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

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14. ABSTRACT 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, 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.					
15. SUBJECT TERMS None listed.					
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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 (completed 12/10/2018)
- (2) Coordinate research staff and intervention facilitators for pilot RCT (ongoing until 5/15/2021)
- (3) Conduct a pilot RCT of the STRW compared to PEERS (completed 4/1/2022)
- (4) Conduct Data Analysis of the pilot RCT (ongoing, but major analyses completed 9/9/2022)

What was accomplished under these goals?

	Date Accomplished	Comments
Major Task 1: Obtain IRB approval and HRPO approval	12/10/2018	
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	5/15/2021	
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 – Aug 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 from Oct 2018 – May 2021	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	Trained 1 social worker, 1 psychology postdoctoral fellow, and 4 psychology and occupational therapy graduate trainees for Cohort #1. Trained 3 psychology

	May 2020 – Cohort #3 telehealth Aug 2020 – Cohorts #s4-5 telehealth May 2021 Cohort #6 telehealth	postdoctoral fellows and 4 psychology graduate trainees for Cohort #2 and Cohort #3. Trained 2 psychologists, 1 postdoctoral fellow, and 5 psychology trainees for Cohort #s 4-5. Trained 2 psychology trainees for Cohort #6.
Major Task 3: Pilot RCT	4/1/2022	
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	9/1/2021	
Milestone Achieved: Cohort #4 completed	9/1/2021	
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	12/20/2022	
Milestone Achieved: Cohort #5 completed	1/20/2022	
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	9/15/2021	
Cohort #6 completes 6-month follow-up	3/31/2022	
Milestone Achieved: Cohort #6 completed	3/31/2022	
Milestone Achieved: Report findings from pilot RCT study	11/4/2022	Manuscript on RCT results submitted to Journal of Clinical Child and Adolescent Psychology
Major Task 4: Data Analysis		
Subtask 1: Perform all analyses according to specifications	9/9/2022	
Subtask 2: Work with all key personnel on dissemination of findings (abstracts, presentation, publications, DOD)	Ongoing	Presented initial results as part of a panel symposium at International Society of Autism Research (INSAR) in May 2022. Submitted an abstract to present at INSAR for May 2023 conference. Currently collaborating with key personnel to write up manuscripts. Submitted the manuscript to a peer reviewed journal on initial pilot RCT findings in November 2022.
Subtask 3: Work with all key personnel to prepare grant application	Ongoing	Writing a Phase 3 RCT grant to submit in 2023 evaluating efficacy of STRW-telehealth with a larger sample size compared to a control group
Milestone Achieved: Report results from data analyses	Ongoing	Presented preliminary results as part of a panel at

		<p>International Society of Autism Research in May 2022.</p> <p>Submitted a manuscript with main results to a peer reviewed journal in November 2022 and currently addressing reviewer's comments.</p>
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Significant Results and Key Outcomes

Approximately 64 adolescents with ASD were randomized and completed the Surviving and Thriving in the Real World intervention (n=34) or the active control group (i.e., PEERS social skills intervention) (n=30). See Figure 1 for Consort Diagram.

Due to the COVID-19 pandemic restrictions on in-person care, we modified STRW to be delivered via telehealth in June 2020. While STRW content remained the same, the format changed such that the group teen sessions were replaced with a dyad session that was attended by the caregiver and teen. The format and content of PEERS did not change when delivered via telehealth. Approximately 28.1% (n=18) of the participants completed in-person STRW and PEERS, and the remaining 71.9% (n=46) completed STRW-Telehealth (STRW-T) or PEERS-Telehealth (PEERS-T). Attendance at STRW sessions was high (>90.5%) and satisfaction ratings from both caregivers (mean of 4.67 on a scale of 1 to 5) and adolescents (mean of 4.60) in STRW were also high.

The adjusted means and standard deviations of the raw scores on the VABS-3 Daily Living Skills (DLS) domain and subdomains at baseline and post-treatment from completed participants are shown in Table 2. Results of the General Linear Models revealed that the STRW group made significantly more gains on the DLS domain ($p = .01$) and the Domestic subdomain ($p = .005$) compared to PEERS. STRW participants gained 34.7 points on the VABS-3 DLS domain raw score compared to the 28.0 point gain demonstrated by PEERS participants. There was a small effect size for the change score difference between the STRW and PEERS groups on both the DLS domain ($d = .32$) and Domestic subdomain ($d = .34$). There was not a significant difference between the STRW and PEERS groups on the VABS-3 Personal subdomain ($p = 0.99$) or Community subdomain ($p = .13$) raw scores. The clinically meaningful gains on the DLS domain translate into a 20-point increase in their standard score from baseline (56.2) to post-treatment (76.6) and moves STRW youth much closer to DLS in the average range of functioning. The STRW group gained an average of 3.6 years of Domestic DLS while the control group gained only 2.2 years (see also Figure 2). Notably, these DLS gains for adolescents in STRW are not only statistically significant and clinically meaningful, but are larger than what we saw in our previous pilot studies.

