

Brooke R. Ingersoll

Department of Psychology
 Michigan State University
 316 Physics Rd.
 East Lansing, MI 48824
 517-432-8412 (office)
 517-432-2476 (fax)
 Email: ingers19@msu.edu

Website: <http://psychology.msu.edu/AutismLab/>

EDUCATION

Ph.D. in Psychology - *University of California, San Diego* (2003)
 M.A. in Psychology - *University of California, San Diego* (1999)
 B.A. in Psychology and French - *University of Michigan, Ann Arbor* (1996)

PROFESSIONAL APPOINTMENTS

Professor – *Department of Psychology, Michigan State University, East Lansing, MI* (2020-Present)
 Associate Professor – *Department of Psychology, Michigan State University, East Lansing, MI* (2013-2020)
 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 Michigan – License #6301013668 (September 2007-Present)
 State of Oregon – License #1728 (April 2006-2009) Inactive status
 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)
 UC M.I.N.D. Institute Scholars Award (\$50,000) – *University of California* (2002-2004)
 Interdisciplinary Fellowship in Language, Communication, and the Brain (\$17,500) – *NICHHD* (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**

NIH R01 6/1/2020-5/31-2025
 Ingersoll (PI)
2/4: Improving the Part C Early Intervention Service Delivery System for Children with ASD: A Randomized Clinical Trial.
 This multi-site RCT community effectiveness trial will examine the potential benefit of training early intervention providers to deliver a focused imitation intervention for toddlers at risk for ASD.
 \$3,270,361.
 Role: PI

Eagles Autism Challenge Foundation, Inc. 03/01/2020-2/28/2022
 Pellecchia (PI)
A randomized trial of Project ImPACT, an evidence-based intervention for infants and toddler with autism spectrum disorder.
 This project will conduct a pilot effectiveness trial to examine the effectiveness of a parent-mediated intervention for toddlers with ASD on parent and child outcomes in a Part C system.
 MSU subcontract: \$29,948.
 Role: Co-I

R21DC015550-01A1, NIDCD 04/01/2017-03/31/2020
 Nicole Talge (PI)
Neonatal ABRs and Heritable Risk for ASD
 The goal of this study is to evaluate the feasibility of measuring click-evoked auditory brainstem responses (ABRs) among infants who vary in heritable risk for autism spectrum disorder (ASD). \$426,250
 Role: Co-I

Completed Funding

Blue Cross Blue Shield of Michigan Foundation 05/15/2018-11/14/2019
 Josh Plavnick (PI)
Connections: A Pilot Investigation of an Early Childhood Transition Program for Children with Autism Spectrum Disorders.
 This study will examine the feasibility of a transition program for children with ASD transition from the behavioral health to education system.
 \$50,000
 Role: Co-I

R40MC27704-01-00, HRSA/MCHB 09/01/2014/-08/31/2017
 Brooke Ingersoll (PI) (NCE – 08/31/2019)
Comparative efficacy of a self-directed and therapist-assisted telehealth parent training intervention for children with ASD
 This study 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. \$899,579
 Role: PI

RAIND Initiative, Michigan State University 11/01/2016-10/31/2017
 Amy Nuttall (PI)

Developing innovative methodologies for understanding the experiences of typically developing adolescent siblings of individuals with autism spectrum disorders

This study will develop and pilot novel measures for assessing the impact of autism on typically developing siblings. \$49,311

Role: Co-I

RAIND Initiative, Michigan State University

02/01/2014-01/31/2016

Brooke Ingersoll (PI)

(NCE – 01/31/2018)

Examining the reach and implementation of internet-based parent training

This study will examine access and usage patterns by community referrals to an internet-based parent training program for young children with ASD. \$100,000

Role: PI

R324A14004, NCSER

07/01/2013/-06/30/2016

Aubyn Stahmer (PI)

(NCE – 06/30/2017)

Adapting an evidence-based program for infants and toddlers at high risk for autism

This study will use a community participatory research model to adapt an evidence-based parent training curriculum developed for preschool-aged children with ASD for use with infants and toddlers at risk for ASD.

