Duncan, A.**, & Bishop, S. (2016). Peer Victimization and Educational Outcomes in Mainstreamed Adolescents with Autism Spectrum Disorder (ASD). *Journal of Autism and Developmental Disorders*, 46(11), 3557-3566. (PMID: 27565652).
15. Keefer, A., Kreiser, N. L., Singh, V., Blakeley-Smith, A., **Duncan, A.**, Johnson, C..., Vasa, R. A. (2016). Intolerance of Uncertainty Predicts Anxiety Outcomes Following CBT in Youth with ASD. *Journal of Autism and Developmental Disorders*, 1-10. (PMID: 27405445).
16. Beal, S. J., Riddle, I. K., Kichler, J. C., **Duncan, A.**, Houchen, A., Casnellie, L., . . . Corathers, S. D. (2016). The Associations of Chronic Condition Type and Individual Characteristics with Transition Readiness. *Academic Pediatrics*, 16(7), 660-667. (PMID: 27345693).
17. **Duncan, A. W.**, & Bishop, S. L. (2015). Understanding the gap between cognitive abilities and daily living skills in adolescents with autism spectrum disorders with average intelligence. *Autism*, 19(1), 64-72. (PMID: 24275020).
18. Adams, R. E., Fredstrom, B. K., **Duncan, A. W.**, Holleb, L. J., & Bishop, S. L. (2014). Using Self- and Parent-Reports to Test the Association between Peer Victimization and Internalizing Symptoms in Verbally Fluent Adolescents with ASD. *Journal of Autism and Developmental Disorders*, 44(4), 861-872. (PMID: 24005987).
19. Bishop, S. L., Hus, V., **Duncan, A.**, Huerta, M., Gotham, K., Pickles, A.,...Lord, C. (2013). Subcategories of Restricted and Repetitive Behaviors in Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 43(6), 1287-1297. (PMID: 23065116).
20. Huerta, M., Bishop, S. L., **Duncan, A.**, Hus, V., & Lord, C. (2013). Commentary on the Application of DSM-5 Criteria for Autism Spectrum Disorder Response. *American Journal of Psychiatry*, 170(4), 445-446. (PMID: 23545798).
21. Huerta, M., Bishop, S. L., **Duncan, A.**, Hus, V., & Lord, C. (2012). Application of DSM-5 Criteria for Autism Spectrum Disorder to Three Samples of Children with DSM-IV Diagnoses of Pervasive Developmental Disorders. *American Journal of Psychiatry*, 169(10), 1056-1064. (PMID: 23032385).

22. **Duncan, A. W.**, & Klinger, L. G. (2010). Autism spectrum disorders: Building social skills in group, school, and community settings. *Social Work with Groups*, 33(2-3), 175-193. (No PMID – article not in PubMed; doi: [10.1080/01609510903366244](https://doi.org/10.1080/01609510903366244)).
23. Scofield, J., & **Williams, A.** (2009). Do 2-year-olds disambiguate and extend words learned from video? *First Language*, 29(2), 228-240. (No PMID – article not in PubMed; doi: [10.1177/0142723708101681](https://doi.org/10.1177/0142723708101681)).
24. Scofield, J., **Williams, A.**, & Behrend, D. A. (2007). Word learning in the absence of a speaker. *First Language*, 27(3), 297-311. (No PMID – article not in PubMed; doi: [10.1177/0142723707077252](https://doi.org/10.1177/0142723707077252)).

### **Book Chapters, Reviews, & Other Publications**

1. **Duncan, A.** (2019). Surviving and thriving in the real world: A daily living skills intervention for adolescents with autism spectrum disorder [Intervention manual]. USA.
2. **Duncan, A.**, Liddle, M., Cash, S., Smith, T., & Luevano, C. (2019). Surviving and thriving in the real world – college edition: A daily living skills intervention for undergraduates with developmental disabilities [Intervention manual]. USA.
3. Kneeskern, E.E., Patel, M.D., **Duncan, A.**, & Tamm, L. (2019). Executive functions [Video file]. USA: Bouncy Fruit Animations.
4. Tamm, L, Vaughn, A.J., & **Duncan, A.** (2018). Behavior agreements [Video file]. USA: Bouncy Fruit Animations.
5. Klinger, L.G., & **Williams, A.** (2009). Cognitive behavioral interventions for students with autism spectrum disorders. Book Chapter in M.J. Mayer, R. Van Acker, J.E. Lochman, & F.M. Gresham (Eds.), *Cognitive-behavioral interventions for emotional and behavioral disorders: School-based practice* (pp. 328-362). New York: Guilford Press.

### **Quality Review of Publications**

1. Duncan, A., Tamm, L, Birnschein, A., & Becker, S. (2018). Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with Autism Spectrum Disorder. *Autism*, 1362361318811329. (PMID: 30426763).
  - This recently published study explored whether sluggish cognitive tempo (SCT) symptoms were associated with ASD symptoms, daily life executive functioning, and anxiety and depressive symptoms in 51 adolescents with ASD without an intellectual disability. The main findings indicated that SCT symptoms are elevated in individuals with ASD and associated with increased anxiety and depressive symptoms and greater metacognitive executive functioning deficits (ability to plan, organize, self-monitor, and sustain working memory).
  - Number of total citations: 0
    - 2018: 0
2. **Duncan, A.**, Ruble, L. A., Meinzen-Derr, J., Thomas, C., & Stark, L. J. (2017). Preliminary efficacy of a daily living skills intervention for adolescents with high-functioning autism spectrum disorder. *Autism*, 1362361317716606. (PMID: 28914086).
  - This study evaluated a group daily living skills intervention for high functioning adolescents with ASD that targeted skills such as self-care, laundry, cooking, and money management. It is the first intervention package that has been developed and evaluated for adolescents with ASD and showed significant promise such that adolescents gained over 2 years of skills over the course of a 12-week intervention. I was actively involved in the design and implementation of the intervention and data analysis.
  - Number of total citations: 1

