

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

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Fort Detrick, Maryland 21702-5012

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13. SUPPLEMENTARY NOTES		
14. ABSTRACT 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

NONE LISTED

16. SECURITY CLASSIFICATION OF:

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Unclassified

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USAMRMC

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1. INTRODUCTION:

In the current study, we will examine how the Surviving and Thriving in the Real World (STRW) intervention improves the daily living skills of adolescents with 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., treatment group and social skills control group) to examine how participation in STRW affects proximal outcomes with a larger sample size. Due to COVID-19, the objectives of the current grant were revised such that we will now be running a total of 6 cohorts (instead of 5 cohorts) and 3 cohorts will complete the intervention via telehealth and 3 cohorts will complete the intervention in-person. All other aspects remain the same as the initial protocol. Each cohort will consist of 12-16 high functioning adolescents with ASD (IQ>70) and their parents. Primary and secondary outcomes will be assessed at a pre-assessment, after the 14-week intervention at a post-assessment, and at a 6-month follow-up assessment. We will compare how participation in STRW vs. the social skills control group affects daily living skills, and we will also examine how type of intervention (telehealth vs. in-person) affects daily living skills.

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 (*previously completed 12/2018*)
 - (2) Coordinate research staff and intervention facilitators for pilot RCT
 - (3) Conduct a pilot RCT of the STRW compared to PEERS
 - (4) Conduct Data Analysis of the pilot RCT
- **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 Statement of Work. Any row that is left blank under the column “Date Accomplished” indicates that this task has either not been started or is not yet completed. Overall, we are on track to complete all major tasks.

4. Major Task 1: Obtain IRB approval and HRPO approval	Date Accomplished	Comments
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, update recruitment materials, etc.
Complete annual IRB report for continuing review	Annually	Continuing review was approved at CCHMC on 2/11/2020.
Milestone Achieved: CCHMC IRB approval	5/17/2018	On 5/8/2020, CCHMC approved the amendment to the IRB protocol due to COVID-19.
Milestone Achieved: HRPO Approval	12/10/2018	On 7/22/20, HRPO approved the amendment to the IRB protocol due to COVID-19.
Major Task 2: Coordinate research staff and intervention facilitators for pilot RCT		
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 July 2020 – August 2020	A new CRC replaced our previous CRC in July 2020. Training for the new CRC was completed in August 2020.
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)	Ongoing	Training occurs prior to the beginning of each cohort and on an ongoing basis in weekly supervision meetings.
Milestone Achieved: Research staff and intervention facilitators trained	Dec 2018– Cohort #1 Aug 2019 – Cohort #2 May 2020 – Cohort #3 telehealth	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 and Cohort #3.

	August 2020 – Cohorts 4-6 telehealth	Trained 2 psychologists, 1 postdoctoral fellow, and 7 psychology trainees for Cohorts 4-6.
Major Task 3: Pilot RCT		
Subtask 1: Cohort #1 (in-person) 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 or control group 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	1/15/2020	
Milestone Achieved: Cohort #1 completed	1/15/2020	
Subtask 2: Cohort #2 (in-person) 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 or control group 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	12/16/2019	Cohort #2 started intervention groups on 9/9/19
Cohort #2 completes post-treatment assessment	1/31/2020	
Cohort #2 completes 6-month follow-up	7/31/2020	
Milestone Achieved: Cohort #2 completed	7/31/2020	
Subtask 3: Cohort #3 (telehealth) of Pilot RCT of STRW		
Begin subject recruitment for Cohort #3	10/1/2019	See Consort Diagram in Appendix for details on recruitment
Randomize Cohort #3 to treatment or control group after 12-16 participants have been recruited and have completed baseline assessment	2/14/2020	14 participants (7 in STRW and 7 in PEERS)
Cohort #3 completes assigned condition over 15 weeks	8/14/2020	Cohort #3 started intervention groups on 2/26/2020. After 3 sessions, Cohort #3 was suspended due to COVID-19 in March 2020. The sessions were resumed via telehealth in June 2020 and all sessions were completed in August 2020.