MSU subcontract: \$122,667

Role: Co-I

RAIND Initiative, Michigan State University

02/01/2014-01/31/2016

Paneth and Kerver (Co-PIs)

Perinatal Risk Factors, Developmental Delay and Autism Spectrum Disorders in Offspring. This study examined the role of maternal obesity and iodine levels during pregnancy as a risk factor for ASD symptomatology and cognitive and behavioral functioning in the preschool period. \$100,000.

Role: Co-I

AR093396, CMDRP

09/01/2010-08/31/2013

Ingersoll (PI)

(NCE - 09/30/2014)

Development of an internet-based parent training intervention for children with ASD. This project developed and piloted a distance-learning program to teach parents of young children with autism strategies to support their child's social communication. \$558,547.

Role: PI

Organization for Autism Research

05/01/2013-04/30/2014

Plavnick and Ingersoll (Co-PIs)

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. \$30,000.

Role: Co-PI

Autism Speaks

12/01/2011-11/30/2013

Ingersoll (PI)

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. \$112,604.

Role: PI

Autism Speaks Weatherstone Mentor-Based Graduate Fellowship 09/01/2011-08/31/2013

Ingersoll (PI)

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. \$56,000.

Role: Faculty Mentor

Mentee: Allison Wainer

Livingston Education Service Agency 09/01/2010-06/30/2012

Ingersoll (PI)

Implementation of Project ImPACT. Contract to provide training for intervention providers in Project ImPACT curriculum. \$65,429.

Role: PI

Autism Speaks Mentor-Based Graduate Fellowship 01/01/2009-12/31/2010

Ingersoll (PI)

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. \$56,000

Role: Faculty Mentor

Mentee: Katherine Meyer

FACT Coalition Grant, Michigan State University 04/01/2008-03/31/2010

Ingersoll (PI)

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. \$50,000.

Role: PI

Autism Speaks (\$137,264) 08/01/2006-07/31/2008

Ingersoll (PI)

(NCE – 07/31/2009)

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. \$137,264.

Role: PI

Oregon Department of Education, OSLEP 09/01/2005-06/30/2007

Arick (PI)

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. \$30,000

Role: Trainer

Organization for Autism Research 04/01/2004-03/31/2005

Ingersoll (PI)

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. \$24,184.

Role: PI

PUBLICATIONS

*indicates student paper

Books

Ingersoll, B. & Dvortcsak, A. (2010). *Teaching social-communication to children with autism: A practitioner's guide to parent training and a manual for parents (2 book set)*. New York: Guilford Press.

Ingersoll, B. & Dvortcsak, A. (2019). *Teaching social communication to children with autism and other developmental delays: The Project IMPACT guide to coaching parents and the Project IMPACT manual for parents (2 book set), Second Edition*. New York: Guilford Press.

Peer-Reviewed Articles (*indicates student paper)

1. Frost, K*, Brian, J., Gengous, G., Hardan, A., Rieth, S., Stahmer, A., & Ingersoll, B. (in press). Identifying and measuring the common elements of naturalistic developmental behavioral interventions for autism spectrum disorder: Development of the NDBI-Fi, *Autism*.
2. Drahota, A., Hippensteel, Ingersoll, B., Bishop-Fitzpatrick, L., & Sadler, R. (in press). *Service deserts and service oases: Utilizing GIS to evaluate service availability for individuals with autism spectrum disorder*.
3. Frost, K.*, Russell, K., & Ingersoll, B. (in press). *Using thin slice ratings to measure social communication in children with autism spectrum disorder*.
4. Casagrande, K.*, Frost, K., Bailey, K., & Ingersoll, B. (in press). *Positive predictors of life satisfaction for autistic college students and their neurotypical peers*.
5. Casagrande, K.* & Ingersoll, B. (in press). *Improving service access in ASD: A systematic review of family empowerment interventions for children with special healthcare needs*.
6. Bailey, K.*, Frost, K., Casagrande, K., & Ingersoll, B. (in press). The relationship between social experience and subjective well-being in college students with ASD: A mixed methods study. *Autism*.
7. Ingersoll, B., Straiton, D., & Rivera Carquias, N. (in press). The role of professional training experiences and manualized programs in behavior analysts' use of parent training with children with autism. *Behavior Therapy*.
8. Frost, K. M.*, Bailey, K. M., & Ingersoll, B. (2019). 'I just want them to see me as...me': Identity, community, and disclosure practices among college students on the autism spectrum. *Autism in Adulthood, 1*, 268-275.
9. Russell, K.*, Frost, K., & Ingersoll, B. (2019). Brief report: The relationship between subtypes of repetitive behaviors and anxiety in children with autism spectrum disorder. *Research in Autism Spectrum Disorders, 62*, 48-54.