- 2018: 1
  - 2017: 0
3. Adams, R., Taylor, J., **Duncan, A.**, & Bishop, S. (2016). Peer Victimization and Educational Outcomes in Mainstreamed Adolescents with Autism Spectrum Disorder (ASD). *Journal of Autism and Developmental Disorders*, 46(11), 3557-3566. (PMID: 27565652).
    - This article did a secondary data analysis from the Interactive Autism Network to examine if the effect of peer victimization (i.e., verbal, physical, relational) on bullying. Results indicated that a majority of adolescents with ASD and their parents reported being bullied and this had an impact on academic achievement, dropout rates, and feelings of safety in the school environment. I assisted with interpretation of the data and writing the manuscript.
    - Number of total citations: 5
      - 2018: 3
      - 2017: 2
      - 2016: 0
  4. Beal, S. J., Riddle, I. K., Kichler, J. C., **Duncan, A.**, Houchen, A., Casnellie, L., . . . Corathers, S. D. (2016). The Associations of Chronic Condition Type and Individual Characteristics with Transition Readiness. *Academic Pediatrics*, 16(7), 660-667. (PMID: 27345693).
    - This study evaluated healthcare transition readiness in typically developing adolescents and adolescents with Type 1 diabetes, Turner syndrome, spina bifida, and autism spectrum disorder. The results revealed that adolescents with autism and spina bifida demonstrated significantly lower rates of transition readiness as compared to the other groups. This study has implications for planning the transition from pediatric to adult healthcare such that additional preparation may be needed for youth with developmental disabilities as compared to chronic conditions. I actively participated in the design and implementation of the autism and spina bifida groups and contributed to the interpretation and writing of the manuscript.
    - Number of total citations: 9
      - 2018: 4
      - 2017: 4
      - 2016: 1
  5. **Duncan, A. W.**, & Bishop, S. L. (2015). Understanding the gap between cognitive abilities and daily living skills in adolescents with autism spectrum disorders with average intelligence. *Autism*, 19(1), 64-72. (PMID: 24275020).
    - This study conducted a secondary data analysis on over 400 adolescents with autism spectrum disorder and at least average cognitive abilities (Full Scale IQ >85) to examine their profile of daily living skills as measured by the Vineland Adaptive Scales, 2<sup>nd</sup> Edition. Results indicated that over half of adolescents with autism had a daily living skills deficit and their skills fell 6-8 years below their same-aged peers. This article illustrates the need to develop interventions to directly target these skills so that adolescents with ASD are able to achieve a more positive adult outcome. I designed the research questions, conducted the analyses, interpreted the data, and wrote the manuscript.
    - Number of total citations: 60
      - 2018: 18
      - 2017: 21
      - 2016: 9

- 2015: 10
  - 2014: 2
6. Huerta, M., Bishop, S. L., **Duncan, A.**, Hus, V., & Lord, C. (2012). Application of DSM-5 Criteria for Autism Spectrum Disorder to Three Samples of Children with DSM-IV Diagnoses of Pervasive Developmental Disorders. *American Journal of Psychiatry*, 169(10), 1056-1064. doi:[10.1176/appi.ajp.2012.12020276](https://doi.org/10.1176/appi.ajp.2012.12020276) (PMID:23032385)
    - This article utilized 3 large databases of children with typical development and children with autism spectrum disorder to examine how the rates of diagnoses would shift based on DSM-IV and DSM-5 criteria. Results revealed that the majority of children diagnosed with a DSM-IV autism spectrum disorder would also meet DSM-5 diagnostic criteria. These results were utilized by members of the DSM-5 committee for autism spectrum disorder when evaluating the new diagnostic criteria. My main role was conducting all analyses across the 3 datasets and assisting with interpretation and writing of the manuscript.
    - Number of total citations: 355
      - 2018: 25
      - 2017: 41
      - 2016: 49
      - 2015: 53
      - 2014: 80
      - 2013: 53
      - 2012: 6

## **Abstracts**

### *International Abstracts*

1. Pickard, K., Boles, R.E., Blakeley-Smith, A., Klinger, L.G., Keefer, A., **Duncan, A.**, O'Kelley, S.E., & Reaven, J. (2019, May). *Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety*. Poster presentation at the International Society for Autism Research, Montreal, Quebec.
2. **Duncan, A.**, Eakin, M., & Trzesniewski (2015, August). *Emerging Adulthood: Merging Research and Practice to Facilitate Healthy Transition*. Symposium presented at the American Psychological Association, Toronto, Ontario.
3. **Duncan, A. W.**, Wendling, A., & Bishop, S. L. (2012, May). *The road to adulthood: The concerns and expectations of parents of adolescents with ASD*. Poster presentation at the International Meeting for Autism Research, Toronto, Ontario.
4. **Duncan, A. W.**, Bishop, S. L., Huerta, M. H., Baum, K., & Lord, C. (2011, April). *Profiles of IQ and adaptive behavior in adolescents with ASD*. Poster presentation at the Society for Research in Child Development, Montreal, Quebec.
5. Scofield, J. & **Williams, A.** (2008, April). *Learning words from videos: Extension and disambiguation*. Poster presented at the International Society of Infant Studies, Vancouver, Canada.
6. Scofield, J., **Williams, A.**, & Marsden, S. (2006, June). *Word learning in the absence of a speaker*. Poster presented at the International Society of Infant Studies, Tokyo, Japan.

### *National Abstracts*

1. Burton, J., Craighead, N., Silbert, N., Breit-Smith, A., Grether, S., & **Duncan, A.** (2019, November). *Exploring Symptomatology in High-Functioning Girls with ASD: Results from*