Medians for the 5 DLS-Goal Attainment Scaling (DLS-GAS) areas (i.e., Morning Routine, Laundry, Cooking, Money Management, and Total) and the change scores from baseline to post-treatment are shown in Table 3. At baseline, there were no differences on the three criterion measures of measurability, equidistance, and level of difficulty of the goals between STRW and PEERS (p 's ranged from .17 to .86), indicating that the GAS goals were psychometrically equivalent between groups. A Wilcoxon Rank Sums test revealed that the STRW group had significantly higher median change scores in Total ($p = .05$), Laundry ($p = .01$), and Money Management ($p = .02$) compared to PEERS. There was not a significant difference between the STRW and PEERS groups in the areas of Morning Routine ($p = 0.56$) or Cooking ($p = .09$).

Overall, the results of current pilot RCT are promising and suggest that the gap between actual DLS and expected, age appropriate DLS for autistic adolescents without ID can be considerably closed with a short-term DLS intervention. Further, the STRW intervention leads to improved DLS using both a caregiver report measure (i.e., VABS-3) and caregiver interview in which individualized DLS goals are developed for each adolescent (i.e., DLS-GAS). In addition to being effective, the STRW intervention appears feasible to implement. The study demonstrated high rates of attendance, satisfaction, and completion of weekly contract and assignments on targeted DLS goals with both delivery modalities (in-person and telehealth), and outcomes on the VABS-3 DLS domain did not differ based on delivery. Anecdotally, we observed several benefits of telehealth delivery including attendance, recruitment, and caregiver and therapist burden.

Analyses are in the process of being completed on the sustainability of gains on the VABS-3 and DLS-GAS from post-treatment to 6-month follow-up.