10. Frost, K. M.,* Koehn, G., Russell, K. M., & Ingersoll, B. (2019). Measuring child social communication across contexts: Similarities and differences across play and snack routines. *Autism Research, 12*, 636-644.
11. Pickard, K.* , Rowles, S., & Ingersoll (2019). Understanding the impact of adaptations to a parent-mediated intervention on parents' ratings of perceived barriers, program attributes, and intent to use. *Autism, 23*, 338-349.
12. Ingersoll, B., Straiton, D., Casagrande, K., & Pickard, K. (2018). Community providers' intentions to use a parent-mediated intervention for children with ASD following training: An application of the theory of planned behavior. *BMC Research Notes, 11*, 777.
13. Slawinski, B. L., Talge, N., Ingersoll, B., Smith, A., Glazier, A., Kerver, J., Paneth, N., & Racicot, K. (2018). Maternal cytomegalovirus sero-positivity and autism symptoms in children. *American Journal of Reproductive Immunology, 79*, e12840.
14. Plavnick, J. B. & Ingersoll, B. (2017). Video-based group instruction for adolescents with autism spectrum disorder: A case of intervention development. *International Review of Research in Developmental Disabilities, 52*, 109-139.
15. Ingersoll, B., Shannon, K., Berger, N., Pickard, K., & Holtz, B. (2017). Self-directed telehealth parent-mediated intervention for children with autism spectrum disorder: Examination of the potential reach and utilization in community settings. *Journal of Medical Internet Research, 19*, e248.
16. Casagrande, K.* & Ingersoll, B. (2017). Service delivery outcomes in ASD: Role of parent education, empowerment, and parent-professional partnership. *Journal of Child and Family Studies, 26*, 2386-2395.
17. Ingersoll, B., Berger, N., Wainer, A., & Walton, K. (2017). Efficacy of low intensity, therapist-implemented Project IMPACT for increasing social communication skills in young children with ASD. *Developmental Neurorehabilitation, 20*, 502-510.
18. Wainer, A.* , Pickard, K.E., & Ingersoll, B. (2017). Using web-based instruction, brief interactive workshops, and remote consultation to train community-based providers in a parent-mediated naturalistic developmental behavioral intervention. *Journal of Child and Family Studies, 26*, 1592-1602.
19. Ingersoll, B., Berger, N., Carlsen, D., & Hamlin, T. (2017). Improving social functioning and challenging behaviors in adolescents with ASD and significant ID: A randomized pilot feasibility trial of reciprocal imitation training in a residential setting. *Developmental Neurorehabilitation, 20*, 236-246.
20. Wainer, A.* , Berger, N.I., & Ingersoll, B. (2017). Brief Report: The preliminary psychometric properties of the Social Communication Checklist. *Journal of Autism and Developmental Disorders, 47*, 1231-1238.
21. Pickard, K.E.* & Ingersoll, B. (2017). Using the double ABCX model to integrate services for families of children with ASD. *Journal of Child and Family Studies, 26*, 810-823.
22. Berger, N.I.* , Manston, L., & Ingersoll, B. (2016). Establishing a scale for assessing the social validity of skill building interventions for young children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 46*, 3258-3269.