Cohort #3 completes post-treatment assessment	9/18/2020	
Cohort #3 completes 6-month follow-up	3/31/2021	
Milestone Achieved: Cohort #3 completed	3/31/2021	
Subtask 4: Cohort #4 (telehealth) of Pilot RCT of STRW		
Begin subject recruitment for Cohort #4	6/1/2020	See Consort Diagram in Appendix for details on recruitment
Randomize Cohort #4 to treatment or control group after 12-16 participants have been recruited and have completed baseline assessment	9/4/2020	10 participants (5 in STRW and 5 in PEERS)
Cohort #4 completes assigned condition over 15 weeks	12/14/2020	Cohort #4 started intervention groups on 9/16/20.
Cohort #4 completes post-treatment assessment	2/18/2021	
Cohort #4 completes 6-month follow-up		
Milestone Achieved: Cohort #4 completed		
Subtask 5: Cohort #5 (telehealth) of Pilot RCT of STRW		
Begin subject recruitment for Cohort #5	12/1/2020	See Consort Diagram in Appendix for details on recruitment
Randomize Cohort #5 to treatment control group after 12-16 participants have been recruited and have completed baseline assessment	2/1/2021	15 participants (8 in STRW and 7 in PEERS)
Cohort #5 completes assigned condition over 15 weeks	5/10/2021	
Cohort #5 completes post-treatment assessment	6/30/2021	
Cohort #5 completes 6-month follow-up		
Milestone Achieved: Cohort #5 completed		
Subtask 6: Cohort #6 (in-person) of Pilot RCT of STRW		
Begin subject recruitment for Cohort #6	3/15/2021	See Consort Diagram in Appendix for details on recruitment
Randomize Cohort #6 to treatment control group after 12-16 participants have been recruited and have completed baseline assessment	5/10/2021	11 participants (5 in STRW and 6 in PEERS)
Cohort #6 completes assigned condition over 15 weeks	8/27/2021	
Cohort #6 completes post-treatment assessment		
Cohort #6 completes 6-month follow-up		
Milestone Achieved: Cohort #6 completed		
Milestone Achieved: Report findings from pilot RCT study		
Major Task 4: Data Analysis		
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**
 - Developed a set of 4 STRW booster sessions that target cleaning (e.g., cleaning one’s bedroom, cleaning the bathroom), health care (e.g., basic first aid, making a health appointment, managing medications), applying and interviewing for a job, and keeping a job. These booster sessions were developed in collaboration with LEND trainees at CCHMC and were based on the feedback we have received from adolescents with ASD and their families who have completed the STRW intervention to date.
- **What opportunities for training and professional development has the project provided?**
 - Presented at the Society for Research in Child Development in April 2021 (virtual symposium presentation)
 - Published a blog and magazine article
 - Blog: <https://blog.cincinnatichildrens.org/85/adulthood-with-your-teen-how-to-teach-important-life-skills/>
 - Autism Advocate magazine article: https://autismadvocatemagazine.com/wp-content/uploads/2021/02/MAR2021ISSUE-2120.pdf?fbclid=IwAR2k9_KFCUBK2Hf1d8IXZXI-1DYH738S_IDYvdmYrmiEnzrgAyciyZHJxml
- **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 will conduct the 6-month follow-up assessments (September 2021) for Cohort #4.
 - We will conduct the 6-month follow-up assessments (December 2021) for Cohort #5.
 - We will conduct the post-treatment assessments (September 2021) and conduct the 6-month follow-up assessments (March 2021) for Cohort #6.
 - We will enter and double-enter all data from the assessments, intervention sessions, fidelity checklists, satisfaction ratings, and inter-rater reliability into our database (see SOW for more detailed information regarding goals for next reporting period).
 - We will conduct all key analyses related to the specific aims in order to then disseminate our findings through presentations and peer-reviewed publications.

- We will submit a grant in the spring of 2022 to further evaluate the efficacy of the STRW intervention via telehealth at multiple sites.

5. 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

6. CHANGES/PROBLEMS

- **Changes in approach and reasons for change**
 - Nothing to Report
- **Actual or anticipated problems or delays and actions or plans to resolve them**
 - Nothing to Report
- **Changes that had a significant impact on expenditures**
 - Nothing to Report
- **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

7. PRODUCTS

- **Publications, conference papers, and presentations**
 - **Journal publications.**
 - **Duncan, A., Liddle, M., & Stark, L. J. (2021). Iterative Development of a Daily Living Skills Intervention for Adolescents with Autism Without an**

Intellectual Disability. *Clinical Child and Family Psychology Review*, 1-21.

- Tamm, L., Day, H., & **Duncan, A.** (2021). Comparison of adaptive functioning measures in adolescents with autism spectrum disorder without intellectual disability. *Journal of Autism and Developmental Disorders*, 1-10.
- **Duncan, A.**, Meinzen-Derr, J., Ruble, L., Fassler, C., & Stark, L.J. (2021). A pilot RCT of a daily living skills intervention for adolescents with autism. *Journal of Autism and Developmental Disorders*. 1-12.
- Pickard, K., Blakeley-Smith, A., Boles, R., **Duncan, A.**, Keefer, A., O’Kelley, S., & Reaven, J. (2020). Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety. *Research in Autism Spectrum Disorders*, 73, 101532.
- **Books or other non-periodical, one-time publications.**
 - Nothing to report.
- **Other publications, conference papers, and presentations.**
 - Day, H. J., Tamm, L., & **Duncan, A.** (2021, April). *Comparison of adaptive functioning measures in adolescents with autism spectrum disorder without intellectual disability*. Proposal accepted at the SRCDD Conference, Boston, MA (virtual conference).
 - Burton, J., Creaghead N., Silbert, N., Breit-Smith, A., **Duncan, A.**, & Grether, S. (2020, November). *10522: Structural Language Characteristics of Girls with High-Functioning Autism-Spectrum Disorder*. Proposal accepted at the Annual Convention of the American Speech-Language Hearing Association, San Diego, CA. (virtual conference).
- **Invited Lecture**
 - Nothing to report.
- **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**
 - Nothing to report

8. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

o What individuals have worked on the project?

Name:	Amie Duncan, Ph.D.
Project Role:	Principal Investigator
Researcher Identifier (e.g. ORCID ID):	0000-0002-6317-4302
Nearest person month worked:	6 calendar months. Salary support is provided by 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, 20%),

Name:	Carrie Fassler, CCRP
Project Role:	Clinical Research Coordinator IV
Researcher Identifier (e.g. 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:	Meredith Glover
Project Role:	Clinical Research Coordinator II
Researcher Identifier (e.g. ORCID ID):	Not applicable
Nearest person month worked:	12 calendar months (9/20-5/21) and 6 calendar months (5/21-9/21)
Contribution to Project:	Ms. Glover is responsible for 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%) Divisional Research (50%)

Name:	Jareen Meizen-Derr, Ph.D.
Project Role:	Statistician
Researcher Identifier (e.g. ORCID ID):	0000-0001-7765-6006
Nearest person month worked:	1 calendar months

Contribution to Project:	Dr. Meinzen-Derr is responsible for the methodological design statistical analyses for the project.
Funding Support:	CCTST (Heubi, 30%), DOD (Duncan, 10%), CDC U01 (Woodward, 5%), NIH R01 (Meinzen-Derr, 30%), NIH U19 (Meinzen-Derr, 10%) NIH

Name:	Lori Stark, Ph.D.
Project Role:	Co-Investigator
Researcher Identifier (e.g. 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 (9%), DOD (1%), CCHMC PORA (Ammerman/Stark 2%)

