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EDUCATION

Ph.D. in Psychology - *University of California, San Diego* (2003)

Advisor: Laura Schreibman, Ph.D.

M.A. in Psychology - *University of California, San Diego* (1999)

Advisor: Laura Schreibman, Ph.D.

B.A. in Psychology and French - *University of Michigan, Ann Arbor* (1996)

PROFESSIONAL APPOINTMENTS

Associate Professor – *Department of Psychology, Michigan State University, East Lansing, MI* (2013-Present)

Assistant Professor – *Department of Psychology, Michigan State University, East Lansing, MI* (2007-2013)

Visiting Assistant Professor - *Department of Psychology, Lewis & Clark College, Portland, OR* (2005-2007)

Director, Autism Treatment & Research Program – *Hearing & Speech Institute, Portland, OR* (2002-2004)

Post-Doctoral Clinical Fellow – *Child Development & Rehabilitation Center, Oregon Health & Science University, Portland, OR* (2003-2004)

LICENSURE & CERTIFICATION

Licensed Psychologist

State of Oregon – License #1728 (April 2006-2009) Currently inactive status

State of Michigan – License #6301013668 (September 2007-Present)

Board Certified Behavior Analyst-Doctoral level. #1-13-1659 (June 2004-Present)

HONORS & AWARDS

Mark O. Hatfield Research Fellowship (\$150,000) – *Northwest Health Foundation* (2006)-declined

Outstanding Teaching Award - *Oregon Speech-Language & Hearing Association* (2006)

Curriculum Revision Grant to Enhance Civic Learning (\$1500) - *Lewis & Clark College* (2005)

N. L. Tartar Research Fellowship Award (\$2000) - *Oregon Health & Science University* (2004)

Interdisciplinary Training Fellowship in Language, Communication, and the Brain (\$17,500) – *National Institute of Deafness and Communication Disorders* (2001-2002)

Dissertation Research Award (\$1000) - *American Psychological Association* (2001)

Travel Grant (\$250) - *Department of Psychology, UC-San Diego* (1999-2002)

Class Honors - *University of Michigan* (1993-1995)

GRANTS & CONTRACTS

Current Funding

Health Resources and Services Administration, Maternal and Child Health Bureau (\$899,388 total)
1 R40MC27704-01-00

Comparative efficacy of a self-directed and therapist-assisted telehealth parent training intervention for children with ASD. Will examine the efficacy of a self-directed and therapist-assisted version of a telehealth program designed to teach parents of young children with autism strategies to support their child's social communication (September 1, 2014-August 30, 2017)

Role: PI

MSU Research in Autism, Intellectual, and Neurodevelopmental Disorders (RAIND) Seed Grant (\$100,000)
ImPACT Online: Increasing access to parent training in ASD internet-delivered instruction in evidence-based intervention. Will examine the reach and implementation of a self-directed telehealth parent training program for young children with ASD (February 1, 2014-January 31, 2016)

Role: PI

Institute for Education Sciences, Goal 2 (MSU subcontract: \$122,667 total)

Adapting an evidence-based program for infants and toddlers at high risk of autism. Will adapt parent training curriculum for toddlers at risk for ASD (July 2013 – June 2016) PI: Stahmer

Role: Co-I

Completed Funding

Department of Defense Autism Research Program (\$558,547 total)

Development of an internet-based parent training intervention for children with ASD. Will develop and pilot a distance-learning program to teach parents of young children with autism strategies to support their child's social communication. #AR093396. (September 2010-August 2013, no cost extension through 9/30/2014)

Role: PI

Organization for Autism Research (\$30,000 total)

Assessing the effectiveness of video-based group instruction to enhance traditional social skills training for school-aged children with autism spectrum disorders. Investigated the efficacy of video enhanced social skills instruction for children with ASD. (May 2013-April 2014)

Role: Co-PI with Plavnick

Autism Speaks Treatment Award – Pilot Level (\$112,604 total)

Effectiveness of Reciprocal Imitation Training for Adolescents with Low-Functioning Autism. Conducted a pilot RCT to evaluate the preliminary efficacy of using a naturalistic imitation intervention developed for preschoolers with ASD with adolescents with ASD and severe to profound intellectual disability.

(December 2011-November 2013)

Role: PI

Autism Speaks Dennis Weatherstone Graduate Student Fellowship (\$56,000 total)

Using an internet-based program to teach naturalistic intervention techniques to parents of children with autism. Investigated the efficacy of using an internet-based intervention with remote coaching to train

parents of young children with autism to teach their child imitation skills. (September 2011-August 2013).

Role: Faculty Mentor, Mentee: Allison Wainer

Livingston Education Service Agency (\$65,429)

Implementation of Project IMPACT. Contract to provide training for intervention providers in Project IMPACT curriculum (September 2010-June 2012).

Role: PI

Autism Speaks Student Fellowship (\$56,000)

A sibling-mediated imitation intervention for young children with autism. Investigated the efficacy of training older siblings to implement a naturalistic imitation intervention with their younger siblings with autism. (January 2009-December 2010). Mentee: Katherine Meyer

Role: Faculty Mentor

MSU Families And Communities Together (FACT) Coalition Grant (\$50,000)

Improving outcomes for children with autism: Training teachers as parent trainers. Investigated the effect of a classroom-based parent training model on social-communication development in preschool-aged children with autism. (April 2008-March 2010).

Role: Principal Investigator

Cure Autism Now Foundation/Autism Speaks (\$137,264)

Teaching imitation skills to young children with autism: Predicting response to a naturalistic social-communication intervention. Investigated efficacy of a naturalistic imitation intervention for young children with autism. (Aug. 2006-July 2009)

Role: PI

Oregon Department of Education, Office of Student Learning and Partnerships (\$30,000)

Regional Program Autism Training Sites: Parent training project.

Sub-contract to support the training of early childhood special education teachers to provide parent training to families of children with autism. (Sept. 2005-June 2007)

Role: PI

Organization for Autism Research (\$24,184).

Teaching children with autism to imitate symbolic gestures using a naturalistic intervention.

Investigated the effect of a naturalistic imitation intervention on the imitation and spontaneous use of meaningful gestures in young children with autism. (April 2004-March 2005)

Role: PI

Spirit Mountain Community Fund (\$48,500); Collins Foundation (\$50,000); Autzen Foundation (\$2500)

Development and implementation of evidence-based services for children with autism and related disorders.

Supported the development of intervention services for children with autism, including parent training, parent support group, and sibling support group. (May 2004-June 2006)

Role: PI

UC M.I.N.D. Institute Scholars Award (\$50,000)

Teaching children with autism to imitate using a naturalistic treatment approach: Effects on imitation, social, language, and play behaviors. Investigated the effect of a naturalistic imitation intervention on object imitation and social-communication skills in young children with autism. (July 2002-June 2004)

Role: Student PI

PUBLICATIONS (*indicates student paper)

Books

Ingersoll, B. & Dvortcsak, A. (2010). *Teaching social-communication: A practitioner's guide to parent training for children with autism*. New York: Guilford Press.