23. Pickard, K.E.*, Kilgore, A., & Ingersoll, B. (2016). 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, 57*, 391-403.
24. Pickard, K.E.*, Wainer, A.L., Bailey, K., & Ingersoll, B. (2016). A mixed-method evaluation of a telehealth-based parent-mediated intervention for children with ASD. *Autism: International Journal of Research and Practice, 20*, 845-855.
25. 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.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. 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.
34. 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.
35. 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.
36. 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.

37. Berger, N.* & Ingersoll, B. (2013). Short Report: An exploration of imitation recognition in young children with autism spectrum disorders. *Autism Research, 6*, 411-416.
38. 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.
39. 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.
40. 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.
41. 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.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.
48. 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.
49. 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.
50. 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.
51. Ingersoll, B. (2011). Recent advances in early identification and treatment of social communication deficits in autism. *Current Directions in Psychological Science, 20*, 335-339.
52. 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.

53. 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.
54. 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.
55. 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.
56. 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.
57. 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.
58. 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.
59. 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.
60. 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.
61. 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.
62. 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.
63. 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.
64. Ingersoll, B. (2008). The effect of context on imitation skills in children with autism. *Research in Autism Spectrum Disorders, 2*, 332-340.
65. Ingersoll, B. (2008). The social role of imitation in autism: Implications for the treatment of imitation deficits. *Infants & Young Children, 21*, 107-119.
66. 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.
67. 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.
68. 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.

69. 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.
70. 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.
71. 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.
72. 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.
73. 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.
74. 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.
75. 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.
76. Stahmer, A., Ingersoll, B., & Carter, C. (2003). Behavioral approaches to promoting play. *Autism: International Journal of Research and Practice*, 7, 401-414.
77. 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.
78. 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. Frost, K.,* Ingersoll, B., Bruinsma, Y., & Minijarez, M. (2019). Strategies for instructional cues and prompting. In Y. Bruinsma, M. Minijarez, R. Matos, E. McNerney, A. Stahmer, & L. Schreibman (Eds.), *Naturalistic developmental behavioral interventions in the treatment of children with autism spectrum disorder: Concepts, models, theories, and strategies*. Baltimore, MD: Brookes Publishing.
2. Stahmer, A., Bruisma, Y. Rieth, S., Aranbarri, A., & Ingersoll, B. (2019). Identifying quality indicators of NDBI programs. In Y. Bruinsma, M. Minijarez, R. Matos, E. McNerney, A. Stahmer, & L. Schreibman (Eds.), *Naturalistic developmental behavioral interventions in the treatment of children with autism spectrum disorder: Concepts, models, theories, and strategies*. Baltimore, MD: Brookes Publishing.

3. Wainer, A.,* Dvortcsak, A., & Ingersoll, B. (2018). Designing for dissemination: The utility of the deployment-focused model of intervention development and testing for parent-mediated intervention (pp. 425-440). In M. Siller & L. Morgan (Eds.), *Handbook of family-centered practice for very young children with autism*. New York: Springer.
4. Casagrande, K.* & Ingersoll, B. (2017). Parent-mediated interventions for social communication in young children with ASD. In J. Leaf (Ed.), *Handbook of social skills and autism spectrum disorder: Assessment, curricula, and interventions*. New York, NY: Springer.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.

Other Publications

1. Ingersoll, B. (2016). Dissemination of Best Practices in ASD: Researcher Perspectives. *APA Division 33 Newsletter*.

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

Manuscripts in Preparation or Review

1. Straiton, D.*, Groom, B., & Ingersoll, B. (in revision). *Parent training for children with autism in community settings: A mixed-methods investigation within a community mental health system*
2. Malik, S., Oliver, C., Stefanidou¹, C., Moss¹, J., Ingersoll, B., Wainer A., Kossovak, L., & McCleery, J. P. (in preparation). *Pilot randomized controlled trial in the impacts of reciprocal imitation training on behavioural and brain functioning in young children with autism.*