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

Name:	Melissa Liddle, Psy.D.
Project Role:	Post-Doctoral Fellow
Researcher Identifier (e.g. ORCID ID):	Not applicable
Nearest person month worked:	12 calendar months (beginning 9/8/20 – 9/7/21)
Contribution to Project:	Dr. Liddle is assisting Dr. Duncan in recruiting participants, conducting eligibility assessments, administering assessments to parent and teen participants, facilitating the intervention groups (parent groups, teen groups, and dyad sessions), providing supervision to trainees, and assisting with conference and manuscript submissions.
Funding Support:	DoD (100%)

- **Has there been a change in the active other support of the PD/PI(s) or senior/key personnel since the last reporting period?**
 - Nothing to report
- **What other organizations were involved as partners?**
 - Nothing to Report

9. **SPECIAL REPORTING REQUIREMENTS – *not applicable***

- **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.*
 - *not applicable*
- **QUAD CHARTS:** *not applicable*

10. **APPENDICES**

- A. Investigator CV
- B. Consort Diagram

Appendix A
CURRICULUM VITA
Amie Duncan, PhD

NAME AND PERSONAL DATA

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

EDUCATION

Postdoctoral Fellow 2009-2012	Cincinnati Children's Hospital Medical Center, Cincinnati, OH Division of Developmental and Behavioral Pediatrics Mentors: Somer Bishop, Ph.D., Rena Sorensen, Ph.D., & Kim Kroeger-Geoppinger, Psy.D.
Ph.D. 2004-2009	University of Alabama, Tuscaloosa, AL Psychology Department, Major: Clinical Psychology Mentor: Laura Klinger, Ph.D.
Residency 2008-2009	University of Colorado – Denver School of Medicine, Denver, CO JFK Partners, Developmental Disabilities Track Mentors: Judy Reaven, Ph.D. & Audrey Blakeley-Smith, Ph.D.
M.A. 2004-2006	University of Alabama, Tuscaloosa, AL Psychology Department, Major: Clinical Psychology Mentor: Laura Klinger, Ph.D.
B.S. 2000-2004	University of Dayton, Dayton, OH Major: 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

2019-present **Associate Professor of Pediatrics**
Cincinnati Children's Hospital Medical Center
Division of Behavioral Medicine and Clinical Psychology
The Kelly O'Leary Center for Autism Spectrum Disorders

2012-2019 **Assistant Professor of Pediatrics**
Cincinnati Children's Hospital Medical Center
Division of Developmental and Behavioral Pediatrics
The Kelly O'Leary Center for Autism Spectrum Disorders

LICENSING AND CERTIFICATION

2011 State of Ohio Psychology License, #6757

2021 CITI Training – Children's Research
2021 CITI Training – Clinical Research Conduct
2021 CITI Training – Decisionally Impaired Subjects
2021 CITI Training – Good Clinical Practice
2021 CITI Training – HSR Core for 2017 Program
2021 CITI Training – Responsible Conduct of Research

AWARDS AND HONORS

2021 Compassion Award, Division of Behavioral Medicine and Clinical Psychology, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio
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 in DDBP who are also assisting adolescents with ASD transition from the pediatric to adult healthcare system.

2019- **Consultant with the Transition and Access Program (UC-TAP)**
Present *University of Cincinnati*
Assisting UC-TAP staff with identifying, administering, and interpreting a brief assessment battery to understand the individual set of strengths and challenges of undergraduate students with intellectual and developmental disabilities

enrolled in UC-TAP for their 4-year program. The data from the assessment battery is utilized for assessing change and progress of student and for identifying programmatic needs.

- 2012 -
2018 **Coordinator and Psychologist for ASD Adolescent Assessment Clinic**
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 –
2018 **Patient Education, DDBP Family and Professional Education Series**
Cincinnati Children's Hospital Medical Center
Provided 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 –
2016 **Support Group Facilitator for Families of Individuals with ASD**
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 -
2012 **Assessor**
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-
2010 **LEND Trainee**
Cincinnati Children's Hospital Medical Center
Supervisor: Sonya Oppenheimer, M.D.
Participated in the Leadership Education in Neurodevelopmental and related Disabilities (LEND) training program that is aimed at providing family-centered care for children with neurodevelopmental disabilities. Attended weekly didactic seminars and participated in clinical and community activities.
- 2009 –
2010 **Behavior Specialist**
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.
- 2008-2009 **LEND Trainee**
University of Colorado Denver – School of Medicine
 Supervisor: Corry Robinson, Ph.D.
 Participated in the Leadership Education in Neurodevelopmental and related Disabilities (LEND) training program that is aimed at providing family-centered care for children with neurodevelopmental disabilities. Attended weekly didactic seminars and participated in clinical and community activities.
- 2008 – 2009 **Assessor and Therapist**
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 - 2008 **Therapist**
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 – 2008 **Assessor and Therapist**
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 an 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 develop and evaluate 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, planning, prioritizing, and organization, 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 (K23HD094855-01A1), *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with ASD*, PI (75% effort). Entire Project Period: 9/15/18 – 9/14/23. Total Award: \$757,501.

Department of Defense Autism Research Program, (W81XWH-17-ARP), *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for High Schoolers with ASD*, PI (0% effort). Entire Project Period: 10/1/18 – 9/30/22 (NCE). Total Award: \$794,997.

US Department of Education Institute of Education Sciences, (R324A180053), *Teaching Academic Skills to Middle School Students with Autism Spectrum Disorders (ASD) with Executive Functioning Deficits*, Co-PI (15% effort). Entire Project Period: 7/1/18 – 6/30/22. Total Award: \$1,525,000.