Peer-Reviewed Articles (*indicates student paper)

1. Ingersoll, B., Wainer, A.L., Berger, N.I., Pickard, K.E., & Bonter, N. (2016). Comparison of a self-directed and therapist-assisted telehealth parent-mediated intervention for children with ASD: A pilot RCT. *Journal of Autism and Developmental Disorders, 46*, 2275-2284.
2. Pickard, P.* , Kilgore, A., & Ingersoll, B. (in press). Using community partnerships to better understand the barriers to using an evidence-based, parent-mediated intervention for ASD in a Medicaid system. *American Journal of Community Psychology*.
3. Pickard, K.E.* , Wainer, A.L., Bailey, K., & Ingersoll, B. (in press). A mixed-method evaluation of a telehealth-based parent-mediated intervention for children with ASD. *Autism: International Journal of Research and Practice*.
4. Walton, K.* & Ingersoll, B. (2016). The utility of thin slice ratings for predicting language growth in children with autism spectrum disorder. *Autism: International Journal of Research and Practice, 20*, 374-380.
5. Pickard, K.* & Ingersoll, B. (2016). Quality versus quantity: The role of socioeconomic status on parent-reported service knowledge, service use, unmet service needs, and barriers to service use. *Autism: International Journal of Research and Practice, 20*, 106-115.
6. Wainer, A.* & Ingersoll, B. (2015). Increasing access to an ASD imitation intervention via a telehealth parent training program. *Journal of Autism and Developmental Disorders, 45*, 3877-3890.
7. Ingersoll, B. & Berger, N.I. (2015). Parent engagement with a telehealth-based parent-mediated intervention program for children with ASD: Predictors of program use and parent outcomes. *Journal of Medical Internet Research, 17*, e227.
8. Walton, K.* & Ingersoll, B. (2015). Psychosocial adjustment and sibling relationships in siblings of children with autism spectrum disorder: Risk and protective factors. *Journal of Autism and Developmental Disorders, 45*, 2764-2778.
9. Schreibman, L., Dawson, G., Stahmer, A., et al. (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for ASD. *Journal of Autism and Developmental Disorders, 45*, 2411-2428.
10. Pickard, K.* & Ingersoll, B. (2015). Brief Report: High and low level IJA on the early social communication scale: Distinct relationships with measures of imitation and language ability. *Journal of Autism and Developmental Disorders, 45*, 262-268.
11. Berger, N.* & Ingersoll, B. (2015). An evaluation of imitation recognition abilities in typically developing children and young children with autism spectrum disorder. *Autism Research, 4*, 442-453.

12. Pickard, K.* & Ingersoll, B. (2015). From research settings to parents the role of parent social networks in the choices parents make about services for their child with autism spectrum disorder. *Clinical Psychological Science*, 3, 256-269.
13. Walton, K.* & Ingersoll, B. (2015). The influence of maternal speech on the expressive language production of children with ASD: A microanalysis of mother-child play interactions. *Autism: International Journal of Research and Practice*, 19, 421-432.
14. Berger, N.* & Ingersoll, B. (2014). A further investigation of goal-directed intention understanding in young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 44, 3204-3214.
15. Berger, N.* & Ingersoll, B. (2013). Short Report: An exploration of imitation recognition in young children with autism spectrum disorders. *Autism Research*, 6, 411-416.
16. Ingersoll, B. & Wainer, A. (2013). Initial efficacy of Project ImPACT: A parent-mediated social communication intervention for young children with ASD. *Journal of Autism and Developmental Disorder*, 43, 2943-295.
17. Wainer, A.* & Ingersoll, B. (2013). Intervention fidelity: An essential component for bridging ASD parent training intervention research and practice. *Clinical Psychology: Research and Practice*, 20, 335-357.
18. Walton, K.* & Ingersoll, B. (2013). Expressive and receptive fast-mapping in children with autism and typical development: The influence of orienting cues. *Research in Autism Spectrum Disorders*, 7, 687-698.
19. Wainer, A.*, Block, N., Donnellan, B., & Ingersoll, B. (2013). The broader autism phenotype and friendships in non-clinical dyads. *Journal of Autism and Developmental Disorders*, 43, 2418-2425.
20. Ingersoll, B., Walton, K., Carlsen, D., & Hamlin, T. (2013). Social intervention for adolescents with low-functioning autism: Initial efficacy of Reciprocal Imitation Training. *American Journal of Intellectual and Developmental Disabilities*, 118, 247-261.
21. Ingersoll, B. & Wainer, A. (2013). Pilot study of a school-based parent training program for preschoolers with ASD. *Autism – International Journal of Research and Practice*, 17, 434-448.
22. Walton, K.* & Ingersoll, B. (2013). Improving social skills in adolescents and adults with autism and severe to profound intellectual disability: A review of the literature. *Journal of Autism and Developmental Disorders*, 43, 594-615.
23. Wainer, A.* & Ingersoll, B. (2013). Disseminating ASD interventions: A pilot study of a distance learning program for parents and professionals. *Journal of Autism and Developmental Disorders*, 43, 11-24.
24. Ingersoll, B., Walton, K., Bonter, N., & Jelinek, S. (2012). A comparison of naturalistic behavioral and developmental, social-pragmatic interventions on language use and social engagement in children with autism. *Journal of Speech, Language, and Hearing Research*, 55, 1301-1313.
25. Ingersoll, B. (2012). Brief Report: Effect of a focused imitation intervention on social functioning in children with autism. *Journal of Autism and Developmental Disorders*, 42, 1768-1773.
26. Walton, K.* & Ingersoll, B. (2012). Evaluation of a sibling-mediated imitation intervention for young children with autism. *Journal of Positive Behavior Interventions*, 14, 241-253.

27. Ingersoll, B., Hopwood, C. J., Wainer, A., & Donnellan, M.B. (2011). A comparison of three self-report measures of the broader autism phenotype in a non-clinical sample. *Journal of Autism and Developmental Disorder, 41*, 1646-1657.
28. Wainer, A.*, Ingersoll, B. & Hopwood, C. J. (2011). The structure and nature of the broader autism phenotype in a non-clinical sample. *Journal of Psychopathology and Behavioral Assessment, 33*, 459-469.
29. Ingersoll, B. (2011). Recent advances in early identification and treatment of social communication deficits in autism. *Current Directions in Psychological Science, 20*, 335-339.
30. Ingersoll, B. & Meyer, K. (2011). Do object and gesture imitation skills represent independent dimensions in autism?. *Journal of Developmental and Physical Disabilities, 23*, 421-431.
31. Meyer, K.*, Ingersoll, B., & Hambrick, D. (2011). Factors influencing adjustment in siblings of children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 5*, 1413-1420.
32. Ingersoll, B., Meyer, K. & Becker, M. (2011). Short Report: Increased rates of depressed mood in mothers of children with ASD associated with the presence of the broader autism phenotype. *Autism Research, 4*, 143-148.
33. Ingersoll, B. (2011). The differential effect of three naturalistic language interventions on language use in children with autism. *Journal of Positive Behavior Interventions, 13*, 109-118.
34. Ingersoll, B. & Meyer, K. (2011). Examination of correlates of different imitative functions in young children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 5*, 1078-1085.
35. Wainer, A.* & Ingersoll, B. (2011). The use of innovative computer technology for teaching social communication to individuals with autism spectrum disorders. *Research in Autism Spectrum Disorders, 5*, 96-107.
36. Ingersoll, B. & Hambrick, D. Z. (2011). The relationship between the broader autism phenotype, child severity, and stress and depression in parents of children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 5*, 337-344.
37. Ingersoll, B. (2010). Brief Report: Pilot randomized controlled trial of Reciprocal Imitation Training for teaching elicited and spontaneous imitation to children with autism. *Journal of Autism and Developmental Disorders, 40*, 1154-1160.
38. Ingersoll, B. & Lalonde, K. (2010). The impact of object and gesture imitation training on language use in children with autism. *Journal of Speech, Language, and Hearing Research, 53*, 1040-1051.
39. Ingersoll, B. (2010). Broader autism phenotype and nonverbal sensitivity: Evidence for an association in the general population. *Journal of Autism and Developmental Disorders, 40*, 590-598.
40. Ingersoll, B. (2010). Teaching social communication to children with autism: A comparison of naturalistic behavioral and developmental, social pragmatic interventions. *Journal of Positive Behavior Interventions, 12*, 33-43.
41. Quirnbach, L. M., Lincoln, A. J., Feinberg-Gizzo, M. J., & Ingersoll, B., & Andrews, S. M. (2009). Social Stories: Mechanisms of effectiveness in increasing game play skills in children diagnosed with autism spectrum disorder using a pretest posttest repeated measures randomized control group design. *Journal of Autism and Developmental Disorders, 39*, 299-321.