PRESENTATIONS

*indicates student presentation

Peer-reviewed Presentations

1. Casagrande, K. & Ingersoll, B. (2019, September). *Parent coaching in community-based early intervention: Pilot for a project impact group consultation*. Poster presented at the Society for Implementation Research Collaboration (SIRC). Seattle, WA
2. Kerver, J., Haggerty, D., Talge, N., Slawinski, B., Ingersoll, B., Keating, D., Racicot, K., & Paneth, N. (2019, June). *Biomarkers of Pregnancy Iron Status and Child Behavioral Outcomes at Age 4-6 y*. Poster presentation at the 32nd annual meeting of the Society for Pediatric and Perinatal Epidemiologic Research. Minneapolis, MN.
3. Russell, K. M.,* Frost, K. M., & Ingersoll, B. (2019, May). *Using thin slice ratings to measure social communication in children with autism spectrum disorder*. Poster presentation at the annual meeting of the International Society of Autism Research, Montreal, Canada.
4. Straiton, D.,* Ingersoll, B., Casagrande, K., & Groom, B. S. (2019, May). *Parent training for Medicaid-enrolled families of children with ASD*. Poster presentation at the annual meeting of the International Society of Autism Research, Montreal, Canada.
5. Frost, K. M.,* Koehn, G. N., Russell, K. M., & Ingersoll, B. (2019, May). *Measuring child social communication across contexts: Similarities and differences across play and snack routines*. Talk at the annual meeting of the International Society of Autism Research, Montreal, Canada.
6. Casagrande, K.,* Frost, K. M., & Ingersoll, B. (2019, May). *Understanding college-specific and general well-being students with and without ASD*. Poster presentation at the annual meeting of the International Society of Autism Research, Montreal, Canada.

7. Bailey, K. M., & Frost, K. M., Casagrande, K., & Ingersoll, B. (2019, May). *A mixed methods evaluation of social experiences and well-being of college students with ASD*. Poster presentation at the annual meeting of the International Society of Autism Research, Montreal, Canada.
8. Drahota, A., Ingersoll, B., Bishop-Fitzpatrick, L., & Sadler, R. (2019, May). *Service deserts and service oases: Utilizing GIS to evaluate service availability for individuals with ASD*. Poster presentation at the annual meeting of the International Society of Autism Research, Montreal, Canada.
9. Frost, K. M., * & Ingersoll, B. (2019, April). *Identifying and measuring common elements of naturalistic developmental behavioral interventions for ASD*. Paper presented at symposium titled: "Naturalistic Developmental Behavioral Interventions (NDBIs): Expanding Intervention Programs and Developing Assessment Tools for Children with Diverse Neurodevelopmental Disabilities" at the Gatlinburg Conference for Research and Theory in Intellectual and Developmental Disabilities. San Antonio, TX.
10. Straiton, D.*, Rivera Caquias, & Ingersoll, B. (2019, January). *Behavior analysts' conceptualization and implementation of Parent Training: A mixed-methods study*. Poster presentation at the 13th Annual Autism Conference of Association for Behavior Analysis International, San Francisco, CA.
11. Frost, K.* & Ingersoll, B. (2018, November). *Identifying and measuring common elements of naturalistic developmental behavioral interventions for ASD*. Poster presentation at the Association for Behavior and Cognitive Therapies. Washington DC.
12. Rivera Caquias,* N., Straiton, D., & Ingersoll, B. (2018, November). *Depicting behavioral analysts' parent training practices for children with autism spectrum disorder*. Poster presentation at the annual meeting of the Annual Biomedical Research Conference for Minority Students. Indianapolis, IN.
13. Parks, A. C., Felzer-Kim, I., Hauck, J. L., Ingersoll, B., Smith, A. L., & Pontifex, M. B. (2018, June). *The effect of an acute bout of physical activity on inhibitory control in individuals with autism spectrum disorder*. Poster presented at the North American Society for Psychology of Sport and Physical Activity. Denver, CO.
14. Kammes, R., Casagrande, K., Ingersoll, B., Pickard, K., & Shannon, K. (2018, June). *Development of a parent support group for parents of children with ASD and similar diagnoses*. Poster presented at the American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Louis, MO.
15. Straiton, D.* & Ingersoll, B. (2018, May). *Theory of planned behavior variables as predictors of community providers' intent to implement a parent-mediated intervention for children with ASD*. Poster presentation at the annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.
16. Casagrande, K.* & Ingersoll, B. (2018, May). *A mixed methods approach to understanding community providers' implementation of an evidence-based, parent-mediated intervention*. Poster presentation at the annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.
17. Russell, K.* & Frost, K. (Faculty Sponsor: B. Ingersoll (2018, April). *Subtypes of repetitive behaviors & anxiety in children with autism spectrum disorder*. Poster presentation at the annual meeting of Midwestern Psychological Association. Chicago, IL.

