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Autism Spectrum and Developmental Disabilities
Special Interest Group

April 2019 Newsletter

It was wonderful to see so many of you at ABCT in D.C. Thanks to everyone who completed the survey that we circulated after the conference! We are incorporating your ideas to improve the pre-conference event and look forward to sharing more details about the 2019 pre-conference soon. Survey respondents provided many valuable suggestions, such as: present a more clinically-focused talk or mini-workshop, include more breakout sessions for small groups to discuss top issues in the field, and highlight more content on people with intellectual disability.

We would like to take this opportunity to formally introduce our new SIG co-leader, **Karen Bearss**. She is an Assistant Professor at the University of Washington (UW) with a long-standing interest in parent-mediated interventions for disruptive behavior in youth with ASD. At UW, she oversees the RUBI Parent Training Clinic and also serves as Training Director at the Seattle Children's Autism Center. Speaking of co-leaders, Brenna will end her term this November, so we will be seeking nominations for a new co-leader to start a 2-year term (staggered with Karen).

Look for a call for nominations this summer.

Thanks to our amazing Communications Committee for putting together this excellent newsletter. Please reach out with any feedback on what you would like to see in future newsletters.

Looking ahead, please save the date for the ABCT annual meeting this fall in Atlanta, as well as our **fourth annual ASDD SIG pre-conference event**,

Thanks for your support of our SIG!

Sincerely,
Karen and Brenna

2018 Early Career & Student ASDD Awardees



Dr. Lindsey Burrell
(Emory University)

Brief bio: I was born in a small town (population < 500) in southern WV where I grew up with my parents, twin brother, and 4 older siblings. After graduating high school, I attended West Virginia University where I received my bachelor's degree in psychology and worked in the Parent-Child Interaction Therapy (PCIT) lab with Cheryl McNeil, PhD. I then attended Texas Tech University where I received my PhD in Clinical Psychology under the mentorship of Joaquin Borrego, PhD. My interest in expanding treatment of disruptive behavior problems to children with ASD led me to internship and two years of post-doctoral fellowship at



Issac Smith
(Virginia Tech)

Brief bio: I attended Hamilton College in upstate New York for my BA, and later held research assistant positions at the University of Connecticut and Yale. Currently, I am a 4th year graduate student at Virginia Tech working with Dr. Susan White. In July, I will be starting my predoctoral internship at JFK Center for Developmental Disabilities at the University of Colorado School of Medicine.

Current research/future directions: My primary research interest is in understanding comorbid internalizing symptoms in individuals with ASD, and particularly their impact on

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Current research/future directions: I am currently an assistant professor in the Division of Autism and Related Disorders in the Department of Pediatrics at the Emory + Children's Pediatric Institute. My research focuses on developing, evaluating and delivering community viable parent-mediated interventions to decrease disruptive behaviors in children with ASD and improve feeding in young children. My clinical work focuses on treatment of pediatric feeding disorders (Avoidant/Restrictive Food Intake Disorder –ARFID) in young children with and without Autism Spectrum Disorder.

Fun fact? In addition to my work, I am busy with my family including my husband, 3 children (ages 11, 17 and 19 - old I know!) and 3 dogs (Dachshund, Boxer, and Great Dane!).

Advice for other students? My advice is to find your passion in the field and complete your research and clinical work in that area. The best way I have found to be the most efficient and productive is to implement research informed practice and practice informed research. No matter how busy I am, I am happy because I enjoy my work!

dissertation, I aim to examine profiles of internalizing symptoms in youth with ASD to identify potentially unique presentations of anxiety and depression in that population. Ultimately, I hope to apply my work to better tailor interventions for comorbidities among adolescents and adults with ASD.

Fun hobbies? I love to get outside whenever I can. Road and mountain biking, hiking, camping, and skiing are some of my favorites. I am looking forward to spending some quality time in the mountains when I move to Denver!

Advice for other students? Seek out experiences that are likely to spark your curiosity. The research questions I am most excited to pursue are those that have their origin in clinical encounters with particularly challenging clients, novel populations, or work in new settings with colleagues from other fields. In addition to challenging my clinical skills, work in these situations has been instrumental in the development of my program of research.

FUTURE STUDENT & FACULTY SPOTLIGHTS:

We will continue to feature students and faculty members of the ASDD SIG in future newsletters!

Who is excited for INSAR in Montreal, Canada eh?

We received a great response from everyone about their upcoming INSAR presentations - thank you for emailing us the details of your poster and oral presentations! We are happy to provide a PDF schedule of all the presentations by ASDD SIG members. Also, a BIG thank you to Megan Braconnier who helped compile all of this information!