42. Ingersoll, B. (2008). The effect of context on imitation skills in children with autism. *Research in Autism Spectrum Disorders, 2*, 332-340.
43. Ingersoll, B. (2008). The social role of imitation in autism: Implications for the treatment of imitation deficits. *Infants & Young Children, 21*, 107-119.
44. Ingersoll, B., Lewis, E., & Kroman, E. (2007). Teaching the imitation and spontaneous use of descriptive gestures to young children with autism using a naturalistic behavioral intervention. *Journal of Autism and Developmental Disorders, 37*, 1446-1456.
45. Ingersoll, B. (2007). Teaching imitation to children with autism: A focus on social reciprocity. *Journal of Speech and Language Pathology & Applied Behavior Analysis, 2*, 269-277.
46. Ingersoll, B. & Gergans, S. (2007). The effect of a parent-implemented naturalistic imitation intervention on spontaneous imitation skills in young children with autism. *Research in Developmental Disabilities, 28*, 163-175.
47. Whalen, C., Schreibman, L. & Ingersoll, B. (2006). The collateral effects of joint attention training on social initiations, positive affect, imitation, and spontaneous speech for young children with autism. *Journal of Autism and Developmental Disorders, 36*, 655-664.
48. Ingersoll, B. & Schreibman, L. (2006). Teaching reciprocal imitation skills to young children with autism using a naturalistic behavioral approach: Effects on language, pretend play, and joint attention. *Journal of Autism and Developmental Disorders, 36*, 487-505.
49. Ingersoll, B. & Dvortcsak, A (2006). Including parent training in the early childhood special education curriculum for children with autism spectrum disorders. *Journal of Positive Behavior Interventions, 8*, 79-87.

Reprinted in: Ingersoll, B. & Dvortcsak, A. (2006). Including parent training in the early childhood special education curriculum for children with autism spectrum disorders. *Topics in Early Childhood Special Education, 26*, 179-187.
50. Whalen, C., Liden, L., Ingersoll, B., Dallaire, E., & Liden, S. (2006). Positive behavioral changes associated with the use of computer-assisted instruction for young children with special needs. *Journal of Speech and Language Pathology & Applied Behavior Analysis, 1*, 11-26.
51. Ingersoll, B., Dvortcsak, A., Whalen, C., & Sikora, D. (2005). The effects of a developmental, social-pragmatic language intervention on rate of expressive language production in young children with autistic spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 20*, 213-222.
52. Stahmer, A. & Ingersoll, B. (2004). Inclusive programming for toddlers with autistic spectrum disorders: Outcomes from the Children's Toddler School. *Journal of Positive Behavioral Interventions, 67*, 67-82.
53. Ingersoll, B., Schreibman, L., & Tran, Q. (2003). The effect of sensory feedback on immediate object imitation in children with autism. *Journal of Autism and Developmental Disorders, 33*, 673-683.
54. Stahmer, A., Ingersoll, B., & Carter, C. (2003). Behavioral approaches to promoting play. *Autism: International Journal of Research and Practice, 7*, 401-414.
55. Ingersoll, B., Schreibman, L., & Stahmer, A. (2001). Brief Report: Differential treatment outcomes for children with autistic spectrum disorder based on level of peer social avoidance. *Journal of Autism and Developmental Disorders, 31*, 343-349.

56. Sherer, M., Pierce, K., Parades, S., Kisacky, K., Ingersoll, B., & Schreibman, L. (2001). Enhancing conversation skills in children with autism via video technology: Which is better, "self" or "other" as a model?. *Behavior Modification, 25*, 140-158.

Book Chapters

1. Wainer, A., Dvortcsak, A., & Ingersoll, B. (under review). Designing for dissemination: The utility of the deployment-focused model of intervention development and testing for parent-mediated intervention. M. Siller & L. Morgan (Eds.), *Handbook of family-centered practice for very young children with autism*. New York: Springer.
2. Ingersoll, B. & Wainer, A. (2014). The broader autism phenotype. In F. Volkmar, A., Klin, R. Paul, & D. Cohen (Eds.), *Handbook of autism and pervasive developmental disorders, 4th Edition*. New York, NY: Wiley.
3. Ingersoll, B. & Wainer, A. (2013). Using distance learning technology to increase dissemination of evidence-based practice in ASD. In K. Boser, M. Goodman, & S. Wayland (Eds.), *Technology tools for students with autism: Innovations that enhance independence and learning*. Baltimore, MD: Brookes Publishing.
4. Walton, K.*, Wainer, A., Berger, N., & Ingersoll, B. (2013). Peer and adult socialization. In S. Goldstein and J. Naglieri (Eds.), *Interventions for autism spectrum disorders: Translating science into practice*. New York, NY: Springer.
5. Ingersoll, B. & Wainer, A. (2012). The role of parents in school based curriculums. In P. Mundy and A. Mastergeorge (Eds.), *Autism for Educators, Volume 1, Empirically Supported Educational Interventions for School Age Children with Autism*. New York: Jossey-Bass.
6. Schreibman, L. & Ingersoll, B. (2011). Naturalistic approaches to early behavioral intervention. In D. G. Amaral, G. Dawson, and D. H. Geschwind (Eds.), *Autism spectrum disorders*. New York: Oxford University Press.
7. Ingersoll, B. & Schreibman, L. (2009). Reciprocal Imitation Training: A naturalistic behavioral approach to teaching imitation to young children with autism. In P. Reed (Ed.), *Behavioral theories and interventions for autism*. New York, NY: Nova Science Publishers.
8. Ingersoll, B. & Dvortcsak, A. (2009). Increasing generalization through the use of parent-mediated interventions. In Christina Whalen (Ed.), *Real Life, Real Progress: A practical guide for parents and professionals on generalization for children with autism spectrum disorders* (pp. 173-194). Baltimore, MD: Paul H. Brookes.
9. Ingersoll, B. (2008). Behavioral language interventions for autism. In G. R. Buckendorf (Ed.), *Autism: A guide for educators, clinicians, and parents*. Greenville, SC: Thinking Publications.
10. Whalen, C., Ingersoll, B., & Liden, L. (2007). Evidence-based computer assisted treatment for autism spectrum disorders. In J. Lazar (Ed.), *Universal usability: Designing computer interfaces for diverse user populations*. New York, NY: Wiley.
11. Schreibman, L. & Ingersoll, B. (2005). Behavioral interventions to promote learning in individuals with autism. In F. Volkmar, A., Klin, R. Paul, & D. Cohen (Eds.), *Handbook of autism and pervasive developmental disorders, 3rd Edition, Volume 2: Assessment, interventions, and policy* (pp. 882-896). New York, NY: Wiley.

Book Reviews and Encyclopedia Entries

1. Ingersoll, B. & Wainer, A. (2013). Generalization and maintenance. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.
2. Ingersoll, B. & Meyer (Meyer), K. (2013). Play intervention. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.
3. Ingersoll, B. & Jelinek, S. (2013). Symbolic play. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.
4. Ingersoll, B. (2008). Working with families of children with autism. *PsycCritiques*, 53.
5. Ingersoll, B. (2007). The struggle for intimacy: Relationships in individuals with Asperger's. *PsycCritiques*, 52.

In Progress

1. Ingersoll, B., Berger, N., Wainer, A., & Walton, K. (in preparation). *Efficacy of a naturalistic developmental-behavioral intervention for young children with ASD*.
2. Ingersoll, B., Berger, N., Carlsen, D., & Hamlin, T. (under review). *Improving social interaction and challenging behaviors in adolescents with ASD and significant ID: a randomized pilot feasibility trial of Reciprocal Imitation Training*.
3. Berger, N.I.*, Manston, L., & Ingersoll, B. (in revision). *Psychometric properties and treatment comparisons: Measuring the social validity of skill building interventions for toddlers with Autism Spectrum Disorder*.
4. Pierruci, J., Gilpin, A., Barber, A., & Ingersoll, B. (under review). *Project ImPACT "off the shelf": Assessing examiner's, parents', and toddlers' outcomes*.
5. Plavnick, J., Berger, N., & Ingersoll, B. (in preparation). *Brief Report: Examining social skills instructional procedures for children with autism spectrum disorder*.
6. Pickard, K.E.* & Ingersoll, B. (under review). *Critically evaluating the double ABCX model of stress and adaptation as an integrated, family-focused service delivery model within the ASD field*.