- the Social Communication Questionnaire*. American Speech-Language-Hearing Association Conference, Orlando, FL.
2. Birnschein, A., Tamm, L., **Duncan, A.**, & Becker, S.P. (2019, April). *Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with Autism Spectrum Disorder*. Gatlinburg Conference, San Antonio, TX.
  3. Meyer, A. T., Moody, E., Keefer, A., Klinger, L.G., **Duncan, A.**, O'Kelley, S., Hepburn, S., Blakeley-Smith, A., & Reaven, J. (2018, November). *Effect of psychiatric comorbidity on treatment of children with autism spectrum disorder and anxiety*. Association for Behavioral and Cognitive Therapies, Washington D.C.
  4. DeVries, L., Pickard, K., Moody, E., Keefer, A., Klinger, L., **Duncan, A.**, O'Kelley, S., Hepburn, S., Blakeley-Smith, A., Reaven, J. (2018, November). *Relationships between maternal factors and treatment response to a group CBT treatment for youth with ASD and co-occurring anxiety*. Association for Behavioral and Cognitive Therapies, Washington D.C.
  5. **Duncan, A.** (2018, February). *Surviving and Thriving in the Real World: The Development and Evaluation of a Daily Living Skills Intervention for Adolescents with ASD*. Presentation at the University of Alabama Autism Conference, Tuscaloosa, AL.
  6. **Duncan, A.**, Lonnemann, A., & Adams, R. (2017, May). *Cluster Analysis of Daily Living Skills in School Aged Children with ASD*. Poster presented at the International Meeting for Autism Research. San Francisco, CA.
  7. **Duncan, A.**, Ruble, L., Thomas, C., Meinzen-Derr, J., & Stark, L. J. (2017, May). *A 6-Month Follow-up of a Daily Living Skills Intervention for High Functioning Adolescents with ASD*. Poster presented at the International Meeting for Autism Research. San Francisco, CA.
  8. Walden, K., Strong, H., Stefanski, K., Khan, H., & **Duncan, A.** (2016, December). *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder (ASD)*. Poster presented at the AUCD Annual Meeting, Washington, D.C.
  9. Erickson, C., Wink, L., Shaffer, R., Adams, R., Pedapati, E., Schaefer, T., Dominick, K., Meyer, H., Hong, M., **Duncan, A.**, Thomas, C., O'Brien, K., Tessier, C., & Sweeney, J. (2016, December). *Lymphocytic Extracellular Signal-Related Kinase (ERK) Activation in Autism Spectrum Disorder*. Poster presented at the American College of Neuropsychopharmacology Annual Meeting, Hollywood, FL.
  10. **Duncan, A.**, Stark, L., Thomas, C., & Ruble, L. (2016, May). *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with ASD*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
  11. Reaven, J, Blakeley-Smith, A, Klinger, L.G., Keefer, A., **Duncan, A.**, O'Kelley, S. E., Meyer, A. T., Johnson, C., Moody, E. & Hepburn, S. (2016, May). *Training Clinicians to Deliver Group Cognitive Behavior Therapy to Manage Anxiety in Youth with High-Functioning ASD: Results of a Multi-Site Trial*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
  12. Blakeley-Smith, A., Klinger, L.G., Keefer, A., **Duncan, A.**, O'Kelley, S., Moody, E., Hepburn, S., & Reaven, J. (2016, May). *Treatment Fidelity and Clinician Experience: Implementation of "Facing Your Fears" in Outpatient Settings*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
  13. Walsh, C.E., Blakeley-Smith, A., Klinger, L.G., Keefer, A., **Duncan, A.**, O'Kelley, S., Hepburn, S., Moody, E., & Reaven, J. (2016, May). *The Relationship between Treatment Acceptability and Child Outcome in Group CBT for Youth with ASD and Anxiety*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
  14. Keefer, A., Kreiser, N. L., Singh, V., Blakeley-Smith, A., **Duncan, A.**, Hepburn, S., Johnson, C., Klinger, L. G., Meyer, A. T., Reaven, J., & Vasa, R. A. (2016, May). *Exploring Relationships between Negative Cognitions and Anxiety Symptoms in Youth with Autism*

- Spectrum Disorder*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
15. Dominick, K.C., Shaffer, R., **Duncan, A.**, Thomas, C., O'Brien, K., Meyer, H., Wink, L., Pedapati, E., Tessier, C., & Erickson, C. (2016, May). *Peripheral Lymphocytic Extracellular Signal Related Kinase Activation in Young Children with ASD*. Poster presented at the International Meeting for Autism Research, Baltimore, MD.
  16. **Duncan, A.**, Dobbs, M., Rao, R., Flynn, T., & Tewar, S. N. (2015, November). *Assessing Quality of Life in Undergraduate Students with Developmental Disabilities Enrolled in the University of Cincinnati Transition and Access Program*. Poster presented at the AUCD Annual Meeting, Washington, D.C.
  17. Tewar, S., Mendez, H., Dobbs, M., Flynn, T., Rao, R., & **Duncan, A.** (2015, September). *Assessing Quality of Life in Undergraduate Students with Developmental Disabilities Enrolled in the University of Cincinnati Transition and Access Program (UC TAP)*. Symposium presented at the 7th Annual Health Care Transition Research Consortium Research Symposium, Houston, TX.
  18. **Duncan, A. W.**, Klinger, M., Klinger, L. G., Daston, M., & Riehle, E. (2015, May). *Evaluating the Effectiveness of Project Search to Support Employment for Young Adults with Autism Spectrum Disorder*. Symposium presented at the International Meeting for Autism Research, Salt Lake City, UT.
  19. Keefer, A., Kreiser, N. L., Singh, V., Blakely-Smith, A., **Duncan, A.W.**, Hepburn, S., Klinger, L. G., Reaven, J., & Vasa, R. A. (2015, May). *An Exploratory Analysis of Intolerance of Uncertainty in the Response to CBT Intervention for Anxiety in Children and Adolescents with Autism Spectrum Disorder*. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
  20. Kreiser, N. L., Keefer, A., Singh, V., Blakely-Smith, A., **Duncan, A.W.**, Hepburn, S., Klinger, L. G., Reaven, J., & Vasa, R. A. (2015, May). *The Relationship between Intolerance of Uncertainty and Anxiety in Clinically Anxious Children and Adolescents with Autism Spectrum Disorder*. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
  21. Tewar, S., Mendez, H., Dobbs, M., Flynn, T., Rao, R., & **Duncan, A.** (2015, April). *Assessing Quality of Life in Undergraduate Students with Developmental Disabilities Enrolled in the University of Cincinnati Transition and Access Program (UC TAP)*. Symposium presented at the Making Lifelong Connections Conference, San Antonio, TX.
  22. Tamm, L., Vaughn, A., Leavitt, M., Loren, R., Ciecieski, H., **Duncan, A.**, Froehlich, T., & Cyran, J. (2015, March). *Academic Success Groups for Adolescents with ADHD*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
  23. Taylor, J. L. & **Duncan, A.** (2015, March). *Unmet Service Needs for Youth with ASD during the Transition to Adulthood*. Symposium presented at the Gatlinburg Conference, New Orleans, LA.
  24. Hudock, R., Rodrigues, V., & **Duncan, A.** (2015, February). *Identifying Current and Needed Transition Services for Students with Autism*. Poster presented at the National Association of School Psychologists, Orlando, FL.
  25. Riddle, I., **Duncan, A.**, Beal, S.J., Kichler, J., Houchen, A., Casnellie, L., & Corathers, S. (2014, November). *Health Care Transition Readiness across Five Groups of Youth: Looking at What Matters*. Symposium presented at the Annual Association of University Centers on Disabilities Conference.
  26. Riddle, I., Harris, A., Trenkamp, E., Turner, T., & **Duncan, A.** (2014, November). *Understanding Health Care Transition for Adolescents with Developmental Disabilities: A Family and Professional Perspective*. Poster presented at the Annual Conference of the Association of University Centers on Disabilities (AUCD), Washington D.C.