Figure 1. CONSORT flow diagram of participants to STRW and PEERS

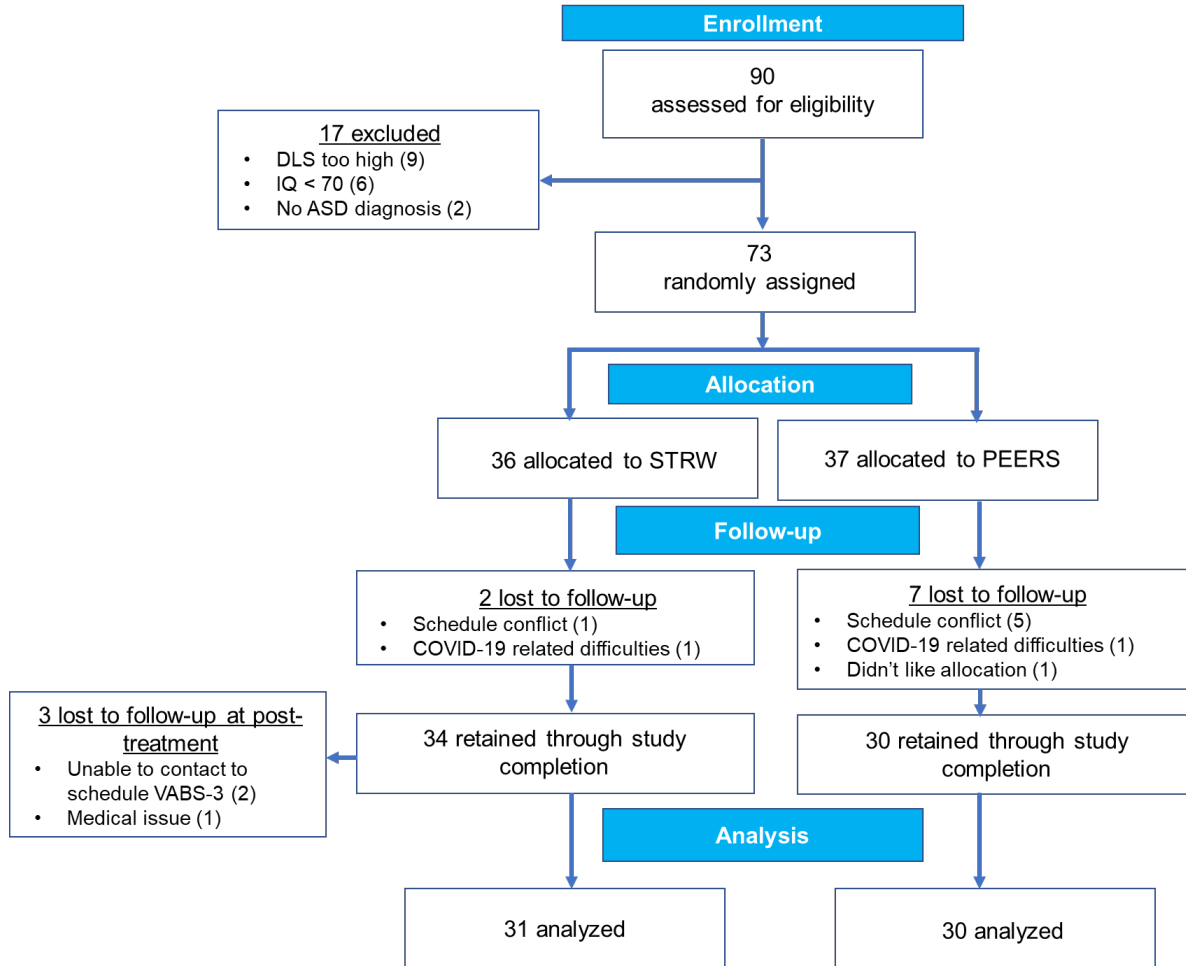


Figure 2. Adjusted Changes in VABS-3 DLS Domain and Subdomain Raw Scores from Pre to Post-Treatment in 11th/12th Graders (n = 64)

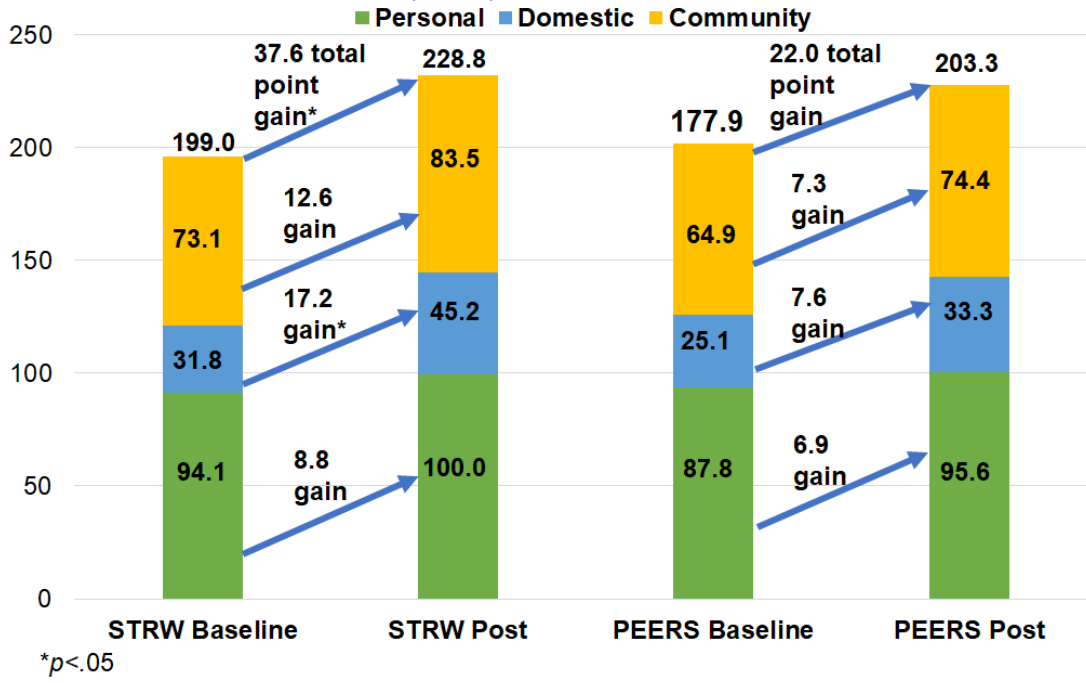


Table 1. Demographic characteristics of participants meeting inclusion criteria for STRW or PEERS