PRESENTATIONS (*indicates student presentation)

Peer-reviewed Presentations

1. Parks, A.C., Berger, N. I., Lamkin, S. R., Pineault, L. J., Ingersoll, B. R., & Pontifex, M. B. (2015, October). Exercise induced maintenance of attentional processes in preadolescent children. Poster presented at the 2015 Society for Psychophysiological Research, Seattle, WA, USA.
2. Pickard, K. & Ingersoll, B. (2015, September). *The use of telehealth to more efficiently disseminate an evidence-based parent training intervention for ASD*. Poster presentation at the Annual Meeting of the Society for Implementation Research Collaboration, Seattle, WA.
3. Shannon, K., Berger, N.I., Pickard, K., Bonter, N., & Ingersoll, B. (2015, July). *Comparison of a self-directed and therapist-assisted telehealth parent training intervention for children with ASD*. Poster presented at Autism Cares Annual Meeting, Bethesda, MD.

4. Ingersoll, B. (2015, May). *Examination of an imitation-based intervention for adolescents with ASD and significant ID*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
5. Malik, S., Oliver, C., Moss, J., Ingersoll, B., Stefanidou, C., & McCleery, J., (2015, May). *Pilot randomized controlled trial of the effects of reciprocal imitation training on children with autism*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
6. Wainer, A., Ingersoll, B. & Pickard, K. (2015, May). *A pilot study of an innovative service delivery model for training intervention providers: Combining web-based learning, live instruction and remote consultation*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
7. Berger, N. I. & Ingersoll, B. (2015, May). *Development and preliminary validation of a new scale to measure the social validity of skill building interventions for autism spectrum disorder*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
8. Walton, K. M. & Ingersoll, B. (2015, May). *Psychosocial adjustment and sibling relationships in siblings of children with autism spectrum disorder: Risk and protective factors*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
9. Pickard, K. & Ingersoll, B. (May, 2015). *Provider practices regarding the treatment referrals and recommendations made to parents of a child with ASD*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
10. Ingersoll, B. (2015, May). *Comparison of a self-directed and therapist-assisted telehealth parent training intervention for children with ASD*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Salt Lake City, UT.
11. Cook, S., Dilley, L., Stockman, I., & Ingersoll, B. (2014, November). *Prosodic characteristics in the speech of young children with autism spectrum disorder*. Poster presentation at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.
12. Wainer, A.* & Ingersoll, B. (2014, May). *Increasing access to an evidence-based ASD intervention via a telehealth parent training program*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
13. Pickard, K.* & Ingersoll, B. (2014, May). *From research settings to parents: The referral sources of evidence-based and non evidence-based practices*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
14. Berger, N.* & Ingersoll, B. (2014, May). *Disseminating an evidence-based ASD intervention: predictors of community providers' likelihood of implementation*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
15. Ingersoll, B. (2014, May). *Towards understanding the active ingredients of parent-mediated social communication interventions for young children with ASD*. In M. Lerner (Chair), Active ingredients

- and therapeutic processes in interventions for autism spectrum disorders. Educational symposium at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
16. Ingersoll, B. (2014, May) *Efficacy of an eHealth-based parent-mediated intervention for young children with ASD: Comparison of two delivery approaches*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
 17. Kerver, J., Mehta, S.H., Sokol, J., Biery, H.L, Tagle, N.M, Ingersoll, B., Berger, N.I., Keating, D, Elliott, M.R, Pearce, E.P, & Paneth, N. (2015, April). *Building infrastructure to study perinatal risk factors for child development: archive for Research on Child Health (ARCH)*. Poster presented at the 2015 DOCTRID Conference, Belfast, Ireland.
 18. Wainer, A.* & Ingersoll, B. (2013, May). *Initial evaluation of the Social Communication Checklist*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Sebastian, Spain.
 19. Berger, N.* & Ingersoll, B. (2013, May). *Social-communicatively cured versus goal-directed intention understanding in children with ASD*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Sebastian, Spain.
 20. Ingersoll, B. (2013, May). *From the community to the lab (and back): Identifying important treatment components of a parent training intervention*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Sebastian, Spain.
 21. Berger, N.* & Ingersoll, B. (2013, May). *Psychometric properties and treatment comparisons: Measuring the social validity of skill building interventions for toddlers with autism spectrum disorders*. Poster presentation at Autism Speaks' Toddler Treatment Network Pre-conference, International Meeting for Autism Research, San Sebastian, Spain.
 22. Pierucci, J. M., Gilpin, A. T., Barber, A. B., & Ingersoll, B. (2013, April). *Project ImPACT pilot study: Examining intervention effects on developmental and social skills of toddlers with ASD*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
 23. Berger, N.* & Ingersoll, B. (2013, April). *An exploration of imitation recognition behaviors in typically developing children and children with autism spectrum disorder*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
 24. Walton, K.* & Ingersoll, B. (2013, April). *Fast-mapping of noun labels in children with autism and typical development*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
 25. Moran, T.* , Berger, N., Ingersoll, B., Moser, J., & Durbin, E. (2012, October). *Oh no, look away! Electroencephalographic evidence for vigilance-avoidance in anxiety*. Poster presentation at the Society for Research in Psychopathology, Ann Arbor, MI.
 26. Wainer, A.* , Block, N., Berger, N. & Ingersoll, B. (2012, October). *The broader autism phenotype and friendship quality in college students*. Poster presentation at the Society for Research in Psychopathology, Ann Arbor, MI.
 27. Ingersoll, B., Wainer, A., & Mandell, D. (2012, May). *Designing for dissemination: A model for the development of parent-mediated social communication interventions in ASD*. Talk at Autism Speaks' Toddler Treatment Network Pre-conference, International Meeting for Autism Research, Toronto, Ontario, Canada.

28. Ingersoll, B., Bonter, N., Wainer, A., & Walton, K. (2012, May). *Efficacy of therapist-implemented social communication intervention for young children with ASD*. Poster presentation at the International Meeting for Autism Research, Toronto, Ontario, Canada.
29. Walton, K.* , Sherwood, I., & Ingersoll, B. (2012, May). *The influence of maternal speech on the expressive language production of young children with ASD*. Poster presentation at the International Meeting for Autism Research, Toronto, Ontario, Canada.
30. Wainer, A.* & Ingersoll, B. (2012, May). *Investigating the efficacy of parent training service delivery models*. Poster presentation at the International Meeting for Autism Research, Toronto, Ontario, Canada.
31. Berger, N.* & Ingersoll, B. (2012, May). *Correlates of early imitation recognition in preschoolers with ASD*. Poster presentation at the International Meeting for Autism Research, Toronto, Ontario, Canada.
32. Wainer, A.* & Ingersoll, B. (2011, September). *An internet-based program to disseminate training in evidence-based autism intervention*. 12th Annual National Outreach Scholarship Conference. East Lansing, MI.
33. Hopwood, C., Ingersoll, B., & Wainer, A. (2011, June). *Interpersonal correlates of the broader autism phenotype*. Paper presented at the annual meeting of the Society for Interpersonal Theory and Research, Zurich, Switzerland.
34. Wainer, A.* , Ingersoll, B., Hopwood, C. (2011, August). *The structure and nature of the broader autism phenotype*. Poster accepted for presentation at the Annual APA Convention, Washington DC.
35. Ingersoll, B. (2011, May). *The feasibility and preliminary effectiveness of a school-based, blended developmental and behavioral parenting intervention for children with ASD*. Poster presentation at the International Meeting for Autism Research, San Diego, CA.
36. Jelinek, S.* , Ingersoll, B., Meyer, K., & Bonter, N. (2011, May). *A comparison of naturalistic behavioral and developmental, social-pragmatic interventions on language use and social engagement in children with autism*. Poster presentation at the International Meeting for Autism Research, San Diego, CA.
37. Meyer, K.* , Ingersoll, B., Carlsen, D., & Hamlin, T. (2011, May). *Evaluation of an imitation intervention for low-functioning adolescents with autism*. Poster presentation at the International Meeting for Autism Research, San Diego, CA.
38. Wainer, A.* , & Ingersoll B. (2011, May). *Using an internet-based training program to disseminate naturalistic behavioral techniques to individuals working with young children with autism*. Poster presentation at the International Meeting for Autism Research, San Diego, California.
39. Ingersoll, B. (2011, April). *Broader improvements in social communication in autism as a result of a focused imitation intervention*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
40. Meyer, K.* & Ingersoll, B. (2011, April). *Factors influencing adjustment in siblings of children with autism spectrum disorders*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