27. Beal, S. J., Riddle, I., Kichler, J., **Duncan, A.**, Houchen, A., Casnellie, L., & Corathers, S. (2014, October). *Transition Readiness among Teens – Differences by Chronic Condition*. Poster presented at the Healthcare Transitions Research Consortium Annual Conference, Baylor College of Medicine, Houston, TX.
28. **Duncan, A. W.**, Will, M., Martin, K., Barnard, H., Thomas, C. L., and Adams, R. E. (2014, May). *Microanalysis of Daily Living Skills in Adolescents with ASD*. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
29. Fitzpatrick, P., Romero, V., Amaral, J. L., Thomas, C. L., **Duncan, A. W.**, Barnard, H., Richardson, M.J., & Schmidt, R. C. (2014, May). *Dynamics of Social Movement Coordination as a Pathway to Understanding ASD-Specific Social Deficits*. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
30. Romero, V., Amaral, J.L., Fitzpatrick, P., Thomas, C. L., **Duncan, A. W.**, Barnard, H., Schmidt, R. C., Schmidt, R. C., & Richardson, M. J. (2014, May). *Capturing Social Motor Coordination in Children with Autism: Comparing the Microsoft Kinect, Video Analysis, and Wireless Motion Sensor Tracking*. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
31. Hudock, R, Rodrigues, V., Bishop, S., & **Duncan, A. W.** (2014, March). *Identifying Current and Needed Transition Services for Students with ASD*. Poster presented at the Gatlinburg Conference, Chicago, IL.
32. Riddle, I., Dunford, J., Heinekamp, A., Moffett, A., Rodrigues, V., & **Duncan, A.** (2013, December). *Understanding Health Care Transition for Adolescents with Developmental Disabilities: A Family and Professional Perspective*. Poster presented at the Annual Conference of the Association of University Centers on Disabilities, Washington D.C.
33. Dunford, J, Heinekamp, A., Moffett, A., Rodrigues, V., **Duncan, A.**, & Riddle, I. (2013, October). *Understanding Health Care Transition for Adolescents with Developmental Disabilities: A Family and Professional Perspective*. Poster presented at the Chronic Illness and Disability Conference: Transition from Pediatric to Adult Based Care, Houston, Texas.
34. Fredstrom, B. K., Holleb, L. J., Bishop, S., **Duncan, A.**, & Adams, R. (2013, April). *Links between peer victimization and internalizing symptoms in high functioning adolescent boys with ASD*. Poster presentation at the Society for Research in Child Development, Seattle, Washington.
35. **Duncan, A.**, Clancy, E., Doty, R., Jennett, A., McAuley, R., Burkett, K., Feuer, S., & Bishop, S. (2012, December). *Adolescents with Autism Spectrum Disorders and their Families: Perspectives on Needed Supports for the Transition from High School to Adulthood*. Annual Conference of the Association of University Centers on Disabilities, Washington D.C.
36. **Duncan, A. W.**, & Bishop, S. L. (2012, October). *Daily living skills deficits in adolescents with autism spectrum disorders: Implications for intervention and adult outcome*. Paper presented at the 2012 SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
37. **Duncan, A. W.** (2011, May). *Parental attitudes on the transition to adulthood in adolescents with ASD and other developmental disabilities*. Poster presentation at the International Meeting for Autism Research, San Diego, CA.
38. **Duncan, A. W.**, Bishop, S. L., & Esbensen, A. (2011, March). *Parental perspectives on the transition to adulthood in adolescents with developmental disabilities*. Poster presentation at the Gatlinburg Conference, San Antonio, TX.
39. Kroeger, K. A., **Duncan, A. W.**, Srivorakiat, L., Breving, S., & Currans, K. (2010, May). *Using commercially produced videos to teach receptive body part identification to young children with autism: Pilot data*. Poster presentation at the International Meeting for Autism Research, Philadelphia, PA.

40. Noble, H., McCurry, S. A., Klinger, L. G., Klinger, M., Scofield, J., & **Duncan, A. W.** (2010, May). *Word learning in preschoolers with ASD: Is word learning easier with a computer than with a person?* Poster presentation at the International Meeting for Autism Research, Philadelphia, PA.
41. **Williams, A.**, Klinger, L., Scofield, J., Klinger, M., & Noble, H. (2009, May). *Fast-mapping in preschoolers with ASD: Use of word learning constraints and social-cognitive skills.* Poster presentation at the International Meeting for Autism Research, Chicago, IL.
42. Mussey, J.M., Klinger, L. G., Griffith, E. M., **Williams, A.**, Noble, H., Perez, T., McCurry, S., & Holtzclaw, T. (2009, May). *Preschool social skills intervention for children with autism spectrum disorders: A child directed approach.* Poster presentation at the International Meeting for Autism Research, Chicago, IL.
43. **Williams, A.**, & Scofield, J. (2009, April). *Word learning in speaker-present and speaker-absent conditions.* Paper Symposium at the Society for Research in Child Development, Denver, CO.
44. Reaven, J., Blakely-Smith, A., & **Williams, A.** (2008, July). *Facing fears.* Presentation at the XYY Project Symposium, Estes Park, CO.
45. **Williams, A.**, Klinger, L., & Scofield, J. (2007, May). *Is joint attention necessary for word learning in preschool children with autism?* Poster presented at the International Meeting for Autism Research, Seattle, WA.
46. **Williams, A.**, & Scofield, J. (2007, March). *Joint attention and referential intent in children's word learning.* Poster presented at Society for Research in Child Development, Boston, MA.
47. Scofield, J., **Williams, A.**, & Behrend, D. (2006, May). *The role of joint attention and referential intent in children's word learning.* Poster presented at the Midwestern Psychological Association, Chicago, IL.
48. Scofield, J., **Williams, A.**, & Behrend, D. (2006, May). *Word learning and joint attention: Implications for autism.* Poster presented at the Midwestern Psychological Association, Chicago, IL.

#### *Regional Abstracts*

1. Feller, C., Thomas, C., & **Duncan, A.** (August 2018). *Falling Behind: Examining the Daily Living Skills Deficits in Children and Adolescents with Autism Spectrum Disorder.* Poster presented at the CCHMC SURF Capstone Symposium.
2. **Duncan, A.**, Vaughn, A., Estell, N., Birnschein, A., Liddle, M., & Tamm, L. (June 2018). *Understanding and Targeting Academic Executive Functioning Skills in Middle School Students with Autism.* Workshop presented at Milestones National Autism Conference, Cleveland, OH.
3. **Duncan, A. W.**, Wendling, A., & Bishop, S. L. (2011, November). *Parental attitudes on the transition to adulthood in adolescents with ASD and other developmental disabilities.* Presentation at the Ohio Center for Autism and Low Incidence Disorders, Columbus, OH.
4. **Duncan, A. W.**, & Michelman, A. (2011, August). *Launching into adulthood: What we know and how to help adolescents with ASD make a successful transition.* Presentation at the Summer Institute at Xavier University, Cincinnati, OH.
5. **Williams, A.** & Scofield, J. (2008, March). *Can children learn new words and apply word learning strategies in the absence of a speaker.* Presentation at the University of Alabama Graduate Student Association Conference, Tuscaloosa, AL.
6. **Williams, A.**, Klinger, L., & Scofield, J. (2007, February). *Is joint attention necessary for word learning in preschool children with autism?* Poster presented at the University of Alabama Autism Conference, Tuscaloosa, AL.