	STRW (n = 36)	PEERS (n = 37)	p
Age at study entry, y mean (SD)	17.3 (0.7)	16.9 (0.8)	0.04*
Sex at birth, n (%)			0.46
Male	28 (77.8)	26 (70.3)	
Female	8 (22.2)	11 (29.7)	
IQ, mean (SD)	93.4 (10.2)	99.2 (11.3)	0.03
VABS-3 Standard Scores			
Communication Domain	66.2 (13.2)	70.0 (13.5)	0.03
DLS Domain	58.3 (19.0)	65.9 (18.2)	0.08
Socialization Domain	65.1 (11.9)	65.1 (13.2)	0.99
Adaptive Behavior Composite	63.3 (10.5)	66.6 (11.8)	0.21
VABS-3 DLS Raw Scores			
Personal Subdomain	92.2 (9.1)	93.0 (8.1)	0.71
Domestic Subdomain	30.3 (15.3)	32.5 (14.3)	0.54
Community Subdomain	74.7 (10.7)	76.1 (14.9)	0.64
DLS Domain	197.2 (26.5)	201.5 (29.9)	0.52
ADOS Comparison Score	6.8 (2.0)	7.1 (1.5)	0.56
Race			0.73*
White	28 (77.8)	29 (78.4)	
Black	5 (13.9)	5 (13.5)	
Asian	0	2 (2.7)	
More than 1/Other	3 (8.3)	2 (5.4)	
Ethnicity			0.55*
Hispanic	2 (5.6)	4 (10.8)	
Non-Hispanic	34 (94.4)	32 (86.5)	
Not reported	0 (0.0)	1 (2.7)	
Household income			0.37*
<\$20,000	2 (5.6)	3 (8.1)	
\$20K-49.9K	2 (5.6)	8 (21.6)	
\$50K-99.9K	12 (33.3)	10 (27.0)	
>\$100K	18 (50.0)	14 (37.8)	
Not reported	2 (5.6)	2 (5.4)	
Primary Caregiver Education			0.40*
High school degree/GED	2 (5.6)	2 (5.4)	
Some college	6 (16.7)	2 (5.4)	
College degree (associates or bachelor)	15 (41.7)	22 (59.5)	
Graduate degree	12 (33.3)	9 (24.3)	
Not reported	1 (2.8)	2 (5.4)	
Lost to follow-up	2 (5.6)	7 (18.9)	0.16

*Fisher's exact test

Table 2. Adjusted Mean VABS-3 DLS Domain and Subdomain Raw Scores from Baseline to Post-Treatment

	STRW (n = 31)				PEERS (n =30)				p ¹	Cohen's d ²
	Base	Post-treatment	Change Score	Cohen's d	Base	Post-treatment	Change Score	Cohen's d		
Personal	91.5 (1.5)	99.7 (1.1)	7.5 (0.9)	0.94	93.5 (1.5)	100.3 (1.1)	7.5 (0.8)	1.05	0.99	0.00
Domestic	29.8 (2.6)	44.9 (2.0)	14.1 (0.8)	1.06	32.6 (2.6)	42.2 (2.0)	10.8 (1.2)	0.82	0.005	0.34
Community	74.5 (2.2)	87.6 (2.3)	12.9 (1.5)	0.99	75.6 (2.2)	85.4 (2.4)	10.0 (1.6)	0.76	0.13	0.26
Total DLS	195.7 (4.6)	232.2 (4.4)	34.7 (1.0)	1.30	201.7 (4.7)	227.9 (4.4)	28.0 (2.5)	1.05	0.01	0.32

Change score results reported as LSM means with standard errors from GLM after controlling for baseline value and IQ.

¹p-value based on General Linear Models testing the difference in change from baseline to post scores between intervention groups

²Cohen's d of the adjusted mean change score difference between the two groups

Table 3. Median Item Scores and Change Scores With Interquartile Range in Brackets on the DLS-GAS for STRW and PEERS

	STRW Median (IQR)	PEERS Median (IQR)	p¹
Baseline	-2.0 (0.0)	-2.0 (0.0)	--
Morning Routine			
Post-Treatment	-1.0 [-2.0, -0.3]	-1.0 [-2.0, -0.5]	
Change Score	1.0 [0.0, 1.8]	1.0 [0.0, 1.5]	0.56
Kitchen/Cooking			
Post-Treatment	-0.5 [-2.0, 1.0]	-1.5 [-2.0, -1.0]	
Change Score	1.5 [0.0, 3.0]	0.5 [0.0, 1.0]	0.09
Laundry			
Post-Treatment	-0.5 [-1.0, 1.0]	-1.0 [-2.0, -0.5]	
Change Score	1.5 [1.0, 3.0]	1.0 [0.0, 1.5]	0.01
Money Management			
Post-Treatment	-1.0 [-2.0, 1.0]	-2.0 [-2.0, -1.0]	
Change Score	1.0 [0.0, 3.0]	0.0 [0.0, 1.0]	0.02
Total DLS-GAS			
Post-Treatment	-0.6 [-1.3, -0.3]	-1.0 [-1.4, -0.6]	
Change Score	1.4 [0.8, 1.8]	1.0 [0.6, 1.4]	0.05

¹The p-values of the median scores were reported using Wilcoxon Rank Sums test
IQR=interquartile range

What opportunities for training and professional development has the project provided?