41. Meyer, K.* & Ingersoll, B. (2010, May). *Evaluation of a sibling-mediated imitation intervention for children with autism*. Poster session presented at the annual meeting of the International Meeting for Autism Research, Philadelphia, PA.
42. Wainer, A.* & Ingersoll, B. (2010, May). *Using a distance learning program to introduce naturalistic behavioral techniques to parents of young children with autism*. Poster session presented at the annual meeting of the International Meeting for Autism Research, Philadelphia, PA.
43. Ingersoll, B. & Bonter, N. (2009, May). *A randomized control trial of Reciprocal Imitation Training in young children with autism*. Poster session presented at the annual meeting of the International Meeting for Autism Research, Chicago, IL.
44. Meyer, K.* & Ingersoll, B. (2009, May). *Correlates of elicited and spontaneous imitation in young children with autism*. Poster session presented at the annual meeting of the International Meeting for Autism Research, Chicago, IL.
45. Lalonde, K.* & Ingersoll, B. (2009, May). *A comparison of the effect of object and gesture imitation training on language use in children with autism*. Poster session presented at the annual meeting of the International Meeting for Autism Research, Chicago, IL.
46. Ingersoll, B. (2008, August). *Early intervention in autism: Comparison of behavioral and developmental approaches*. In Current Trends in Autism. Paper presented at the annual meeting of the American Psychological Association.
47. Ingersoll, B. & Dvortcsak, A. (2007, June). *Research to practice: Training teachers to provide parent education*. In A. Stahmer (Chair), Use of behavioral interventions in community early intervention programs for children with autism. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Diego, CA.
48. Quirnbach, L. M., Lincoln, A. J., & Feinberg-Gizzo, M. J., & Ingersoll, B., (2007, May). *Social Stories: Mechanisms of effectiveness in increasing game play skills in children diagnosed with autism*. Paper presented at the annual meeting of the International Meeting for Autism Research, Seattle, WA.
49. Ingersoll, B., Askew, J., Cooper-Caroselli, Z., D'Angelo, E., Gergans, S., Norse, D., & Whitford, L. (2006, June). *Imitation in autism: Performance on social vs. non-social imitation tasks*. Poster session presented at the annual meeting of the International Meeting for Autism Research, Montreal, Canada.
50. Whalen, C., Liden, L., Ingersoll, B., Dallaire, E., & Liden, S. (2006, May). *Facilitating language and social behaviors using the TeachTown program*. In C. Whalen (Chair), TeachTown: A comprehensive computer-assisted ABA treatment program for children with autism. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Atlanta, GA.
51. Ingersoll, B., Gergans, S., Lewis, E., & Kroman, E. (2006, February). *Teaching symbolic gesture use to young children with autism using a naturalistic behavioral intervention*. Poster session presented at the annual meeting of the California Association for Behavior Analysis.
52. Whalen, C., Liden, L., Ingersoll, B., & Dallaire, E. (2006, February). *Using computers to facilitate language and social interaction*. Poster session presented at the annual meeting of the California Association for Behavior Analysis.

53. Ingersoll, B. (2005, April). *The effect of parent-implemented Reciprocal Imitation Training on imitation skills in young children with autism*. Poster session presented at the bi-annual meeting of the Society for Research in Child Development, Atlanta, GA.
54. Ingersoll, B. (2005, April). *The social role of imitation in autism: Evaluation and intervention implications*. Invited address at the annual meeting of the Western Psychological Association, Portland OR.
55. Dvortscak, A & Ingersoll, B. (2004, November). *Parent-mediated intervention: Teaching parents strategies to promote their child's communication development*. Presentation at the Oregon Speech-Hearing Association, Portland, OR.
56. Ingersoll, B. & Schreibman, L. (2004, May). *Teaching the imitation and spontaneous use of gesture in young children with autism*. Paper presented at the annual meeting of the International Meeting for Autism Research, Sacramento, CA.
57. Ingersoll, B., Dvortcsak, A., Sikora, D., & Buckendorf, B. (2003, November). *Efficacy of Floor Time as an intervention strategy for children with autism*. Poster session presented at the annual meeting of the American Speech-Language Hearing Association, Chicago, IL.
58. Dvortcsak, A., Ingersoll, B. & Buckendorf, B. (2003, November). *Developmental and naturalistic behavioral approaches: Theory and practice*. Paper presented at the annual meeting of the American Speech-Language Hearing Association, Chicago, IL.
59. Ingersoll, B. & Schreibman, L. (2002, October). *The effect of reciprocal imitation training on imitative and spontaneous pretend play in children with autism*. Poster session presented at the annual meeting for the International Meeting for Autism Research, Orlando, FL.
60. Ingersoll, B. & Stahmer, A. (2002, May). *Teaching peer interaction skills in toddlers with autism: Effects of contingent imitation training*. In A. Stahmer (Chair), The role of typical toddlers in the early social development of children with autism. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Toronto, Canada.
61. Ingersoll, B. & Schreibman, L. (2001, November). *Training spontaneous imitation in children with autism using naturalistic teaching strategies*. Paper presented at the annual meeting of the International Meeting for Autism Research, San Diego, CA.
62. Stahmer, A. C. & Ingersoll, B. (2001, November). *Assessing the outcome of toddlers with autistic spectrum disorder in inclusive programming: Standardized and functional measures*. Paper presented at the annual meeting for the International Meeting for Autism Research, San Diego, CA.
63. Ingersoll, B., Schreibman, L., & Tran, Q. (2001, May). *Using toy preference to enhance motivation for imitation in children with autism: Assessment and treatment*. In L. Schreibman (Chair), Linking assessment research to behavioral treatments for children with autism. Symposium conducted at the annual meeting of the Association for Behavior Analysis, New Orleans, LA.
64. Ingersoll, B., Tran, Q., & Schreibman, L. (2001, May). *Sensory versus social motivation effects on the imitation performance of children with autism*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
65. Ingersoll, B., Stahmer, A., & Schreibman, L. (2000, May). *Functional communication skills in an inclusive setting: Outcomes for young children with autistic spectrum disorder*. Poster session presented at the annual meeting of the Association for Behavior Analysis, Washington, DC.

66. Ingersoll, B., Schreibman, L., & Stahmer, A. (2000, February). *Inclusive classroom model for children at-risk for autism*. In M. H. Charlop-Christy and L. Schreibman (Co-chairs), Teaching social skills to children with autism. Symposium conducted at the annual meeting of the California Association for Behavior Analysis, San Francisco, CA.
67. Ingersoll, B., Stahmer, A., & Schreibman, L. (1999, May). *Differential treatment outcomes for children at-risk for autism based on social subtype*. Poster session presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