## TEACHING AND MENTORING

### Teaching

- 2018 **Invited Lecture (October 25, 2018)**  
*University of North Carolina TEACCH Autism Program Conference: Transitioning Through Life with Autism Spectrum Disorder*  
Gave a 1.5 hour keynote presentation on the importance of targeting daily living skills in adolescents with ASD and the development of the Surviving and Thriving in the Real World intervention.
- 2018 **Invited Lecture (February 23, 2018)**  
*University of Alabama Autism Conference*  
Gave a 1.5 hour keynote presentation on the importance of targeting daily living skills in adolescents with ASD and the development of the Surviving and Thriving in the Real World intervention. Also taught a 1.5 hour workshop on how to utilize evidence based strategies to target daily living skills in children with ASD.
- 2017 – present **Instructor, Surviving and Thriving in College**  
*University of Cincinnati, Transition and Access Program*  
Teaching a 3-credit hour course to undergraduate students with developmental disabilities who are enrolled in University of Cincinnati's Transition and Access Program. The course focuses on applied daily living skills such as self-care/hygiene, cooking, doing laundry, managing money, and navigating the college community and consists of a didactic component and a skills lab.
- 2012 – present **Trainer, Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition (ADOS-2) Clinical and Research Workshop**  
*Division of Developmental and Behavioral Pediatrics*  
Coordinated a yearly 3-day clinical training for professionals who want to learn how to administer and score the Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition (ADOS-2). Also coordinated a yearly 2-day research training with follow-up reliability meetings for 4-5 professionals so that they can become research reliable on the ADOS-2.
- 2005 – 2008 **Guest Lecturer, University of Alabama**  
*The University of Alabama School of Medicine, February 2005 – May 2008*  
Prepared and administered approximately one lecture each semester on the early identification of autism to medical students completing a rotation in psychiatry.
- 2007 **Instructor, University of Alabama**  
*Introduction to Psychology, Fall 2007*  
Taught course in undergraduate introductory psychology. Duties included course preparation, lecturing, and development and grading of exams and activities.
- 2006 **Instructor, University of Alabama**  
*Research Methods Lab, January 2006 – July 2006*  
Taught 2 labs for a course in research methods.

## Mentoring

### Mentees

- DDBP Post-doctoral Fellows
  - Amber Massa (August 2019 – present), Research/Clinical Mentor
  - Madeline Racine (August 2019 – present), Research/Clinical Mentor
  - Heather Lacey (August 2019 – present), Research/Clinical Mentor
  - Debra Reisinger (October 2018 – present), Professional Development Mentor
  - Sadiqa Cash (August 2018 – June 2019), Clinical Mentor
  - Allison Blackburn (October 2016 – July 2017), Professional Development Mentor
  - Amanda Beeman (October 2014 – July 2015), Professional Development Mentor
  - Meredith Will (July 2013 – June 2014), Clinical Mentor
  
- Graduate Student Clinical Trainees
  - Emily Beckmann (July 2019 – present), Research/Clinical Mentor
  - Katie Garr (July 2019 – present), Research/Clinical Mentor
  - Allison Fisher (July 2019 – present), Research/Clinical Mentor
  - Tess Lewis (July 2019 – present), Research/Clinical Mentor
  - Sydney Risley (July 2019 – present), Research/Clinical Mentor
  - Teresa Smith (August 2018 – June 2019), Clinical Mentor
  - Carla Luevano (August 2017 – June 2019), Clinical Mentor
  - Melissa Liddle (July 2017 – June 2019), Clinical Mentor
  - Abby Lonnemann (July 2016 – June 2017), Clinical Mentor
  - Kara Brown (August 2016 – May 2017), Clinical Mentor
  - Jessie Richards (August 2016 – May 2017), Clinical Mentor
  - Heather Strong (July 2015 – June 2016), Clinical Mentor
  - Roshni Rao (July 2014 – June 2015), Clinical Mentor
  
- Dissertation Committees
  - Jenny Burton (January 2015 – October 2019), Speech-Language Pathology Ph.D. candidate at University of Cincinnati, *Determining the Social Communication Profile of Girls with High Functioning Autism Spectrum Disorder*
  - Abby Lonnemann (July 2016 – April 2019), Clinical Psychology, Ph.D. candidate at Xavier University, *The Relationship between Parent Practices and Daily Living Skills in Teens with Autism Spectrum Disorder*.
    - Collaborated on poster presentation in May 2017 at IMFAR conference
  - Vero Romero (June 2015 – July 2017), Psychology Ph.D. candidate at University of Cincinnati, *Computational Measurement of Social Communication Dynamics in Adolescents with Autism Spectrum Disorder*
    - Collaborated on 2 manuscripts and 2 poster presentations
  - Karen Kent (January 2015 – December 2016), Social Work Ph.D. candidate at Miami University, *Autism Spectrum Disorders and the Healthcare Experiences of Older Adults*
  
- LEND Trainees – Seminar in Evidence Based Medicine
  - 2018 – 2019 – *Developing and Adapting a Direct Daily Living Skills Behavioral Measure for Adolescents and Young Adults with Developmental Disabilities*
    - Megan Kelly (September 2018 – present), Research Mentor
    - Ann Donnelly (September 2018 – present), Research Mentor
    - Carla Luevano (September 2018 – present), Research Mentor