Nothing to Report.

How were the results disseminated to communities of interest?

Invited Webinar (November 2022)

Florida Atlantic University's Center for Autism and Related Disabilities – Transition Conference

Invited to give a talk on the Surviving and Thriving in the Real World Intervention that targets building daily living skills in autistic adolescents.

Conference Panel Presentation (May 2022)

International Society of Autism Research

Presented the preliminary findings of 2 pilot randomized clinical trials of the STRW intervention compared to an active control group.

Invited Workshop (January 2022 & October 2022)

Butler County Developmental Disabilities Council

Invited to give two 60-minute presentations on how to utilize evidence based strategies to target daily living skills in adolescents with intellectual and developmental disabilities.

Invited Lecture (November 4-5, 2021)

International Autism Conference – Skive, Denmark

Invited to give two 90-minute lectures on the development and evaluation of Surviving and Thriving in the Real World (STRW) intervention and the practical application of targeting daily living skills at home for adolescents with autism.

What do you plan to do during the next reporting period to accomplish the goals?

Nothing to Report.

4. IMPACT:

What was the impact on the development of the principal discipline(s) of the project?

The current project has particular implications for intervention with autistic adolescents. Specifically, the unpublished results from the current study indicate that autistic adolescents who participate in the Surviving and Thriving in the Real World (STRW) intervention, which targets the daily living skills including personal hygiene, cooking, laundry, and money management, make significant improvements in age appropriate daily living skills compared to a control group (i.e., social skills intervention) on the Vineland Adaptive Behavior Scales, 3rd Edition (VABS-3) Daily Living Skills domain. Autistic adolescents also made gains in domestic daily living skills using the primary outcome measure (i.e., VABS-3) and the secondary outcome measure (i.e., Goal Attainment Scaling – GAS). Practically, autistic adolescents gained 2-3 years of daily living skills over the course of a 14-week intervention which allowed them to narrow the large gap that exists between chronological age and daily living skills. Autistic adolescents in STRW moved closer to obtaining daily living skills in the average range compared to adolescents in the control group.

Thus, the results suggest that daily living skills can be effectively targeted using evidence-based strategies and that adolescence may be a particularly ideal developmental period to acquire and master these skills. In terms of an impact on the field, it will be particularly important for individuals working with autistic adolescents (e.g., psychologists, occupational therapists, social workers, etc.) to not only understand the need to assess daily living skills to understand the profile of strengths and challenges, but to also be aware of evidence based strategies or interventions that may facilitate the development of age appropriate daily living skills that are so critical to positive outcomes in adulthood.

Future research is needed to determine the efficacy of STRW-telehealth with a larger sample of autistic adolescents compared to an active comparator. Further, while the link between age appropriate daily living skills and positive adult outcomes is well-established, more research is needed to understand whether the improvements seen in daily living skills as a result of the STRW intervention lead to better outcomes in college attendance and graduation, employment, independent living, social connectedness, and quality of life.

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

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

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

- **Duncan, A.**, Meinzen-Derr, J., Ruble, L., Fassler, C., & Stark, L. J. (under review). Results from a randomized clinical trial targeting age appropriate daily living skills in autistic adolescents prior to the transition to adulthood.

Journal publications.

- Glover, M., Liddle, M., Fassler, C. & **Duncan, A.** (2022). Microanalysis of daily living skills in adolescents with autism spectrum disorder without an intellectual disability. *Journal of Autism and Developmental Disorders*.
- **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*, 24(4), 744-764.
- 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.

Books or other non-periodical, one-time publications.

- **Duncan, A.**, & Liddle, M (2021, November). The silver lining: Making the most of time at home by teaching life skills to teens. *Autism Advocate Parenting Magazine*, 7-10.
- **Duncan, A.**, (2021, March). Transitioning to adulthood. *Autism Advocate Parenting Magazine*, 5-8.
- 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.

Other publications, conference papers and presentations.