18. Bailey, K.,* Frost, K., Casagrande, K. (Faculty Sponsor: B. Ingersoll) (2018, April). *Well-being and service use in college students with autism spectrum disorder*. Poster presentation at the annual meeting of Midwestern Psychological Association. Chicago, IL.
19. Ingersoll, B. (2017, November). *Potential of a self-directed telehealth parent-mediated intervention for children with ASD in community settings*. In K. Bearss (Chair), Approaches to access to parent mediated interventions for families of children with autism spectrum disorder. Symposium at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
20. Pickard, K.* & Ingersoll, B. (2017, November). *Community partnerships and Roger's Diffusion of Innovations Theory: Parental intervention for autism spectrum disorder*. Poster presentation at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
21. Ingersoll, B. & Casagrande, K. (2017, November). *Predictors of community providers' decisions to adopt a parent-mediated EBP for children with ASD*. Poster presentation at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
22. Ingersoll, B., Shannon, K., Berger, N. & Holtz, B. (2017, July). *Examining the potential reach and utilization of a self-directed telehealth parent-mediated intervention for children with ASD in community settings*. Poster presented at Autism CARES Meeting, Bethesda, MD.
23. Ingersoll, B., Shannon, K., Berger, N., & Holtz, B. (2017, May). *Examining the dissemination potential of a self-directed telehealth parent-mediated intervention for children with ASD in community settings*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
24. Resua, K., Barber, A., Noble, H., Cook, H., & Ingersoll, B. (2017, May). *Examining spoken language in young children with asd following a 12-week parent-implemented intervention*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
25. Frost, K.* & Ingersoll, B. (2017, May). *The relationship between intervention fidelity and child social communication gains in a parent-mediated intervention*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
26. Malik, S., Oliver, C., Stefanidou, C., Moss, J., Ingersoll, B., Wainer, A., Kossyvaki, L. & McCleery, J. (2017, May). *Patterns of individual change in response to reciprocal imitation training*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
27. Berger, N.*, Ingersoll, B., & Pontifex, M. (2017, May). *Evaluating the neural correlates of intention understanding in autism spectrum disorder*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
28. Casagrande, K.* & Ingersoll, B. (2017, May). *Exploring the service needs of families and children with asd: understanding service type, insurance status, and outcome indicators*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
29. Karp, E., Pickard, K., Ragsdale, K., Ingersoll, B., Yoder, P., & Stone, W. (2017, May). *Parent perspectives on participating in intervention research with their high-risk toddler*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.