- 2015-2016 – *Developing the Curriculum for Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder* – Collaborated on poster presentation at the AUCD conference in December 2016
  - Kristen Stefanski (September 2015 – May 2016), Research Mentor
  - Kristin Walden (September 2015 – May 2016), Research Mentor
  - Hadia Khan (September 2015 – May 2016), Research Mentor
- 2014 -2015 - *Assessing Quality of Life in Undergraduate Students with Developmental Disabilities Enrolled in the University of Cincinnati Transition and Access Program* – Collaborated on poster presentation at the AUCD conference in December 2015
  - Shruti Tewar (September 2014 – May 2015), Research Mentor
  - Trista Flynn (September 2014 – May 2015), Research Mentor
  - Mackenzie Dobbs (September 2014 – May 2015), Research Mentor
- 2013 – 2014 - *Health Care Providers and Families Perspectives on Health Care Transition Preparation in the Medical Setting* – Collaborated on poster presentation at the AUCD conference in December 2014
  - Tawny Turner (September 2013 – May 2014), Research Mentor
  - Elizabeth Trenkamp (September 2013 – May 2014), Research Mentor
  - Ashley Murray (September 2013 – May 2014), Research Mentor
- 2012 – 2013 - *Understanding Health Care Transition for Adolescents with Developmental Disabilities: A Family and Professional Perspective* – Collaborated on 2 poster presentations in 2013
  - Verity Rodrigues (September 2012 – May 2013), Research Mentor
  - Rebecca Hudock (September 2012 – May 2013), Research Mentor
  - Julie Dunford (September 2012 – May 2013), Research Mentor
  - Alison Heinekamp (September 2012 – May 2013), Research Mentor
  - Allison Moffett (September 2012 – May 2013), Research Mentor
- 2011-2012 - *Adolescents with Autism Spectrum Disorders and their Families: Perspectives on Needed Supports for the Transition from High School to Adulthood* – Collaborated on poster presentation at the AUCD conference in December 2012
  - Rachel Doty (September 2011 – May 2012), Research Mentor
  - Rosie McAuley (September 2011 – May 2012), Research Mentor
  - Erin Clancy (September 2011 – May 2012), Research Mentor
- SURF Students at CCHMC
  - Claire Feller (June 2018 – August 2018), Research Mentor
    - Presented poster titled *Falling Behind: Examining the Daily Living Skills Deficits in Children and Adolescents with Autism Spectrum Disorder* at the 2018 CCHMC SURF Capstone Symposium.
  - Meredith Glover (June 2019-August 2019), Research Mentor
    - Presented poster titled *Microanalysis of the Daily Living Skills of Adolescents with Autism Spectrum Disorder* at the 2019 CCHMC SURF Capstone Symposium.

## **SERVICE AND LEADERSHIP**

### **Service**

#### *Professional Organizations*

2005 - present	International Society for Autism Research
2009 – present	American Psychological Association

2009 – present	APA Division 33 – Intellectual and Developmental Disabilities
2012 – present	Ohio Psychological Association
2005 - 2014	Society for Research and Child Development
2009 - 2012	Society for Research in Adolescence

*Committees*

2019 – present	University of Cincinnati Transition and Access Program, Research Committee
2019 – present	University of Cincinnati Transition and Access Program, Advisory Board
2018 – present	Mind Brain Behavior ACTS Website Committee, CCHMC
2018 - present	Mind Brain Behavior Autism Faculty Recruitment Committee, CCHMC
2017 – present	Member of the DDBP Research Steering Committee, CCHMC

*Grant Reviews*

2018 – present	Reviewer for Research Innovation and Pilot Funding, CCHMC
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*Manuscript Reviews*

- Number of reviews annually: 9/year
  - Autism – 2 submissions per year
  - Journal of Autism and Developmental Disabilities – 2 submissions per year
  - Journal of Adolescent Health – 1 submission per year
  - Autism Treatment Network – 2 submissions per year
  - Research in Developmental Disabilities – 2 per year

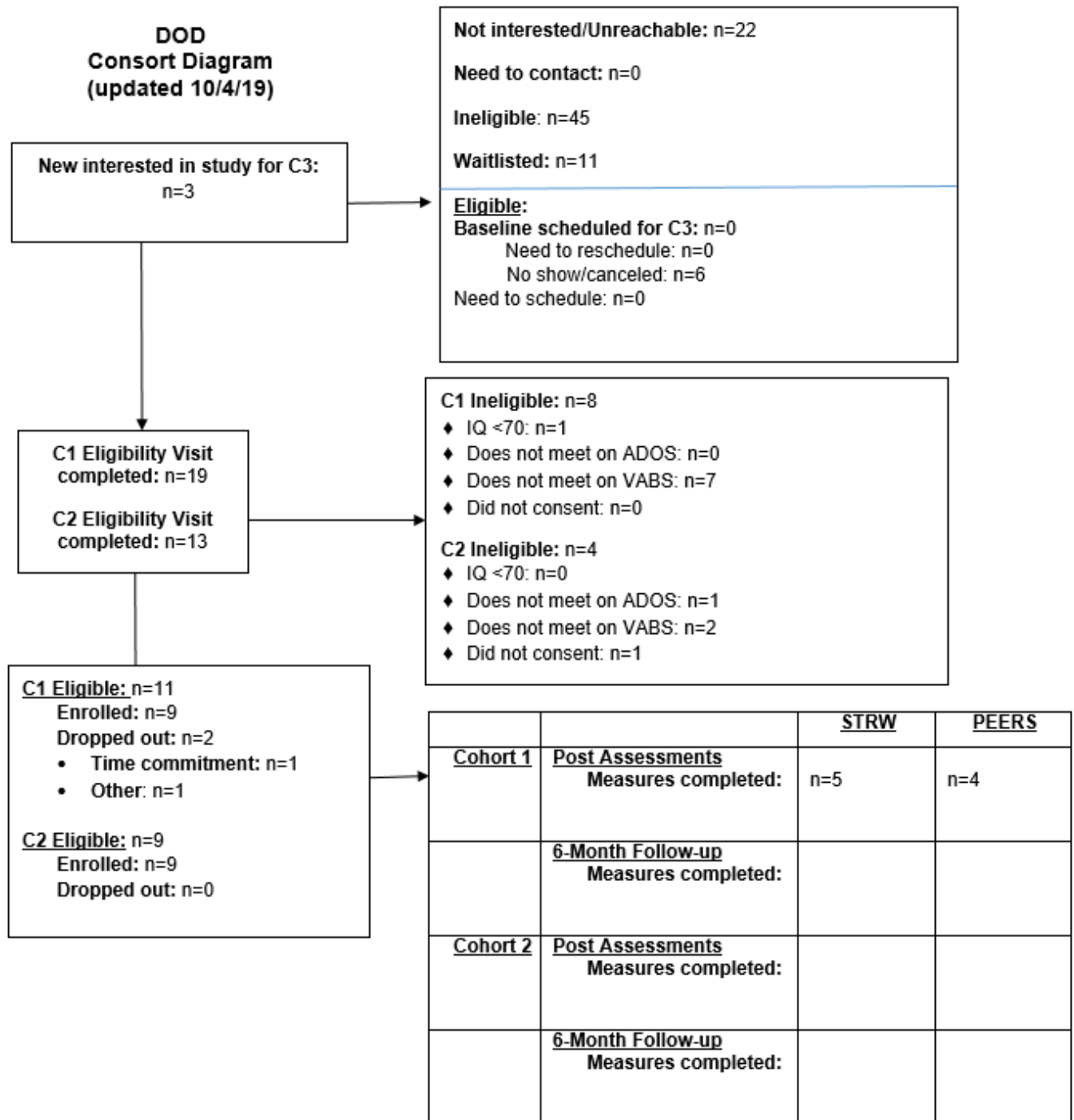
*Recruitment Activities*

2018 – present	Member of the Mind Brain Behavior Autism Faculty Search Committee, CCHMC
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*Community Activities*