Completed Grants

Eunice Kennedy Shriver National Institute of Child Health and Human Development, (R21HD090334-01A1), *Teaching Academic Success Skills to Middle School Students with Autism Spectrum Disorders (ASD) with Executive Functioning Deficits*, Co-PI (10% effort). Entire Project Period: 9/1/2017 – 8/30/2020 (NCD). Total Award: \$198,750.

University of Cincinnati, Center for Clinical and Translational Science and Training CT2 Scholar, (No Grant #), *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism*, PI (75% effort). Entire Project Period: 4/1/16 – 7/31/18. Total Award: \$100,000.

Autism Treatment Network, (ATN-AIR 15-08), *Exploration of the Development and Trajectory of Daily Living Skills in Children and Adolescents with Autism Spectrum Disorder*, PI (8% effort). Entire Project Period: 12/1/15 – 8/31/16. Total Award: \$10,000.

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC, (No Grant #), *Piloting a Group Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorders in the Clinic Setting*, PI (20% effort). Entire Project Period: 7/1/15 – 6/30/16. Total Award: \$28,151.

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC, (No Grant #), *Developing an Anti-Bullying Curriculum for Adolescents with Autism Spectrum Disorder*, Personnel (15% effort). Entire Project Period: 7/1/14 – 6/30/16. Total Award: \$35,000.

Health Resources and Services Administration, (T73 MC 00032), *Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND)*, Personnel (10% effort). Entire Project Period: 7/1/11 – 6/30/16. Total Award: \$540,676.

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC (No Grant #), *Understanding the Clinical Phenotype of Students with Intellectual Disabilities Enrolled in the University of Cincinnati Transition and Access Program and Project SEARCH*, PI (30% effort). Entire Project Period: 7/1/14 – 6/30/15. Total Award: \$52,645.

National Institute of Mental Health, (K01MH092598-01A1), *Risk and Resiliency for Youth with Autism during the Transition to Adulthood*, Site-PI (20% effort). Entire Project Period: 1/1/13 – 5/30/15. Total Award: \$40,873.

Jack Rubinstein Foundation Grant, Developmental and Behavioral Pediatrics at CCHMC, (No Grant #), *Improving Daily Living Skills in Adolescents with Autism Spectrum Disorder*, PI (10% effort). Entire Project Period: 7/1/13 – 6/30/14. Total Award: \$33,208.

Department of Defense Autism Research Program, (W81XWH-09-10091), *A Randomized, Placebo-Controlled Trial of D-Cycloserine for the Enhancement of Social Skills Training in PDD*, Personnel (10% effort). Entire Project Period: 1/1/13-6/30/14. Total Award: \$159,435.

National Institute of Mental Health, (R21MH094659-01A1), *Evaluating the Time-Dependent Unfolding of Social Interactions in Children with Autism Spectrum Disorders*, Site PI (15% effort). Entire Project Period: 8/1/12 – 7/30/14. Total Award: \$196,987.

National Institute of Mental Health, (R33MH089291-04), *Training Outpatient Clinicians to Deliver Cognitive Behavior Therapy to Children with Autism Spectrum Disorders*, Site PI (5% effort). Entire Project Period: 7/1/12-6/30/14. Total Award: \$32,022.

Autism Treatment Network – Community Grant, (No Grant #), *Addressing Misconceptions of Challenging Behaviors in Individuals with High Functioning ASD*, Personnel, (0% effort). Entire Project Period: 5/1/13 – 8/30/13. Total Award: \$5,000.

Health Resources and Services Administration, (R40 MC 19925-01), *Transition to Adult Services for Youth with Autism Spectrum Disorder*, Personnel (5% effort), Entire Project Period: 7/1/12 – 9/30/12. Total Award: \$5,000.

National Institute of Mental Health, (R01MH081873-01A1), *Longitudinal Studies of Autism Spectrum Disorders: 2 to 23*, Postdoctoral Fellow (20%). Entire Project Period: 7/1/11 – 6/30/12. Total Award: \$504,261.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, (R01 HD065277-01), *2/2 Development of a Screening Interview for Research Studies of ASD*, Postdoctoral Fellow (80% effort). Entire Project Period: 7/1/10 – 6/30/12. Total Award: \$776,570.