- **Duncan, A.**, Meinzen-Derr, J., & Stark, L. J. (May 2022). *Surviving and Thriving in the Real World: A Randomized Clinical Trial of a Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder*. Panel presented at the INSAR conference, Austin, TX. *
- Glover, M., Liddle, M., Fassler, C., & **Duncan, A.** (May 2022). *Microanalysis of Daily Living Skills in Adolescents with Autism Spectrum Disorder without an Intellectual Disability*. Poster presented at the INSAR conference, Austin, TX.*
- 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 SRCDC Conference, Boston, MA (virtual conference). *

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

- **Duncan, A.** (2022). *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder – Telehealth Version* [Intervention manual]. USA.

7. 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):	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:	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. Meizen-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 (Meizen-Derr, 30%), NIH U19 (Meizen-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%)

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.

8. SPECIAL REPORTING REQUIREMENTS – Not Applicable

COLLABORATIVE AWARDS:

QUAD CHARTS:

9. APPENDICES:

- A. Investigator CV
- B. Consort Diagram

A. Investigator CV

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
Fax: 513-636-2837
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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

2022 Fellow, NIH Summer Institute on Randomized Behavioral Clinical Trials
2021 Compassion Award, Division of Behavioral Medicine and Clinical Psychology, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio
2020 Recipient, NIH Loan Repayment Program
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, 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-
Present **Consultant with the Transition and Access Program (UC-TAP)**
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: .

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 – 6/30/23 (NCE). Total Award:

Pending Grants

Eunice Kennedy Shriver National Institute of Child Health and Human Development, *Targeting Organization and Related Skills to Improve Academic Functioning in Middle-Schoolers with Autism*, Co-PI (20% effort). Entire Project Period: 4/1/23 – 3/31/28.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, *Longitudinal Examination of Daily Living Skills and Adult Outcomes in Autistic Adolescents and Young Adults*, PI (40% effort). Entire Project Period: 4/1/23 – 3/31/28.

US Department of Education Institute of Education Sciences, *Assessing Sluggish Cognitive Tempo in Schools: Norms, Reliability, and Validity in a Nationally Representative Sample of Teachers and Students with ADHD and Autism*, Co-I (10% effort). Entire Project Period: 7/1/23 – 6/30/27.

Completed Grants

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:

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 (NCE). Total Award:

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:

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: .

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

Publications

Peer-reviewed articles as a listed author

1. Tamm, L., Risley, S. M., Hamik, E., Combs, A., Jones, L. B., Patronick, J., ... & **Duncan, A.** (2022). Improving academic performance through a school-based intervention targeting academic executive functions—a pilot study. *International Journal of Developmental Disabilities*, 1-9.
2. DeVries, L., Pickard, K., Boles, R., Blakeley-Smith, A., **Duncan, A.**, Keefer, A., ... & Reaven, J. (2022). The Role of Maternal Anxiety in Treatment Response for Youth with ASD and Co-occurring Anxiety. *Child Psychiatry & Human Development*, 1-10.
3. **Duncan, A.**, Risley, S., Combs, A., Lacey, H. M., Hamik, E., Fershtman, C., ... & Tamm, L. (2022). School Challenges and Services Related to Executive Functioning for Fully Included Middle Schoolers With Autism. *Focus on Autism and Other Developmental Disabilities*, 10883576221110167.
4. Glover, M., Liddle, M., Fassler, C. & **Duncan, A.** (2022). Microanalysis of daily living skills in adolescents with autism spectrum disorder without an intellectual disability. *Journal of Autism and Developmental Disorders*.
5. **Duncan, A.**, Meinzen-Derr, J., Ruble, L. A., Fassler, C., & Stark, L. J. (2022). A pilot randomized controlled trial of a daily living skills intervention for adolescents with autism. *Journal of Autism and Developmental Disorders*, 52(2), 938-949.
6. Tamm, L., Day, H. A., & **Duncan, A.** (2022). Comparison of adaptive functioning measures in adolescents with autism spectrum disorder without intellectual disability. *Journal of autism and developmental disorders*, 52(3), 1247-1256.
7. **Duncan, A.**, Liddle, M., & Adams, R. (2021). A Cluster Analysis of Daily Living Skills in School Aged Children with Autism Spectrum Disorder. *International Journal of Developmental Disabilities*, 1-9.
8. **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*, 24(4), 744-764.
9. 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.
10. 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).
 11. 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).
 12. 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).
 13. 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.
 14. 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).
 15. **Duncan, A.**, Tamm, L., Birnschein, A. M., & Becker, S. P. (2018). Clinical Correlates of Sluggish Cognitive Tempo in Adolescents with ASD. *Autism*. (PMID: 30426763).
 16. 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).
 17. 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)).
 18. 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).
 19. Romero, V., Fitzpatrick, P., Roulrier, S, **Duncan, A.**, Richardson, M. J., Schmidt R. (2018). [Evidence of embodied social competence during conversation in high functioning children with autism spectrum disorder](https://doi.org/10.1371/journal.pone.0193906). *PLoS One*, 5; 13 (3): e0193906. (PMID: 29505608).
 20. **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).
 21. 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).
 22. 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).
 23. 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).
24. 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).
 25. 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).
 26. 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).
 27. 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).
 28. **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).
 29. 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).
 30. 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).
 31. 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).
 32. 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).
 33. **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)).
 34. 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)).
 35. 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.**, Meinzen-Derr, J., Ruble, L., Fassler, C. & Stark, L. J (under review). Closing the Gap: A Randomized Clinical Trial of a Daily Living Skills Intervention for Adolescents with Autism.
2. **Duncan, A.**, Meinzen-Derr, J., Ruble, L., Fassler, C. & Stark, L. J (under review). Results from a Randomized Clinical Trial Targeting Age Appropriate Daily Living Skills in Autistic