Click [HERE](#) for the list of INSAR Presentations and Posters by ASDD SIG Members

Advice to Graduate Students Applying to Internship

By Issac Smith & Hannah Rea

Things we wish we had known about the internship application process as a first year:

1. **Track your hours diligently.** Time2Track or a similar service are well worth the money. Also, logging your hours once per day or week is well worth the time. The application process will be far smoother if you have kept an accurate record of your hours. Plus, these websites tell you exactly what to track. Save yourself the frustration of sifting through years-old calendars or trying to enter everything into Time2Track the summer before applications!
2. **Start saving now.** In 2018, applicants spent an average of \$2000+ throughout the match process on application fees, travel costs, interview attire, registration, etc. Credit cards that give you extra points for travel are a great option. Emailing airlines (very politely) when they've had bad service or messed up your flight may get you credit you can use on interview flights. Student loans may be available for funding application costs.
3. **Target experiences that will qualify you for sites you're excited about.** If you can, try to get a general sense of what type of site you might be interested in and what they look for in prospective interns. This will allow you to seek out the types of training throughout your graduate program (e.g., experience with a particular age group, clinical population, or treatment setting) that will ensure

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tell a story.

4. **You will be fine!** Internship anxiety has a way of creeping in even early on in graduate school and can culminate in a very stressful application and matching experience – if you let it. However, the statistics looks much better than they once did.
 - a. Accredited sites exceeded the number of applicants this cycle.
 - b. This year, the vast majority of applicants (over 90%) matched to a site they ranked highly (i.e., in their top 4).
 - c. There are some great sites in the scramble.
 - d. If something goes terribly wrong and you don't match in the first or second phase, there is actually another pool of unmatched sites that you can apply to. So you do not necessarily have to wait a full other year.

If you focus on developing a solid clinical CV and apply to sites that fit your interests and experiences well, your chances are excellent.

Upcoming Events & Announcements

- **PCIT & ASD:** Lauren Quetsch recently released a co-edited book with Cheryl McNeil and Cynthia Anderson on adapting an evidence-based treatment for children with ASD entitled, "The Handbook of Parent-Child Interaction Therapy for Children on the Autism Spectrum." The book is published by Springer and is a resource for anyone interested in an extensive resource for all things PCIT and ASD: ([available here](#))
- **Updates from Social Competence & Treatment Lab:** We would like to announce that our 2 senior PhD students, Tamara Rosen & Erin Kang, will be going to AHRC in New York and University of Colorado School of Medicine (JFK Developmental Disabilities track)! Also, we are thrilled to share that our very own Cara Keifer has received an [Autism Science Foundation Predoctoral Fellowship!](#)
- **Virginia Tech Mobile Autism Clinic (MAC):** Click [HERE](#) to read more about VT's newest outreach initiative!
- **Autism in Adulthood - Issue 1:** Please click on the attached link to view the first issue of a new journal, *Autism in Adulthood*: <https://www.liebertpub.com/toc/aut/1/1> Several of the ASDD SIG members have an article featured in this first issue, and we would like to see more of your papers for future issues! Issues 2 and 3 are underway. The Issue 4 deadline is July 1, so please consider submitting your work.

Featured ASDD SIG Publications

- Brookman-Frazee, L., Chlebowski, C., Suhrheinrich, J., Finn, N., Dickson, K. S., Aarons, G. A., & Stahmer, A. (2019). **Characterizing Shared and Unique Implementation Influences in Two Community Services Systems for Autism: Applying the EPIS Framework to Two Large-**