2010 - 2016	Vice President, Cincinnati Young Professionals for Autism Spectrum Disorders, Cincinnati, OH
2012 - 2016	Chair of the Programs Committee, Autism Society of Greater Cincinnati, Cincinnati, OH
2012 - 2016	Board Member, Autism Society of Greater Cincinnati, Cincinnati, OH

Appendix B  
Consort Diagram



Appendix C  
Goal Attainment Scaling Protocol

ID #:

Date:

Type of assessment:            **Baseline**                            **Post-Treatment**                            **6-month follow-up**

- **What is TEEN’s typical routine in the morning before school? Walk me through all of the activities/ and tasks that he completes. *Take notes on each morning routine step.***

**Current Morning Routine**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

**Now that we have discussed all of the steps of your teen’s morning routine, we want you to estimate how independent your teen is at completing their morning routine on a scale of 0% to 100%. \_\_\_\_\_**

- It may be helpful to indicate how many steps are in the teen’s morning routine to help parents provide an estimate (e.g., he has 10 steps in his routine, so how many steps is he completing independently?).

### Morning Routine Tasks (10 items)

Now I am going to ask you for some additional information about steps that are often part of a teen's morning routine.

- We are interested in your teen's level of independence to complete morning routine tasks and skills. Please think about whether he/she needs any prompts or reminders as we ask you about his/her skills. For example, teens may need a verbal prompt (e.g., reminder to take medication from a parent), a physical prompt (e.g., parent helping them to mix ingredients for brownies), a nonverbal prompt (e.g., using a checklist to remember the steps of laundry), or an electronic prompt (e.g., using the microwave timer or their phone timer to check if water is boiling on a stove). We will want you to rate each morning routine task on the following scale:
  - 1 – Does Skill Independently (with no prompts or reminders)
  - 2 – Needs 1 reminder or prompt
  - 3 – Needs 2-3 reminders or prompts
  - 4 – Needs 4 or more reminders or prompts
  - 5 - Is not yet able to do this skill independently
  
- We would also like to know what types of prompts or reminders are used:
  - Verbal
  - Physical
  - Electronic
  - Nonverbal
  - Other (specify):
  
- We would also like to know how often that they complete this task:
  - Never or rarely
  - 2-3 times per year
  - Monthly
  - Weekly
  - 2-3 times per week
  - Daily

#### 2. Wakes up (e.g., set an alarm, wake up and get out of bed independently)

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

### Hygiene

#### 3. Showers/bathes (e.g., wash hair, wash body with soap)

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

#### 4. Washes face

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**5. Wears deodorant**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**6. Combs/Brushes hair**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**7. Gets dressed**

- **Puts on clean clothes appropriate for the weather/season (e.g., clean underwear, wears pants in the winter vs shorts)**
- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**8. Eats breakfast (e.g., either eats something that is prepared for them or that they prepare – including granola bar or something that they can eat on the go)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**9. Takes medications or vitamins**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**10. Packs backpack (e.g., packs materials such as lunch, books and notebooks, laptop, cell phone, wallet, etc.)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**1. In the area of personal hygiene and self-care, what is a task that you would like to set a goal for your teen?**

**You can choose areas to work on that you feel are important for your teen, would increase your teen's independence or autonomy, and/or would make your life or your teen's life easier. Over the course of the study, we will be checking in with you about your teen's progress in these areas.**

### **Kitchen and Cooking Tasks (31 items)**

For this next set of questions, I am going to ask you about your teen's skills in the area of kitchen safety and knowledge and cooking using the microwave, oven, and stove.

We are interested in your teen's level of independence to complete kitchen and cooking tasks. We will want you to rate each kitchen and cooking task on the following scale:

- 1 – Does Skill Independently (with no prompts or reminders)
- 2 – Needs 1 reminder or prompt
- 3 – Needs 2-3 reminders or prompts
- 4 – Needs 4 or more reminders or prompts
- 5 - Is not yet able to do this skill independently

We would also like to know what types of prompts or reminders are used:

- Verbal
- Physical
- Electronic
- Nonverbal
- Other (specify):

We would also like to know how often that they complete this task:

- Never or rarely
- 2-3 times per year
- Monthly
- Weekly
- 2-3 times per week
- Daily

### **Safe Kitchen Practices and Kitchen Knowledge**

**1. Uses a knife appropriately for cutting fruits, vegetables, meat, etc.**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**2. Is careful around hot objects (e.g., uses a potholder when taking something out of the oven)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**3. Washes hands before cooking or food preparation**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**4. Cleans areas before and after cooking or food preparation (e.g., wipe down counters)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**5. Uses appropriate pots, pans, and kitchen utensils when cooking**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**6. Uses a toaster**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**7. Uses a blender/food processor**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**Following a recipe**

**8. Follows a recipe to make a simple food (e.g., making pancakes by mixing pancake mix and water)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**9. Follows a recipe with multiple ingredients and multiple steps (e.g., dry and wet ingredients –chocolate chip cookies, omelet, stir fry, macaroni and cheese)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**10. Measures wet or dry ingredients using measuring cups/spoons**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**Using the Microwave**

**11. Prepares food items in the microwave (e.g., Easy Mac, popcorn, hot pockets)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**12. Warms up leftovers in the microwave**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**13. Defrosts items in the microwave**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**14. Knows appropriate amount of time to heat things up in the microwave**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**15. Knows appropriate microwave heat setting (e.g., defrost vs. cooking)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**16. Knows appropriate containers to microwave items in (e.g., not metal or take-out Styrofoam)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**Using the Oven**

**17. Knows how to determine what temperature to set oven at**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**18. Knows how to preheat oven**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**19. Uses a timer so that they know when food will be done cooking in the oven**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**20. Prepares food items in the oven (e.g., chicken nuggets, pizza, brownies, cookies)**

- Independence Rating (1-5 scale): \_\_\_\_\_

- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**21. Knows how and remembers to turn oven off**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**Using the Stove**