Publications

Peer-reviewed articles as a listed author

1. **Duncan, A.**, Liddle, M., & Stark, L. J. (2021). Iterative Development of a Daily Living Skills Intervention for Adolescents with Autism Without an Intellectual Disability. *Clinical Child and Family Psychology Review*, 1-21.
2. Tamm, L., Day, H., & **Duncan, A.** (2021). Comparison of adaptive functioning measures in adolescents with autism spectrum disorder without intellectual disability. *Journal of Autism and Developmental Disorders*, 1-10.
3. **Duncan, A.**, Meinzen-Derr, J., Ruble, L., Fassler, C., & Stark, L.J. (2021). A pilot RCT of a daily living skills intervention for adolescents with autism. *Journal of Autism and Developmental Disorders*. 1-12.
4. Pickard, K., Blakeley-Smith, A., Boles, R., **Duncan, A.**, Keefer, A., O'Kelley, S., & Reaven, J. (2020). Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety. *Research in Autism Spectrum Disorders*, 73, 101532.
5. Tamm, L., Zoromski, A. K., Kneeskern, E. E., Patel, M., Lacey, H. M., Vaughn, A. J., Ciesielski, H.A., Weadick, H.K., & **Duncan, A.** (2020). Achieving Independence and Mastery in School: An Open Trial in the Outpatient Setting. *Journal of Autism and Developmental Disorders*, 1-14. (PMID: 32809169). Impact factor – 3.407
6. Burton, J. M., Creaghead, N. A., Silbert, N., Breit-Smith, A., **Duncan, A.**, & Grether, S. M. (2020). Social Communication and Structural Language of Girls with High-Functioning Autism Spectrum Disorder. *Language, Speech, and Hearing Services in Schools*, 1-17. (PMID: 32916076). Impact factor – 1.740
7. Meyer, A. T., Moody, E. J., Keefer, A., O'Kelley, S., **Duncan, A.**, Blakeley-Smith, A., & Reaven, J. (2020). Effect of Co-occurring Psychiatric Disorders on Treatment of Children with Autism Spectrum Disorder and Anxiety. *Journal of Autism and Developmental Disorders*. (PMID: 32462457). Impact factor – 3.407
8. Pickard, K., Blakeley-Smith, A., Boles, R., **Duncan, A.**, Keefer, A., O'Kelley, S., & Reaven, J. (2020). Examining the sustained use of a cognitive behavioral therapy program for youth with autism spectrum disorder and co-occurring anxiety. *Research in Autism Spectrum Disorders*, 73, 101532. Impact factor – 1.688
9. 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*. (PMID: 30911979).
10. **Duncan, A.**, Tamm, L., Birnschein, A. M., & Becker, S. P. (2018). Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with ASD. *Autism*. (PMID: 30426763).
11. 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).
12. 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).
13. 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).
14. 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).
15. **Duncan, A.**, Ruble, L. A., Meinzen-Derr, J., Thomas, C., & Stark, L. J. (2018). Preliminary efficacy of a daily living skills intervention for adolescents with high-functioning autism spectrum disorder. *Autism*, 22(8), 983-994. (PMID: 28914086).
 16. 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).
 17. 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).
 18. Bishop, S. L., Huerta, M., Gotham, K., Havdahl, K.A., Pickles, A., **Duncan, A.**, Hus Bal, V., Croen, C., 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).
 19. 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? *Behavioral Research Methods*, 49(2), 588-601. (PMID: 27130173).
 20. 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).
 21. Keefer, A., Kreiser, N. L., Singh, V., Blakeley-Smith, A., **Duncan, A.**, Johnson, C., Klinger, L., Meyer, A., Reaven, J., & 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).
 22. Beal, S. J., Riddle, I. K., Kichler, J. C., **Duncan, A.**, Houchen, A., Casnellie, L., Woodward, J., & Corathers, S. D. (2016). The Associations of Chronic Condition Type and Individual Characteristics with Transition Readiness. *Academic Pediatrics*, 16(7), 660-667. (PMID: 27345693).
 23. **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).
 24. 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).
 25. Bishop, S. L., Hus, V., **Duncan, A.**, Huerta, M., Gotham, K., Pickles, A., Kreiger, A., Buja, A., Lund, S., & 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).
 26. 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).
 27. 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).
 28. **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)).

29. 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)).
30. 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)).

Manuscripts Under Review

1. **Duncan, A.**, Liddle, M., & Adams, R. (under review). A Cluster Analysis of Daily Living Skills in School Aged Children with Autism Spectrum Disorder.
2. **Duncan, A.**, Risley, S., Combs, A., Lacey, H. M., Hamik, E., Fershtman, C., ...Tamm, L. (under review). School Challenges and Services for Mainstreamed Middle Schoolers with Autism.

Book Chapters, Reviews, & Other Publications

1. Combs, A., Lacey, H.M., Hamik, E.M., Risley, S., Zoromski, A.K., **Duncan, A.**, Tamm, L. (2020). *Take control of your life* [Video file]. USA: Bouncy Fruit Animations.
2. Richard, J., & **Duncan, A.** (2020). *Transition from Adolescence to Adulthood in those with ASD without a Comorbid Intellectual Disability*. In: Verdoes M., Shahidullah J., Mezger K. (eds.) *Interdisciplinary Care Coordination for Youth with Autism Spectrum Disorder*, Springer, New York, NY.
3. Tamm L., **Duncan A.** (2020) *Achieving Academic Independence in Middle School-Outpatient (AIMS-O)*. In: Volkmar F. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY.
4. Patel, M.D., Kneeskern, E.E., Lacey, H.M., Garr, K., Beckmann, E., Zoromski, A.K., Tamm, L., **Duncan, A.** (2020). *Academic executive functions: Knowing what to do, knowing what is important, starting, sticking & finishing* [Video file]. USA: Bouncy Fruit Animations.
5. Kneeskern, E.E., Patel, M.D., Lacey, H.M., Garr, K., Beckmann, E., Zoromski, A.K., **Duncan, A.**, Tamm, L. (2020). *Backpack organization strategies: The big dump* [Video file]. USA: Bouncy Fruit Animations.
6. Kneeskern, E.E., Patel, M.D., Lacey, H.M., Garr, K., Beckmann, E., Zoromski, A.K., **Duncan, A.**, Tamm, L. (2020). *Binder organization strategies* [Video file]. USA: Bouncy Fruit Animations.
7. Patel, M.D., Kneeskern, E.E., Lacey, H.M., Garr, K., Beckmann, E., Zoromski, A.K., Tamm, L., **Duncan, A.** (2020). *Using study cards effectively* [Video file]. USA: Bouncy Fruit Animations.
8. Beckmann, E., Garr, K., Patel, M.D., Kneeskern, E.E., Lacey, H.M., Zoromski, A.K., Tamm, L., **Duncan, A.** (2020). *Locker organization strategies* [Video file]. USA: Bouncy Fruit Animations.
9. 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.

Intervention Manuals

1. **Duncan, A.**, & Tamm, L. (2020). *Achieving Academic Independence in Middle School – Telehealth Version*. [Intervention manual]. USA.
2. **Duncan, A.** (2020). *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder – Telehealth Version* [Intervention manual]. USA.
3. **Duncan, A.**, & Tamm, L. (2020). *Achieving Academic Independence in Middle School – School Version*. [Intervention manual]. USA.
4. Tamm, L., Vaughn, A. J., Zoromski, A., & **Duncan, A.** (2020). *Achieving Academic Independence in Middle School – Outpatient Version*. [Intervention manual]. USA.