Invited Talks and Colloquia

1. Ingersoll, B. (2015, November). *Pilot RCT of self-directed vs. therapist-assisted telehealth-based parent-mediated intervention for young children with ASD*. Colloquium at MSU's RAIN D Seminar Series, East Lansing, MI.
2. Ingersoll, B. (2015, November). *Parent-mediated intervention in ASD: A framework for development and evaluation*. Colloquium at MSU's Communication Sciences and Disorder Colloquium Series, East Lansing, MI.
3. Ingersoll, B. (2015, May). *Improving access to parent-mediated intervention in ASD*. Colloquium at the Center on Human Development, University of Oregon, Eugene, OR.
4. Ingersoll, B. (2015, March). *Parent-mediated intervention in ASD: Challenges and opportunities*. Annual Public Health Lecture, AJ Drexel Autism Institute, Drexel University, Philadelphia, PA.
5. Ingersoll, B. (2014, October). *Towards an understanding of active ingredients of a parent-mediated intervention model*. Colloquium at MSU's Clinical Science Forum, East Lansing, MI.
6. Ingersoll, B. (2014, October). *Community-focused parent mediated interventions for young children with autism*. Invited talk at MU Thompson Center Autism Conference, University of Missouri, Jefferson City, MO.
7. Ingersoll, B. (2014, September). *Project IMPACT: A parent-mediated social communication intervention*. Invited talk at the Michigan Autism Conference, Western Michigan University, Kalamazoo, MI.
8. Ingersoll, B. (2014, January). *Teaching social imitation: An introduction to Reciprocal Imitation Training*. Invited talk at Southwest Autism Research and Resource Center (SARRC). Phoenix, AZ.
9. Ingersoll, B. (2013, October). *Parent-mediated intervention for young children with ASD: An introduction to Project IMPACT*. Keynote presentation at the Center for Autism and Related Disorders –Kennedy Krieger Institute's Annual Conference. Bethesda, MD.
10. Ingersoll, B. (2013, October). *Teaching social imitation: An Introduction to Reciprocal Imitation Training*. Invited talk at the Center for Autism and Related Disorders –Kennedy Krieger Institute's Annual Conference. Bethesda, MD.
11. Ingersoll, B. (2013, October). *Expanding the reach of parent-mediated intervention in ASD using eHealth*. Invited talk at the DOCTRID Conference, Dublin, Ireland.
12. Ingersoll, B. (2012, October). *Closing the research-to-practice gap: A model for the development of parent-mediated intervention in ASD*. Colloquium at MSU's Clinical Science Forum, East Lansing, MI.

13. Ingersoll, B. (2012, December). *Improving social communication in children with ASD: Initial efficacy of a blended intervention model*. Colloquium at Hope Network Behavioral Health Services' Grand Rounds. Grand Rapids, MI.
14. Ingersoll, B. (2012, April). *An introduction to Project ImPACT*. Invited talk at the START Conference. Lansing, MI.
15. Ingersoll, B. (2012, February). *Parent-mediated interventions*. Autism Speaks' Moving the Needle Initiative, Washington DC.
16. Ingersoll, B. (2011, November). *Family functioning in ASD: The role of the BAP*. Colloquium at MSU's Clinical Brown Bag Series, East Lansing, MI.
17. Ingersoll, B. (2011, January). *Project ImPACT: Improving parents as communication teachers*. Invited talk at the Center for Autism and Related Disorders -University of Central Florida's Annual Conference. Orlando, FL.
18. Ingersoll, B. (2011, January). *Teaching individuals with autism to imitate in a social context*. Invited talk at the Center for Autism and Related Disorders -University of Central Florida's Annual Conference. Orlando, FL.
19. Ingersoll, B. (2010, October). *Teaching social communication to children with autism*. Invited talk at the Center for Autism and Related Disorders- Albany's Annual Conference. Albany, NY.
20. Ingersoll, B. (2010, October). *RIT: A social communication intervention for children with autism*. Colloquium at MSU's Communication Sciences and Disorder Colloquium Series, East Lansing, MI.
21. Ingersoll, B. (2010, April). *Improving imitation in young children with autism*. Breakout session at MSU's Autism Conference, East Lansing, MI.
22. Ingersoll, B. (2009, November). *Imitation in autism: Defining the deficit*. Colloquium at MSU's Cognitive Forum, East Lansing, MI.
23. Ingersoll, B. & Meyer, K. (2009, September). *Project ImPACT: Teaching parents of children with ASD strategies to enhance their child's social communication*. Workshop at the Annual Michigan Department of Community Mental Health Home and Community Based Waivers Conference, Lansing, MI.
24. Ingersoll, B. & Craft, A. (2009, May). *Project ImPACT: Teaching parent strategies to improve social-communication skills in their children with autism spectrum disorders*. Workshop at the Michigan Association of Community Mental Health Boards Spring Conference, Kalamazoo, MI.
25. Ingersoll, B. & Meyer, K. (2008, October). *Project ImPACT: Teaching parents of children with ASD strategies to enhance their child's social communication*. Workshop at the Annual Michigan Department of Community Mental Health Home and Community Based Waivers Conference, Lansing, MI.
26. Ingersoll, B. (2006, February). *The social function of imitation in infancy: Implications for autism*. Department of Psychology, Reed College, Portland, OR.
27. Ingersoll, B. (2006, February). *Social communication interventions for children with autism*. School of Professional Psychology, Pacific University, Forest Grove, OR.
28. Ingersoll, B. (2005, May). *Imitation in autism: A social deficit?* Center for Human Development Seminar Series, University of California, San Diego, CA.

29. Ingersoll, B. (2004, November). *The social role of imitation skills in children with autism: Assessment and treatment*. Grand Rounds, Child Development & Rehabilitation Center, Oregon Health & Science University, Portland, OR.
30. Ingersoll, B. (2004, April). *Parent training for children with autism and communication disorders*. Community Connections Network Annual Conference, Troutdale, OR
31. Ingersoll, B. (2004, March). *Imitation as a social behavior: Implications for the assessment and treatment of imitation deficits in children with autism*. Vanderbilt Kennedy Center for Research on Human Development, Vanderbilt University Medical School, Nashville, TN.
32. Ingersoll, B. (2004, January). *Parent-mediated intervention for children with autism*. Department of Occupational Therapy, Child Development & Rehabilitation Center, Oregon Health & Science University, Portland, OR.
33. Ingersoll, B. (2003, April). *Teaching children with autism imitation using a naturalistic treatment approach: Effects on social-communication behaviors*. Department of Occupational Therapy, Child Development & Rehabilitation Center, Oregon Health & Science University, Portland, OR
34. Ingersoll, B. (2003, February). *The effect of reciprocal imitation training on social-communicative behavior in young children with autism*. Paper presented at the research meeting of the M.I.N.D. Institute Research Program, Davis, CA.
35. Ingersoll, B. (2002, April). *Teaching children with autism to imitate using a naturalistic treatment approach: Effects on imitation, social, and language behaviors*. PDP/NLP Colloquium Series, University of California, San Diego, CA.
36. Wagner, S. & Ingersoll, B. (1997, October). *Including students with autism/PDD in regular education classes: Considerations for success*. Invited workshop at the annual meeting of the Georgia Association for Young Children, Atlanta, GA.

TEACHING EXPERIENCE

Michigan State University

PSY 424: Child and Family Psychopathology
 PSY 493: Special Issues: Autism
 PSY 993: Clinical Supervision
 PSY 854: Behavior Disorders of Childhood
 PSY 312: Introduction to Clinical Psychology

Lewis & Clark College

Early Intervention in Autism
 Behavior Modification
 Research Methodology
 Introduction to Psychology

UC-San Diego

Introduction to Abnormal Psychology

Mentoring

Honors Thesis Committees

Quy O. Tran – *UC-San Diego* (2000)
 Stephanie Laut – *Michigan State University*, Option B (2009), Chair
 Ian Sherwood - *Michigan State University*, Option A (2010), Chair
 Sara Tischler - *Michigan State University*, Option B (2010), Chair
 Kelly Phelan - *Michigan State University*, Option B (2011), Chair
 Nicole Block - *Michigan State University*, Option A (2012), Chair
 Lauren Mansten - *Michigan State University*, Option A (2013), Chair
 Kelsey Napier – *Michigan State University*, Option A (2015), Chair
 Georgia Bayer – *Michigan State University*, Option A (2016), Chair
 Abbie Marsh – *Michigan State University*, Option A (2016)

Masters Committees

Katie Meyer – *Michigan State University, Clinical Psychology* (2009), Chair
 Brittany Lannert – *Michigan State University, Clinical Psychology* (2010)
 Allison Wainer – *Michigan State University, Clinical Psychology* (2011), Chair
 Natalie Berger - *Michigan State University, Clinical Psychology* (2013), Chair
 Katherine Pickard - *Michigan State University, Clinical Psychology* (2014), Chair
 Karis Casagrande - *Michigan State University, Clinical Psychology*, Chair
 Chelsea Kneip - *Michigan State University, Clinical Psychology*
 Allison Gornik - *Michigan State University, Clinical Psychology*