**22. Knows how to turn stove burners on**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**23. Knows how and remembers to turn stove burners off**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**24. Prepares simple foods on the stove (e.g., boiling water, making spaghetti)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**25. Prepares complex foods on the stove - (e.g., hamburgers, breakfast foods, grilled cheese)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**26. Uses multiple stove burners to cook food (e.g., browning meatballs while boiling water and cooking spaghetti)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**Grocery Shopping**

**27. Can find items in the grocery store**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**28. Uses a list to know and then check off items that need to be purchased at the grocery store**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**29. Can compare price/quality of two items (e.g., generic detergent vs. name brand detergent)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**30. Can purchase items at the grocery store (e.g., with cash, debit card, credit card)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**31. Knows how/where to put purchased food items (e.g., refrigerator, freezer, pantry)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_
- 

**1. In the area of grocery OR cooking, what is a task that you would like to set a goal for your teen?**

**You can choose areas to work on that you feel are important for your teen, would increase your teen's independence or autonomy, and/or would make your life or your teen's life easier. Over the course of the study, we will be checking in with you about your teen's progress in these areas.**

### Laundry Tasks (15 Items)

For this next set of questions, I am going to ask you about your teen's skills in the area of laundry.

For this next set of questions, I am going to ask you about your teen's skills in the area of doing laundry and putting their clothes away.

We are interested in your teen's level of independence to complete laundry tasks. We will want you to rate each laundry task on the following scale:

- 1 – Does Skill Independently (with no prompts or reminders)
- 2 – Needs 1 reminder or prompt
- 3 – Needs 2-3 reminders or prompts
- 4 – Needs 4 or more reminders or prompts
- 5 - Is not yet able to do this skill independently

We would also like to know what types of prompts or reminders are used:

- Verbal
- Physical
- Electronic
- Nonverbal
- Other (specify):

We would also like to know how often that they complete this task:

- Never or rarely
- 2-3 times per year
- Monthly
- Weekly
- 2-3 times per week
- Daily

**1. Brings dirty clothes to the laundry area (e.g., in a hamper, laundry basket)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**2. Sorts and separates clothes to put into washing machine (e.g., darks and lights)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**3. Measures detergent (liquid or powder) or uses laundry pods for washing machine**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**4. Uses liquid fabric softener for washing machine**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**5. Uses bleach when washing whites in the washing machine**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**6. Puts appropriate amount of clothing into washing machine (e.g., does not overload)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**7. Sets appropriate cycle for washing machine (e.g., delicates, normal, etc.)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**8. Transfers clothing from washer to dryer in a timely manner (e.g., the same day)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**9. Knows clothing that cannot be put into the dryer (e.g., needs to be hung up)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**10. Uses appropriate cycle for dryer (e.g., permanent press vs normal)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**11. Uses dryer sheet for dryer**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**12. Takes clothes out of dryer in a timely manner (e.g., within several hours)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**13. Cleans lint out of dryer**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_

- How often do they complete this task? \_\_\_\_\_

**14. Folds clothing appropriately**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**15. Puts clothing away in its proper place (e.g., hangs t-shirts up or puts them in a drawer)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**1. In the area of laundry, what is a task that you would like to set a goal for your teen? You can choose areas to work on that you feel are important for your teen, would increase your teen's independence or autonomy, and/or would make your life or your teen's life easier. Over the course of the study, we will be checking in with you about your teen's progress in these areas.**

**Money Management Tasks (22 items)**

For this next set of questions, I am going to ask you about your teen’s skills in the area of money management.

- We are interested in your teen’s level of independence to complete money management tasks. We will want you to rate each money management task on the following scale:
  - 1 – Does Skill Independently (with no prompts or reminders)
  - 2 – Needs 1 reminder or prompt
  - 3 – Needs 2-3 reminders or prompts
  - 4 – Needs 4 or more reminders or prompts
  - 5 - Is not yet able to do this skill independently
  
- We would also like to know what types of prompts or reminders are used:
  - Verbal
  - Physical
  - Electronic
  - Nonverbal
  - Other (specify):
  
- We would also like to know how often that they complete this task:
  - Never or rarely
  - 2-3 times per year
  - Monthly
  - Weekly
  - 2-3 times per week
  - Daily

**1. Understands how much things cost (e.g., how much a gallon of milk or tank of gas costs)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**2. Remembers to keep money and debit/credit cards in a safe place (e.g., wallet, purse)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**3. Uses money to purchase things at a store that cost less than \$10 (e.g., toothpaste, candy bar, fast food meal, etc.)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**4. Uses credit/debit card to purchase things at a store that cost less than \$10 (e.g., toothpaste, candy bar, fast food meal, etc.)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_

- How often do they complete this task? \_\_\_\_\_
- 5. Uses money to purchase things at a store that cost more than \$10 (e.g., clothing, video game, etc.)**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 6. Uses credit/debit card to purchase things at a store that cost more than \$10 (e.g., clothing, video game, etc.)**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 7. Uses credit/debit card to purchase things online that cost more than \$10 (e.g., clothing, video game, etc.)**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 8. Counts change from a purchase to make sure it is correct**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 9. Has and uses a savings account**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 10. Has and uses a checking account**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 11. Knows the purpose of a checking account is (e.g., how it is linked to a debit card, writing checks to pay bills)**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_
- 12. Balances a checkbook OR confirms accurate purchases by checking account online**
- Independence Rating (1-5 scale): \_\_\_\_\_
  - Prompts/Reminders used: \_\_\_\_\_
  - How often do they complete this task? \_\_\_\_\_

**13. Uses a debit card to take money out from an ATM**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**14. Knows how interest accumulates in a savings account**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**15. Knows how to evaluate prices before purchasing items (e.g., the price of generic vs name brand products)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**16. Saves up money for small purchases (e.g., under \$50)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**17. Saves up money for large purchases (e.g., over \$50)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**18. Makes a short term plan to save for a large purchase (e.g., over \$100)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**19. Identifies items that need to be budgeted for an event (e.g., birthday party, going to a concert or a sporting event)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**20. Sets a weekly budget (e.g., using their \$20 allowance for purchasing lunch at school)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

**21. Sets a monthly budget (e.g., using their allowance for things like going to movies, cell phone bill)**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_

- How often do they complete this task? \_\_\_\_\_

**22. Knows how and when to use a credit card**

- Independence Rating (1-5 scale): \_\_\_\_\_
- Prompts/Reminders used: \_\_\_\_\_
- How often do they complete this task? \_\_\_\_\_

1. In the area of **money management**, what is a task that you would like to set a goal for your teen?

You can choose areas to work on that you feel are important for your teen, would increase your teen's independence or autonomy, and/or would make your life or your teen's life easier. Over the course of the study, we will be checking in with you about your teen's progress in these areas.