5. **Duncan, A.**, Luevano, C., Cash, S., Smith, T., & Liddle, M. (2019). *Surviving and Thriving in the Real World – College Edition: A Daily Living Skills Intervention for Undergraduates with Developmental Disabilities* [Intervention manual]. USA.
6. **Duncan, A.** (2019). *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder – Outpatient Version* [Intervention manual]. USA.

Quality Review of Publications

1. Tamm, L., Zoromski, A. K., Kneeskern, E. E., Patel, M., Lacey, H. M., Vaughn, A. J., Ciesielski, H.A., Weadick, H.K., & **Duncan, A.** (2020). Achieving Independence and Mastery in School: An Open Trial in the Outpatient Setting. *Journal of Autism and Developmental Disorders*, 1-14. (PMID: 32809169).
This is an initial efficacy study of an academic executive functioning (Achieving Independence and Master in School – AIMS Outpatient) intervention for middle school students with ASD without an intellectual disability. The intervention is conducted in the outpatient setting with adolescents and their parent and targets organization, planning, prioritizing, and working memory. Adolescents were rated as making progress in overall executive functioning, as well organization and materials management. Results also revealed high rates of satisfaction and feasibility by parents and adolescents. I assisted with the development and refinement of the intervention, facilitation of the intervention, interpretation of the data, and writing the manuscript. Number of total citations: 0 (2020: 0)
2. **Duncan, A.**, Tamm, L., Birnschein, A., & Becker, S. (2018). Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with Autism Spectrum Disorder. *Autism*, (PMID: 30426763). This 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: 12 (2020: 10; 2019: 2; 2018: 0)
3. **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: 7 (2020: 3; 2019: 3; 2018: 1; 2017: 0)
4. Beal, S. J., Riddle, I. K., Kichler, J. C., **Duncan, A.**, Houchen, A., Casnellie, L., Woodward, J., & 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: 37; 2020: 17; 2019: 8; 2018: 6; 2017: 5; 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, 2nd 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: 109; 2020: 19; 2019: 20; 2018: 20; 2017: 21; 2016: 9)
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 (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: 422; 2020: 21; 2019: 37; 2018: 40; 2017: 42; 2016: 58)

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, Canada.
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, Canada.
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, Canada.
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, Canada.
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. Day, H. J., Tamm, L., & **Duncan, A.** (2021, April). *Comparison of adaptive functioning measures in adolescents with autism spectrum disorder without intellectual disability*. Proposal accepted at the SRCD Conference, Boston, MA (virtual conference).
2. Burton, J., Creaghead N., Silbert, N., Breit-Smith, A., **Duncan, A.**, & Grether, S. (2020, November). *10522: Structural Language Characteristics of Girls with High-Functioning Autism-Spectrum Disorder*. Proposal accepted at the Annual Convention of the American Speech-Language Hearing Association, San Diego, CA. (virtual conference).
3. Glover, M., Fassler, C., & **Duncan, A.** *Microanalysis of Daily Living Skills in Adolescents with Autism Spectrum Disorder without an Intellectual Disability*. Presentation accepted and published in online program for the International Society for Autism Research (INSAR) May 2020 meeting, Seattle, WA.
4. **Duncan, A.**, Ruble, L., Meinzen-Derr, J., Fassler, C., & Stark, L.J., *Pilot RCT of a Daily Living Skills Intervention for Adolescents with ASD*. Oral presentation accepted and published in online program for the International Society for Autism Research (INSAR) May 2020 meeting, Seattle, WA.
5. **Duncan, A.**, Tamm, L., Kneeskern, E., Patel, M., & Vaughn, A. Feasibility and initial efficacy of the Achieving Academic Independence in Middle School–Outpatient intervention for middle school youth with ASD. In B. E. Yerys (chair), *Back to school: Identification and treatment of executive function challenges in the school setting for autistic children*. Symposium accepted and published in online program for the International Society for Autism Research (INSAR) May 2020 meeting, Seattle, WA.
6. 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.
7. 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.
8. 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.
9. 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.
10. **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.
11. **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.
12. **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.
13. 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.

14. 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.
15. **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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. **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.
22. 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.
23. **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.
24. 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.
25. 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.

26. 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.
27. 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.
28. 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.
29. 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.
30. 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, Houston, TX.
31. 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.
32. 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.
33. **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.
34. 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.
35. 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.
36. 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.
37. 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.
38. 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, TX.
39. 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, WA.
40. **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.
 41. **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.
 42. **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.
 43. **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.
 44. 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.
 45. 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.
 46. **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.
 47. 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.
 48. **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.
 49. Reaven, J., Blakely-Smith, A., & **Williams, A.** (2008, July). *Facing fears*. Presentation at the XXYY Project Symposium, Estes Park, CO.
 50. **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.
 51. **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.
 52. 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.
 53. 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. Glover, M., Fassler, C., & **Duncan, A.** (August 2019). *Microanalysis of Daily Living Skills in Adolescents with Autism Spectrum Disorder without an Intellectual Disability*. Poster presented at the CCHMC SURF Capstone Symposium.
2. 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.