Adolescents Prior to the Transition to Adulthood.

3. Tamm, L., Hamik, E., & **Duncan, A.** (under review). Daily Living Skills Are Impaired in Adolescents with ADHD.

Book Chapters, Reviews, & Other Publications

1. **Duncan, A.**, & Liddle, M (2021, November). The silver lining: Making the most of time at home by teaching life skills to teens. *Autism Advocate Parenting Magazine*, 7-10.
2. **Duncan, A.**, (2021, March). Transitioning to adulthood. *Autism Advocate Parenting Magazine*, 5-8.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.** (2022). *Surviving and Thriving in the Real World: A Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder – Telehealth Version* [Intervention manual]. USA.
2. **Duncan, A.**, & Tamm, L. (2022). *Achieving Academic Independence in Middle School – School Version*. [Intervention manual]. USA.
3. **Duncan, A.**, & Tamm, L. (2020). *Achieving Academic Independence in Middle School – Telehealth 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., Kneesern, E. E., Patel, M., Lacey, H. M., Vaughn, A. J., Ciesielski, H.A., Weadick, H.K., & **Duncan, A.** (2021). Achieving Independence and Mastery in School: An Open Trial in the Outpatient Setting. *Journal of Autism and Developmental Disorders*, 51(5), 1705-1718. (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 (2021: 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: 18 (2021: 8; 2020: 8; 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: 20 (2021: 13; 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: 47 (2021: 12; 2020: 15; 2019: 8; 2018: 6; 2017: 5)

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: 142 (2021: 35; 2020: 18; 2019: 16; 2018: 19; 2017: 25)
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: 422 (2021: 35; 2020: 27; 2019: 38; 2018: 41; 2017: 43)

Abstracts

International Abstracts

1. **Duncan, A.**, Meizen-Derr, J., Modi, A., Fassler, C., & Stark, L. J. (2023, May). *A multi-informant, multi-modal assessment of daily living skills for autistic adolescents*. Presentation submitted to the International Society for Autism Research, Stockholm, Sweden.
2. **Duncan, A.**, Hamik, E., Zoromski, A., & Tamm, L. (2023, May). *Using the weekly calendar planning activity to assess executive functioning in autistic adolescents*. Presentation submitted to the International Society for Autism Research, Stockholm, Sweden.
3. 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.
4. **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.
5. **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.
6. **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.
7. Scofield, J. & **Williams, A.** (2008, April). *Learning words from videos: Extension and disambiguation*. Poster presented at the International Society of Infant Studies, Vancouver, Canada.
8. 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., Creaghead N., Silbert, N., Breit-Smith, A., **Duncan, A.**, & Grether, S. (May 2022). *Language Characteristics of Girls with Autism-Spectrum Disorder*. Poster presented at the INSAR conference, Austin, TX.
2. Duncan, A., Meinzen-Derr, J., & Stark, L. J. (May 2022). *Surviving and Thriving in the Real World: A Randomized Clinical Trial of a Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder*. Panel presented at the INSAR conference, Austin, TX.
3. Glover, M., Liddle, M., Fassler, C., & Duncan, A. (May 2022). *Microanalysis of Daily Living Skills in Adolescents with Autism Spectrum Disorder without an Intellectual Disability*. Poster presented at the INSAR conference, Austin, TX.
4. Duncan, A., Jones, L., Hamik, E., Patronick, J., Yeung, J., Zoromski, A., & Tamm, L. (May 2022). *Improving Academic Performance through a School-Based Intervention Targeting Executive Functioning and Study Skills*. Poster presented at the INSAR conference, Austin, TX.
5. 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 SRCO Conference, Boston, MA (virtual conference).
6. Burton, J., Creaghead N., Silbert, N., Breit-Smith, A., **Duncan, A.**, & Grether, S. *Structural Language Characteristics of Girls with High-Functioning Autism-Spectrum Disorder*. Proposal accepted at the Annual Convention of the American Speech-Language Hearing Association November 2020 meeting, San Diego, CA. (virtual conference).
7. 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.
8. **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.
9. **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.
10. 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.
11. 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.
12. 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.
13. 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.