Comprehensive Exam Committee

Katie (Meyer) Walton - *Michigan State University, Clinical Psychology* (2010)
 Julie Ramisch – *Michigan State University, Human Development and Family Studies* (2011)
 Allison Wainer – *Michigan State University, Clinical Psychology* (2012)
 Ashlea Klahr - *Michigan State University, Clinical Psychology* (2012)
 Natalie Berger - *Michigan State University, Clinical Psychology* (2015)
 Katherine Pickard - *Michigan State University, Clinical Psychology* (2015)
 Sharon Lo - *Michigan State University, Clinical Psychology* (2015)

Doctoral Committees

Julie Ramisch – *Michigan State University, Human Development and Family Studies* (2012)
 Katie (Meyer) Walton - *Michigan State University, Clinical Psychology* (2012), Chair
 Ashlea Klahr - *Michigan State University, Clinical Psychology* (2013)
 Allison Wainer – *Michigan State University, Clinical Psychology* (2013), Chair
 Jillian Fortain - *Michigan State University, School Psychology* (2015)
 Natalie Berger - *Michigan State University, Clinical Psychology*
 Katherine Pickard - *Michigan State University, Clinical Psychology*
 Sharon Lo - *Michigan State University, Clinical Psychology*
 Cait Listro - *Michigan State University, Clinical Psychology*
 Xioachen Luo - *Michigan State University, Clinical Psychology*
 Shannon Tran - *Michigan State University, School Psychology*
 Andrew Parks – *Michigan State University, Kinesiology*

External Examiner/Dissertation Reader

Linda Quirnbach - *California School of Professional Psychology, Clinical Psychology* (2006)
 Cherie Chan – *Murdoch University, School Psychology and Exercise Science* (2014)
 Kristin Fossum – *Dalhousie University, Psychology and Neuroscience* (2014)

CLINICAL EXPERIENCE

Clinical Supervision, Autism Clinic – *Michigan State University Psychological Clinic*. Provide clinical supervision to graduate-level practicum students Clinical Psychology program who are receiving specialized training in working with individuals with autism and related disorders.

Director, Autism Treatment & Research Program – *Hearing & Speech Institute, Portland, OR*. Founded and directed intervention program for children with autism and their families. Responsibilities included development and provision of clinical services, hiring and supervision of program staff, grant writing, and budget development. Clinical services included individualized parent training program, parent education and support group, sibling social-language group, and behavior management. Clinical services supervised by Darryn Sikora, Ph.D., Licensed Psychologist. (August 2002-December 2004)

Post-Doctoral Clinical Fellow (APA-approved) – *LEND Program, Oregon Institute on Development & Disability, Child Development & Rehabilitation Center, Oregon Health & Science University, Portland, OR*. (August 2003-July 2004)

Early Childhood Assessment Clinic. Conducted clinical assessments of children aged 18 months to five years referred for developmental concerns including developmental delay, language delay, autism, behavior problems, abuse and neglect as part of a multi-disciplinary diagnostic team. Responsibilities included administering and interpreting standardized assessments, conducting the interpretive session, and report writing. Supervisor: Susan Horton, Ph.D., Licensed Psychologist

ADHD & Learning Disabilities Clinic. Conducted clinical assessments of children aged six to 12 years referred for attention, learning, and behavioral problems as part of a multi-disciplinary diagnostic team. Responsibilities included administering and interpreting standardized assessments, conducting the interpretive session, and report writing. Supervisor: Russell Jackson, Ph.D., Licensed Psychologist

Pre-doctoral Clinical Psychology Intern/Practicum Student – *Autism Clinic, University of California, San Diego*. Conducted parent training and behavioral therapy with children with autism aged 2-10 years. Administered and interpreted standardized assessments and wrote reports. Provided training in behavior modification and language intervention to area school districts and regional center. Supervisor: Laura Schreiber, Ph.D., Licensed Psychologist (October 1998-August 2002)

PROFESSIONAL TRAININGS & WORKSHOP PRESENTATIONS

Pickard, K. & Ingersoll, B. (2015, July). *Project ImPACT Introductory Workshop*. Professional training workshop, ChildServe, Des Moines, IA.

Bonter, N. & Ingersoll, B. (2015, July). *Project ImPACT Advanced Workshop*. Professional training workshop, Ghent, Belgium.

Dvortcsak, A. & Ingersoll, B. (2015, April). *Project ImPACT Introductory Workshop*. Professional training workshop, Albertina Kerr, Portland, OR.

Pickard, K., Berger, N., & Ingersoll, B. (2014, October). *Project ImPACT Introductory Workshop*. Professional training workshop, Muskegon Intermediate School District. Muskegon, MI.

- Pickard, K., Berger, N., & Ingersoll, B. (2014, August). *Project ImPACT Introductory Workshop*. Professional training workshop, Macomb County Community Mental Health. Clinton Township, MI.
- Ingersoll, B. (2014, August). *Providing supports to families with children with autism: The how and the what*. Professional training workshop, Macomb County Community Mental Health. Clinton Township, MI.
- Ingersoll, B. (2014, May). *Project ImPACT Introductory Workshop*. Professional training workshop, East Lansing, MI.
- Pickard, K. & Ingersoll, B. (2013, December). *Project ImPACT/Parent Coaching*. START Early Childhood/Toddlers with ASD Training. Zeeland, MI.
- Berger, N., Pickard, K., & Ingersoll, B. (2013, November). *Implementing Project ImPACT*. Annual Home and Community Based Waiver Conference. East Lansing, MI.
- Ingersoll, B. (2013, December). *Overview of Project ImPACT*. Webinar for Michigan Department of Community Health, Lansing, MI.
- Ingersoll, B., Wainer, A., & Berger, N. (2013, August). *Project ImPACT Introductory Workshop*. Professional training workshop, Flint, MI.
- Wainer, A. & Ingersoll, B. (2013, July). *Project ImPACT Parent Training Workshop*. Professional training workshop, Ghent, Belgium.
- Ingersoll, B. (2013, May). *Focusing on developing early social communication in young children in autism utilizing an ABA approach*. Autism Alliance of Michigan conference, Lansing, MI
- Ingersoll, B. (2013, May). *Project ImPACT Introductory Workshop*. Professional training workshop, East Lansing, MI.
- Ingersoll, B. (2013, May). *Reciprocal Imitation Training: Introductory Workshop*. Professional training workshop, Seattle, WA.
- Ingersoll, B. (2012, November). *Project ImPACT Parent Training Workshop*. Professional training workshop, East Lansing, MI.
- Ingersoll, B. (2012, August). *Project ImPACT Introductory Workshop*. Professional training workshop, East Lansing, MI.
- Wainer, A. & Ingersoll, B. (2012, July). *Implementing Project ImPACT*. In-service training for the Research Group in Developmental Disorders Ghent University, Ghent, Belgium
- Walton, K., Wainer, A., & Ingersoll, B. (2012, April). *Implementing Project ImPACT*. In-service training for Surrey Place Center, Toronto, Ontario, Canada
- Walton, K., Wainer, A., & Ingersoll, B. (2011, September). *Implementing Project ImPACT*. In-service training for Eastern Upper Peninsula Intermediate School District, Sault Ste. Marie, MI.
- Ingersoll, B. (2011, May). *Project ImPACT Introductory Workshop*. East Lansing, MI.
- Wainer, A. & Ingersoll, B. (2011, March). *Implementing Project ImPACT*. In-service training for University of Oklahoma Health Sciences Center, Oklahoma City, OK.
- Ingersoll, B. (2011, January). *Implementing Project ImPACT*. In-service training for Ingham Intermediate School District, Mason, MI.