3. **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.
4. **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.
5. **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.
6. **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.
7. **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

- 2017 – Present **Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) Training**
Cincinnati Children's Hospital Medical Center
Conduct a yearly 2-day training on the ADOS-2 Modules 1-4 for staff, faculty, and trainees at Cincinnati Children's Hospital Medical Center and for professionals administering the ADOS-2 within the greater Cincinnati community.
- 2020 **Invited Lecture (March 5, 2020)**
Annual Autism Symposium – University of North Florida: Current Medical Evidence and Interventions Regarding Autism
Gave two 1-hour grand rounds presentations 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.
- 2017 – 2019 **Instructor, Surviving and Thriving in College**
University of Cincinnati, Transition and Access Program
Taught 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 focused 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.
- 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 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 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.
- 2012 – **Trainer, Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2)**
 2016 **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, 2nd 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 – **Guest Lecturer, University of Alabama**
 2008 *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

- 2011 – **Research Mentor, Seminar in Evidence Based Medicine**
 present *Cincinnati Children's Hospital Medical Center*
 Mentored 3-4 interdisciplinary graduate trainees who were in the LEND training program at CCHMC over the course of an academic year for 2 hours per week. Projects were focused on introducing trainees to research with the goal of producing a poster that was presented at a local and national conference.

Mentoring: Research

<u>Name</u>	<u>Years</u>	<u>Title/Role</u>	<u>Institution</u>
Meredith Glover	2019	Undergraduate Student, SURF Program	CCHMC
Claire Feller	2018	Undergraduate Student, SURF Program	CCHMC
Abby Lonnemann, Ph.D.	2016-2019	Graduate Student, Dissertation Committee Member	Xavier University
Jenny Burton, Ph.D.	2015-2019	Graduate Student, Dissertation Committee Member	UC
Vero Romero, Ph.D.	2015-2017	Graduate Student, Dissertation	UC

		Committee Member	
Karen Kent, Ph.D.	2015-2016	Graduate Student, Dissertation Committee Member	Miami University

Mentoring: Clinical

<u>Name</u>	<u>Years</u>	<u>Title/Role</u>	<u>Institution</u>
Melissa Liddle, Ph.D.	2020-present	Postdoctoral Fellow – outpatient therapy and assessment;	CCHMC
	2017-2019	Graduate trainee – outpatient therapy and assessment	
Amber Massa, Ph.D.	2020-present	Staff Psychologist – outpatient therapy and assessment;	CCHMC
	2019-2020	Postdoctoral Fellow – outpatient therapy.	
Madeline Racine, Ph.D.	2020-2021	Staff Psychologist – outpatient therapy and assessment;	CCHMC
	2019-2020	Postdoctoral Fellow – outpatient therapy.	
Courtney Young, M.A.	2020-2021	Graduate trainee – outpatient therapy	CCHMC
Lisa Gies, B.S.	2020-present	Graduate trainee – outpatient therapy	CCHMC
Angela Combs, M.A.	2020-present	Graduate trainee – outpatient therapy and school consultation	CCHMC
Sydney Risley, M.A.	2019-present	Graduate trainee – outpatient therapy and school consultation	CCHMC
Emily Beckman, M.A.	2019-2020	Graduate trainee – outpatient therapy and school consultation	CCHMC
Katie Garr, M.A.	2019-2020	Graduate trainee – outpatient therapy and school consultation	CCHMC
Allison Fisher, M.A.	2019-2020	Graduate trainee – outpatient therapy	CCHMC
Heather Lacey, Ph.D.	2019-2020	Postdoctoral Fellow – outpatient therapy, assessment, and school consultation	CCHMC
Teresa Smith, M.A.	2018-2019	Graduate trainee – outpatient therapy	CCHMC
Carla Luevano, M.A.	2017-2019	Graduate trainee – outpatient therapy	CCHMC
Abby Lonnemann, M.A.	2016-2017	Graduate trainee – outpatient assessment and therapy	CCHMC
Kara Brown, M.A.	2016-2017	Graduate trainee – outpatient therapy	CCHMC
Jessie Richard, M.A.	2016-2017	Graduate trainee – outpatient therapy	CCHMC
Heather Strong, M.A.	2015-2016	Graduate trainee – outpatient assessment	CCHMC
Roshni Rao, M.A.	2014-2015	Graduate trainee – outpatient assessment	CCHMC

Meredith Will, Psy.D.	2013-2014	Postdoctoral Fellow – outpatient assessment	CCHMC
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Scholarly Oversight Committees/Professional Development Mentor

Name	Years/Role	Title	Institution
Amy Noser, Ph.D.	2020-present	Postdoctoral Fellow, PDM	CCHMC
Teresa Smith, Ph.D.	2020-present	Postdoctoral Fellow, PDM	CCHMC
Debra Reisinger, Ph.D.	2018-2020	Postdoctoral Fellow, PDM	CCHMC
Allison Blackburn, Ph.D.	2016-2017	Postdoctoral Fellow, PDM	CCHMC
Amanda Beeman, Ph.D.	2014-2015	Postdoctoral Fellow, PDM	CCHMC

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

2018 – present Mind Brain Behavior ACTS Website Committee, CCHMC
 2017 – 2020 Member of the DDBP Research Steering Committee, CCHMC

Grant Reviews

2020 - present Reviewer for Place Outcomes Research Award, CCHMC
 2020 Reviewer for Department of Defense, Autism Research Program
 2018 – present Reviewer for Research Innovation and Pilot Funding, CCHMC

Manuscript Reviews

- Number of reviews annually: 10/year
 - Autism – 3 submissions per year
 - Journal of Autism and Developmental Disabilities – 4 submissions per year
 - Research in Developmental Disabilities – 2 submissions per year
 - Autism Treatment Network – 1 submission per year