14. **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.
15. **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.
16. **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.
17. 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.
18. 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.
19. **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.
20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. **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.
26. 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.
27. **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.
28. 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.
 29. 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.
 30. 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.
 31. 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.
 32. 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.
 33. 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.
 34. 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.
 35. 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.
 36. 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.
 37. **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.
 38. 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.
 39. 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.
 40. 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.
41. 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.
 42. 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.
 43. 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.
 44. **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.
 45. **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 SRCDD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
 46. **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.
 47. **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.
 48. 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.
 49. 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.
 50. **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.
 51. 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.
 52. **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.
 53. Reaven, J., Blakely-Smith, A., & **Williams, A.** (2008, July). *Facing fears.* Presentation at the XXYY Project Symposium, Estes Park, CO.
 54. **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.
 55. **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.
 56. 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.

57. 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.
- 2022 **Invited Lectures (November 1, 2022)**
Florida Atlantic University – Center for Autism and Related Disorders
Invited to present on the topics of using evidence based strategies to target daily living skills in autistic adolescents and developing a plan to assess and build executive functioning skills at home and school for autistic adolescents.
- 2022 **Invited Panelist (January 28, 2022)**
GAIN ADOS-2 Module 4 Training
Invited to discuss the administration and coding of an ADOS-2 module 4 administration to an adolescent with ASD to a group of ADOS-2 trainers and administrators.

- 2021 **Invited Lectures (November 4-5, 2021)**
International Autism Conference – Skive, Denmark
 Invited to give two 90-minute lectures on the development and evaluation of Surviving and Thriving in the Real World (STRW) intervention and the practical application of targeting daily living skills at home for adolescents with autism.
- 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 – **Instructor, Surviving and Thriving in College**
 2019 *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 reliability training with follow-up reliability meetings for 4-5 professionals.
- 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 –
present

Research Mentor, Seminar in Evidence Based Medicine

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 Committee Member	UC
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>
Tatshing “Jobi” Yeung, M.A.	2021- 2022	Graduate trainee/clinical research coordinator	CCHMC
Jamie Patronick, B.A.	2021 - 2022	Graduate trainee – outpatient therapy	CCHMC
Lauren Jones, M.A.	2021 – 2022	Graduate trainee – outpatient therapy	CCHMC
Kelsey Wiggs, M.A.	2021 – 2022	Resident – outpatient therapy	CCHMC
Melissa Liddle, Ph.D.	2020-2021	Postdoctoral Fellow – outpatient therapy and assessment;	CCHMC
	2017-2019	Graduate trainee – outpatient therapy and assessment	
Amber Massa, Ph.D.	2020-2021	Staff Psychologist – outpatient therapy and assessment;	CCHMC
	2019-2020	Postdoctoral Fellow – outpatient therapy.	
Madeline Racine, Ph.D.	2020-2021	Staff Psychologist – outpatient	CCHMC

	2019-2020	therapy and assessment; Postdoctoral Fellow – outpatient therapy.	
Courtney Young, M.A.	2020-2021	Graduate trainee – outpatient therapy	CCHMC
Lisa Gies, B.S.	2020-2021	Graduate trainee – outpatient therapy	CCHMC
Angela Combs, M.A.	2020-2021	Graduate trainee – outpatient therapy and school consultation	CCHMC
Sydney Risley, M.A.	2019-2021	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

Scholarly Oversight Committees/Professional Development Mentor

<u>Name</u>	<u>Years/Role</u>	<u>Title</u>	<u>Institution</u>
Rebecca Shaffer, Ph.D.	2021-present	Associate Professor	CCHMC
Amy Noser, Ph.D.	2020-2022	Postdoctoral Fellow, PDM	CCHMC
Teresa Smith, Ph.D.	2020-2021	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

2022 – present	KL2 Advisory Board, CCHMC
2020 – present	BMCP Momentum Group
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
2018 – present	Reviewer for Research Innovation and Pilot Funding, CCHMC
2020 - 2021	Reviewer for Department of Defense, Autism Research Program

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
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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

B. Consort Diagram

Figure 1. CONSORT flow diagram of participants to STRW and PEERS