- Ingersoll, B. (2010, September). *Implementing Project ImPACT*. In-service training for Livingston Educational Services Area, Howell, MI.
- Wainer, A., Bonter, N., & Ingersoll, B. (2010, August). *Implementing Project ImPACT*. In-service training for Kaiser Permanente, Ottawa, CA.
- Wainer, A. & Ingersoll, B. (2010, May). *Implementing Project ImPACT*. In-service training for BRIDGE Collaborative, San Diego, CA.
- Wainer, A., Bonter, N., & Ingersoll, B. (2010, April). *Implementing Project ImPACT*. In-service training for Great Start Collaborative, Lansing, MI.
- Ingersoll, B., Wainer, A., & Bonter, N. (2010, March). *Implementing Project ImPACT*. In-service training for Clinton County Regional Education Services Area, St. Johns, MI.
- Ingersoll, B., Wainer, A., & Bonter, N. (2010, January). *Implementing Project ImPACT*. In-service training for Livingston Educational Services Area, Howell, MI.
- Ingersoll, B. (2009, October). *Implementing Project ImPACT*. In-service training for Ottawa Area Intermediate School District, Holland, MI.
- Ingersoll, B. (2009, October). *Overview of Project ImPACT*. BRIDGE Conference Series, San Diego, CA.
- Ingersoll, B. (2009, October). *Implementing Project ImPACT*. In-service training for Ottawa Area Intermediate School District, Holland, MI.
- Rogers, S. & Ingersoll, B. (2009, June). *Early identification of autism: What is the newest research telling us?* Presentation for the National Professional Development Center on Autism Summer Institute, Lansing, MI.
- Vismara, L. & Ingersoll, B. (2009, June). *Partnering with families in evidence based practices*. Presentation for the National Professional Development Center on Autism Summer Institute, Lansing, MI.
- Ingersoll, B., Meyer, K., & Bonter, N. (2009, June). *Reciprocal Imitation Training*. Staff training workshop for Center for Discovery, Harris, NY.
- Ingersoll, B. (2008, September). *Teaching the social use of imitation: Reciprocal Imitation Training*. Parent training workshop for Erinoak Autism Intervention Services, Mississauga, ON, Canada.
- Ingersoll, B. (2008, July). *Implementing Project ImPACT*. In-service training for Ottawa Area Intermediate School District, Holland, MI.
- Ingersoll, B. (2008, June). *Implementing Project ImPACT*. Staff training workshop for UCSD Autism Research Program, La Jolla, San Diego.
- Ingersoll, B. (November, 2007). *Training teachers to provide parent education for children with autism*. Research to Practice Conference, sponsored by Department of Family and Child Ecology, Michigan State University, East Lansing, MI
- Ingersoll, B. (2007, June). *Teaching the social use of imitation: Reciprocal Imitation Training*. In-service training for Erinoak Autism Intervention Services, Mississauga, ON, Canada.
- Ingersoll, B. & Dvortcsak, A. (2007, March). *How to teach parents strategies to promote their child's social communication*. In-service training for Asante Child Development Services, Medford, OR.
- Ingersoll, B. & Hatt, N. (2007, January). *Teaching the social use of imitation: Reciprocal Imitation Training*. In-service training for Toronto Preschool Autism Program, Toronto, ON, Canada.

- Ingersoll, B. & Hatt, N. (2006, November). *Inclusive programming for students with autism*. In-service training for Corvallis School District, Corvallis, OR.
- Ingersoll, B. & Dvortcsak, A. (2006, October). *How to teach parents strategies to promote their child's social communication*. In-service training for Multnomah Education Service District, Portland, OR.
- Ingersoll, B. & Dvortcsak, A. (2006, September). *How to teach parents strategies to promote their child's social communication*. In-service training for High Desert Education Service District, Bend, OR.
- Ingersoll, B. & Dvortcsak, A. (2006, March; 2007, March). *How to teach parents strategies to promote their child's social communication*. In-service training for Willamette Education Service District, Salem, OR.
- Ingersoll, B. & Dvortcsak, A. (2006, January). *How to teach parents strategies to promote their child's social communication*. In-service training for Linn-Benton-Lincoln Education Service District, Corvallis, OR.
- Ingersoll, B. & Dvortcsak, A. (2005, September-November; 2004, September-November; 2005, March-May). *Strategies for promoting your child's social-communication*. Parent training series for families at Northwest Regional Education Service District, Hillsboro, OR.
- Ingersoll, B. & Wiebers-Jensen, M. (2004, September-October). *Self-care workshop for parents*. Hearing & Speech Institute, Portland, OR.
- Dvortcsak, A. & Ingersoll, B. (2004, April). *Naturalistic therapy approaches for children with autism and related disorders*. In-service training for Bend-La Pine School District, Bend, OR.
- Ingersoll, B. & Dvortcsak, A. (2004, March). *Training parents to teach their children with autism*. In-service training for Northwest Regional Education Service District, Hillsboro, OR.
- Ingersoll, B. & Jensen, B. (2004, February-March). *Behavior management workshop for parents*. Hearing & Speech Institute, Portland, OR.
- Ingersoll, B. (2003, March). *Naturalistic teaching strategies: Teaching language and play in the natural environment*. Saddleback Unified School District, Mission Viejo, CA.
- Ingersoll, B. (2001, August). *Behavior management for teachers*. Saddleback Unified School District, Mission Viejo, CA.
- Ingersoll, B. (1999, October). *Pivotal response training*. West Orange County Consortium for Special Education, Huntington Beach, CA.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

International Society for Early Intervention
 International Society for Autism Research
 American Psychological Association, Division 33 (ID/DD)
 Society for Research on Child Development

PROFESSIONAL SERVICE

Editorial Activities

Editorial Boards

Research in Developmental Disabilities
 Autism – International Journal of Research and Practice
 Journal of Autism and Developmental Disorders

Ad-hoc Reviewer of Journals

Acta Psychologica, Autism – International Journal of Research and Practice, Autism Research, Autism Research and Treatment, Child Language Teaching & Therapy, Developmental Psychology, Cognitive and Behavioral Practice, Cognitive Development, Education and Treatment of Children, International Journal of Psychophysiology, Journal of Applied Behavior Analysis, Journal of Autism & Developmental Disorders, Journal of Child and Family Studies, Journal of Consulting & Clinical Psychology, Journal of Early Intervention, Journal of Experimental Analysis of Behavior, Journal of Positive Behavior Interventions, Journal of Psychology & Psychiatry and Allied Disciplines, Perception, PLOS One

Ad-hoc Grant Reviewer

Institute for Education Sciences (2008, 2009)
 Autism Speaks (2008, 2009, 2011, 2012)
 CUNY Collaborative Incentive Research Grants Program (2008)
 PCS-CUNY Research Awards Program (2010)
 Spencer Foundation (2007)
 Cure Autism Now, Grants Program (2004, 2005, 2007)
 Netherlands Organization for Health Research and Development, ZonMw Programme (2007)
 Organization for Autism Research, Applied Research Competition (2004, 2005, 2006)
 Ireland's Health Research Board (2011)
 Singapore's National Medical Research Council (2011)
 DOCTRID-ASSISTID (2015)

Ad-hoc Reviewer of Books

American Psychological Association Publications
 John Wiley & Sons Publications

Conference Committee Reviewer

Biannual meeting of the Society for Research in Child Development (2006)
 International Meeting for Autism Research (2013, 2014, 2015)

Evidence-Based Practice Reviewer

National Professional Development Center for Autism Spectrum Disorders (2012)

Community Leadership

Co-Chair – Autism Speaks' Toddler Treatment Network Conference (2013, 2014)
 Planning Committee – Autism Speaks' Toddler Treatment Network Conference (2012, 2015)
 Member – Naturalistic Interventions Working Group, *Autism Speaks* (2012-2015)
 Participant – Autism Speaks' Moving the Needle Initiative Conference (March 2012)
 Member - Technical Expert Panel, *Autism Intervention Research Network on Behavioral Health, Health Resources and Services Administration* (2009-2010)
 Member – Michigan ASD State Plan Advisory Committee (2010-Present)
 Member –Interagency Autism Planning Group for Michigan, *National Profession Development Center on ASD* (2009-2010)
 Member - Human Services Directors' Interagency Committee on Autism, Lansing, MI (2007-2009)
 Scientific Advisory Board – *TeachTown*, Seattle, WA. (2006-2012)

MEDIA ATTENTION

O'Neill, P (2004, February 10). Inside a child's quiet world. *The Oregonian*

Boll, M. (2009, February 20). Reciprocal imitation therapy. Interview for *Autism Podcast*

Miller, R. (2010, January 29). Social communication intervention. Interview for *Michigan Radio*

Evans, L. (2012, February 3). WILX Channel 10 covered my lab's research.