30. Pickard, K.* & Ingersoll, B. (2017, May). *Using community partnerships to address the fit of an evidence-based, parent mediated intervention for ASD in a Medicaid system*. Poster presentation at the annual meeting of the International Meeting for Autism Research, San Francisco, CA.
31. Slawinski, B.*, Talge, N., Glazier, A., Kerver, J., Berger, N., Ingersoll, B., Atkinson, S., DeBusschere, K., Keating, D., Mehta, S., Sokol, R., & Paneth, N. (2016, May). *Size at birth and its association with childhood behavioral problems: The role of cognitive processing*. Poster presented at the 28th annual convention for the Association for Psychological Science, Chicago, IL
32. Malik, S., Oliver, C., Moss, J., Ingersoll, B., Stefanidou, C., Wainer, A., Kossyvaki, L., & McCleery, J. (2016, May). *Effects of reciprocal imitation training on brain and behaviour: a pilot randomized controlled trial*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Baltimore, MD.
33. Barber, A., Noble, H., Cook, C.H., & Ingersoll, B. (2016, May). *Project ImPACT implementation fidelity: researcher, clinician, and parent measures relative to child outcomes*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Baltimore, MD.
15. Shannon, K.*, Holtz, B.E., & Ingersoll, B. (2016, May). *Examining the potential reach and engagement with a self-directed telehealth parent-mediated intervention for children with ASD in community settings*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Baltimore, MD.
16. Wainer, A.*, Pickard, K.E., & Ingersoll, B. (2016, May). *Combining web-based learning, interactive instruction and remote supervision to train community-based providers in a parent coaching intervention for ASD*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Baltimore, MD.
17. Pickard, K.E*. & Ingersoll, B. (2016, May). *Using community partnerships to better understand the barriers to using an evidence-based, parent mediated intervention for ASD in a Medicaid system*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Baltimore, MD.
18. Casagrande, K.A.* & Ingersoll, B. (2016, May). *Understanding health care disparities among families of children with asd: the role of advocacy, empowerment, and parent-professional relationships*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Baltimore, MD.
19. 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.
20. 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.
21. 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 Meeting, Bethesda, MD.
22. Malik, S., Oliver, C., Moss, J., Ingersoll, B., Stefanidou, C., Wainer, A., Kossivakil, L. & McCleery, J., (2015). *Effects of reciprocal imitation training on brain and behaviour: a pilot randomized controlled trial*. Poster presentation at XI Autism-Europe International Congress conference.

23. 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.
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. Wainer, A.* & Ingersoll, B. (2014, May). *Increasing access to an evidence-based ASD intervention via a telehealth parent training program intervention via a telehealth parent training program*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
32. Pickard, K.* & Ingersoll, B. (2014, May). *From research settings to parents: The referral sources of evidence-based and non evidence-based practices sources of evidence-based and non evidence-based practices*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
33. Berger, N.* & Ingersoll, B. (2014, May). *Disseminating an evidence-based ASD intervention: predictors of community providers' likelihood of implementation of community providers' likelihood of implementation*. Poster presentation at the annual meeting of the International Meeting for Autism Research, Atlanta, GA.
34. 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.

35. 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.
36. 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.
37. 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.
38. 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.
39. 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.
40. 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.
41. 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.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.

48. 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.
49. 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.
50. 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.
51. 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.
52. 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.
53. 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.
54. 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.
55. 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.
56. 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.
57. 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.
58. 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.
59. 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.
60. 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.

61. 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.
62. 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.
63. 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.
64. 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.
65. 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.
66. 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.
67. 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.
68. 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.
69. 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.
70. 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.
71. 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.
72. 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.
73. 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.