Recruitment Activities

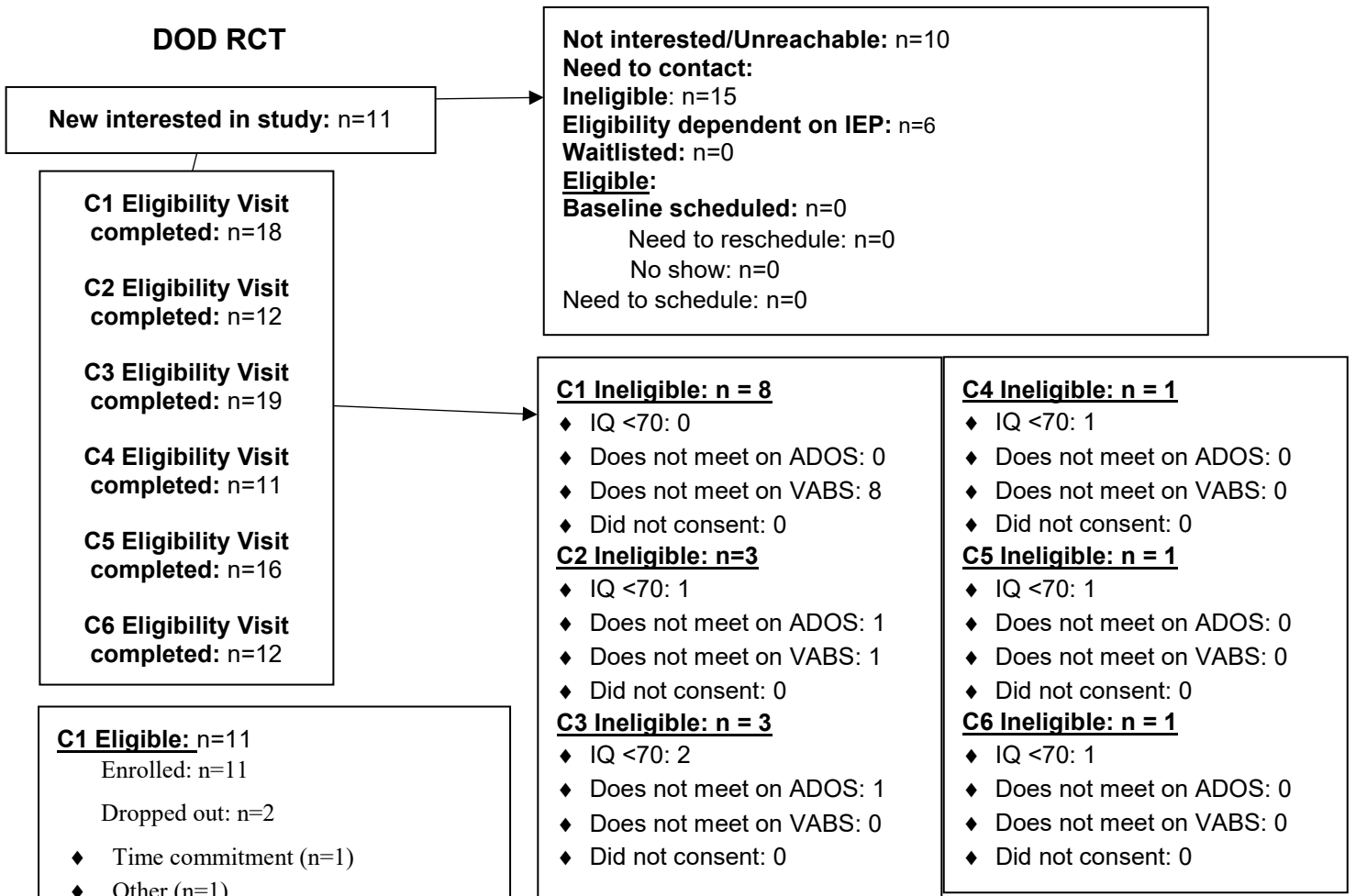
2018 – present Member of the Mind Brain Behavior Autism Faculty Search Committee, CCHMC

Community Activities

2020 – present UC TAP Research Committee, University of Cincinnati, Cincinnati, OH
 2019 – present UC TAP Advisory Committee, University of Cincinnati, Cincinnati, OH
 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

DOD RCT



C1 Eligible: n=11
 Enrolled: n=11
 Dropped out: n=2
 ♦ Time commitment (n=1)
 ♦ Other (n=1)

C2 Eligible: n=9
 Enrolled: n=9
 Dropped out: n=0

C3 Eligible: n=18
 Enrolled: n=15
 Dropped out: n=2
 ♦ Prioritizing seeking answers regarding ASD diagnosis: n=1
 ♦ Time conflict with teen's extracurricular activity: n=1

C4 Eligible: n=10
 Enrolled: n=10
 Dropped out: n=2
 ♦ Preferred other group: n=1
 ♦ Unable to meet requirements: n=1

C5 Eligible: n=15
 Enrolled: n=15
 Dropped out: n=0

C6 Eligible: n= 11
 Need to complete measures: n=1

		STRW	PEERS
Cohort 1	Post Assessments		
	GAS completed:	n=5	n=4
	Measures completed:	n=4	n=4
	6-Month Follow-up		
	GAS completed:	n=5	n=4
	Measures completed:	n=3	n=4
Cohort 2	Post Assessments		
	GAS completed:	n=5	n=4
	Measures completed:	n=3	n=3
	6-Month Follow-up		
	GAS completed:	n=5	n=4
	Measures completed:	n=2	n=4
Cohort 3	Post Assessments		
	GAS completed:	n=5	n=7
	Measures completed:	n=3	n=6
	6-Month Follow-up		
	GAS completed:	n=6	n=7
	Measures completed:	n=3	n=6
Cohort 4	Post Assessments		
	GAS completed:	n=5	n=3
	Measures completed:	n=5	n=3

	<u>6-Month Follow-up</u> GAS completed: Measures completed:	n= n=	n= n=
<u>Cohort 5</u>	<u>Post Assessments</u> GAS completed: Measures completed:	n=7 n=4	n=7 n=5
	<u>6-Month Follow-up</u> GAS completed: Measures completed:	n= n=	n= n=
<u>Cohort 6</u>	<u>Post Assessments</u> GAS completed: Measures completed:	n= n=	n= n=
	<u>6-Month Follow-up</u> GAS completed: Measures completed:	n= n=	n= n=