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- De Los Reyes, A., Lerner, M.D., Keeley, L.M., Weber, R., Drabick, D.A.G., Rabinowitz, J., Goodman, K.L. (*in press*). **Improving interpretability of subjective assessments about psychological phenomena: a review and cross-cultural meta-analysis.** *Review of General Psychology*.
- Kang, E., Gadow, K.D., & Lerner, M.D. (*in press*). **Atypical communication characteristics, differential diagnosis, and the autism spectrum disorder clinical phenotype in youth.** *Journal of Clinical Child & Adolescent Psychology*.
- Kang, E., Keifer, C.M., Levy, E.J., Foss-Feig, J.H., McPartland, J.C., & Lerner, M.D. (2018). **Atypicality of the N170 event-related potential in autism spectrum disorder: a meta-analysis.** *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 3, 657 - 666.
- Kang, E., McPartland, J.C., Keifer, C.M., Foss-Feig, J.H., Levy, E.J., & Lerner, M.D. (*in press*). **What must a neural signal mark to be called a biomarker?:** reply to Vettori, Jacques, Boets, and Rossion (2018). *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*.
- Keifer, C.M., Dichter, G.S., McPartland, J.C., Lerner, M.D. (*in press*). **Social motivation in autism: gaps and directions for measurement of a putative core construct** [Commentary on Jaswal & Akhtar]. *Behavioral and Brain Sciences*
- Kim, H., Keifer, C.M., Rodriguez-Seijas, C., Eaton, N.R., Lerner, M.D., & Gadow, K.D. (*in press*). **Quantifying the optimal structure of the autism phenotype: a comprehensive comparison of dimensional, categorical, and hybrid models.** *Journal of the American Academy of Child & Adolescent Psychiatry*.
- Maddox, B. B., Rump, K. M., Stahmer, A. C., Suhrheinrich, J., Rieth, S. R., Nahmias, A. S., Nuske, H. J., Reisinger, E. M, Crabbe, S. R., Bronstein, B., & Mandell, D. S. (2019). **Concordance between a U.S. educational autism classification and the autism diagnostic observation schedule.** *Journal of Clinical Child and Adolescent Psychology*. Advance online publication. doi:10.1080/15374416.2019.1567345
- Marro, B.M., Kang, E., Hauschild, K.M., Normansell, K.M., Abu-Ramadan, T.M., **Lerner, M.D.** (*in press*). **Social performance-based interventions promote gains in social knowledge in the absence of explicit training for youth with autism spectrum disorder.** *Bulletin of the Menninger Clinic*.
- McDonnell, C.G., Bradley, C.C., Kanne, S.M., Lajonchere, C., Warren, Z., & Carpenter, L.A. (2018). **When are we sure? Predictors of clinician certainty in the diagnosis of autism spectrum disorder.** *Journal of Autism and Developmental Disorders*. doi: 10.1007/s10803-018-3831-3. (<https://link.springer.com/article/10.1007%2Fs10803-018-3831-3>)
- Mikami, A.Y., Miller, M., Lerner, M.D. (*in press*). **Social functioning in youth with attention-deficit/hyperactivity disorder and autism spectrum disorder: transdiagnostic commonalities and differences.** *Clinical Psychology Review*.
- Morton, H. E., Gillis, J. M., Mattson, R. E., & Romanczyk, R. G. (2019). **Conceptualizing bullying in children with autism spectrum disorder: Using a mixed model to differentiate behavior types and identify predictors.** *Autism*. <https://doi.org/10.1177/1362361318813997>.
- Pugliese, C. E., Ratto, A. B., Granader, Y., Dudley, K. M., Bowen, A., Baker, C., & Anthony, L. G. (*in press*). **Feasibility and Preliminary Efficacy of a Parent-Mediated Sexual Education Curriculum for Youth with Autism Spectrum Disorders.**
- Rosen, T.E., Mazefsky, C.A., Vasa, R.A., & Lerner, M.D. (2018). **Co-occurring psychiatric conditions in autism spectrum disorder.** *International Review of Psychiatry*, 30, 40-61. DOI: 10.1080/09540261.2018.1450229.
- Rosen, T.E., Spaulding, C.J., Gates, J.A., Gadow, K.D., & Lerner, M.D. (*in press*). **Autism severity, co-occurring psychopathology, and intellectual functioning predict supportive school services for youth with ASD.** *Autism*.
- Scott, M., Milbourn, B., Falkmer, M., Bölte, S., Halladay, A., Lerner, M.D., Lounds-Taylor, J., Girdler, S. (*in press*). **Factors impacting employment for people with Autism Spectrum Disorders: A scoping review.** *Autism*.

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- Stadnick, N., Meza, R., Suhrheinrich, J., Aarons, G. A., Brookman-Frazee, L., Lyon, A. R., Mandell, D. S., & Locke, J. (in press). **Leadership profiles associated with the implementation of behavioral health evidence-based practices in schools.** *Autism*.
- Suhrheinrich, J., Dickson, K.S., Chan, N., Chan, J.C., Wang, T., & Stahmer, A.C. (2019). **Encouraging Fidelity Assessment in Community Programs: An Approach to Validating Simplified Methodology.** *Behavior Analysis and Practice*. <https://doi.org/10.1007/s40617-019-00337-6>
- Swain, D. M., Murphy, H. G., Hassenfeldt, T. A., Lorenzi, J., & Scarpa, A. (in press). **Evaluating response to group CBT in young children with autism spectrum disorder.** *The Cognitive Behaviour Therapist*.

**We'd like to give a big THANK YOU to the hard work of the
ASDD SIG Communications Committee:**

Megan Braconnier

Rebecca Lindsey

Hannah Rea

Isaac Smith

Deanna Swain (Committee Chair)

As well as our fearless ASDD SIG leaders:

Karen Bearss

Brenna Maddox

Want to add an announcement to our next newsletter?

Please email Deanna Swain at swaindm@vt.edu

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