74. Dvortcsak, 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.
75. 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.
76. 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.
77. 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.
78. 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.
79. 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.
80. 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.
81. 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.
82. 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.
83. 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.
84. 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.
85. 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.
86. 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. (2019, October). *Partnering with parents*. Invited talk at the NDBI Conference, Irvine, CA.
2. Ingersoll, B. (2019, September). *Increasing access to parent-mediated interventions for young children with ASD*. Plenary Lecture/Webinar, Novosibirsk NeuroNet Center, Novosibirsk, Russia.
3. Ingersoll, B. (2019, June). *Increasing access to parent-mediated interventions for young children with ASD*. Grand Rounds, Marcus Autism Center, Emory University, Atlanta, GA.
4. Ingersoll, B. (2019, March). *ASD in college students: Assessment, supports, and interventions*. Invited talk for MSU Counseling and Psychiatric Services (CAPS), East Lansing, MI
5. Ingersoll, B., Straiton, D., & Casagrande, K. (2018, June). *Family training in the Medicaid Autism Benefit: Preliminary data*. Presentation for the Michigan Department of Health and Human Services.
6. Ingersoll, B. (2018, September). *Teaching social communication to children with autism: An overview of Project ImPACT*. Grand Rounds, Center for Autism and Developmental Disabilities, Lancaster, PA.
7. Ingersoll, B. (2018, April). *Designing for dissemination: The development of an evidence-based parent-mediated intervention for children with ASD*. Invited keynote address at the Taiwan Association for Clinical Psychology, Kaohsiung, Taiwan.
8. Ingersoll, B. (2017, December). *Using telehealth to increase access to parent-mediated intervention in young children with autism*. Grand Rounds, Beaumont Hospital, Royal Oak, MI.
9. Ingersoll, B. (2017, November). *Designing for dissemination: The development of an evidence-based parent-mediated intervention for children with ASD*. Invited address at the Autism Spectrum/Developmental Disorders Pre-Conference, AS/DD Special Interest Group, at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
10. Ingersoll, B. (2016, December). *Using telehealth to increase access to parent-mediated intervention in young children with ASD*. Invited talk at the Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO.
11. Ingersoll, B. (2016, March). *Increasing access to intervention for children with ASD: Relative benefits of self-directed vs. therapist-assisted telehealth-based parent-mediated intervention*. Betty Simon Lecture at University of Iowa, Department of Psychiatry, Iowa City, IA.
12. 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 Seminar Series, East Lansing, MI.
13. 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.
14. Ingersoll, B. (2015, May). *Improving access to parent-mediated intervention in ASD*. Colloquium at the Center on Human Development, University of Oregon, Eugene, OR.
15. Ingersoll, B. (2015, March). *Parent-mediated intervention in ASD: Challenges and opportunities*. Annual Public Health Lecture, AJ Drexel Autism Institute, Drexel University, Philadelphia, PA.

16. 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.
17. 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.
18. Ingersoll, B. (2014, September). *Project ImPACT: A parent-mediated social communication intervention*. Invited talk at the Michigan Autism Conference, Western Michigan University, Kalamazoo, MI.
19. 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.
20. 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.
21. 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.
22. Ingersoll, B. (2013, October). *Expanding the reach of parent-mediated intervention in ASD using eHealth*. Invited talk at the DOCTRID Conference, Dublin, Ireland.
23. 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.
24. 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.
25. Ingersoll, B. (2012, April). *An introduction to Project ImPACT*. Invited talk at the START Conference. Lansing, MI.
26. Ingersoll, B. (2012, February). *Parent-mediated interventions*. Autism Speaks' Moving the Needle Initiative, Washington DC.
27. Ingersoll, B. (2011, November). *Family functioning in ASD: The role of the BAP*. Colloquium at MSU's Clinical Brown Bag Series, East Lansing, MI.
28. 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.
29. 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.
30. 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.
31. 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.

32. Ingersoll, B. (2010, April). *Improving imitation in young children with autism*. Breakout session at MSU's Autism Conference, East Lansing, MI.
33. Ingersoll, B. (2009, November). *Imitation in autism: Defining the deficit*. Colloquium at MSU's Cognitive Forum, East Lansing, MI.
34. 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.
35. 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.
36. 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.
37. Ingersoll, B. (2006, February). *The social function of imitation in infancy: Implications for autism*. Department of Psychology, Reed College, Portland, OR.
38. Ingersoll, B. (2006, February). *Social communication interventions for children with autism*. School of Professional Psychology, Pacific University, Forest Grove, OR.
39. Ingersoll, B. (2005, May). *Imitation in autism: A social deficit?* Center for Human Development Seminar Series, University of California, San Diego, CA.
40. 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.
41. Ingersoll, B. (2004, April). *Parent training for children with autism and communication disorders*. Community Connections Network Annual Conference, Troutdale, OR
42. 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.
43. 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.
44. 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
45. 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.
46. 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.

47. 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 Theses

Stephanie Laut – *Michigan State University*, Option B (2009)
 Ian Sherwood - *Michigan State University*, Option A (2010)
 Sara Tischler - *Michigan State University*, Option B (2010)
 Kelly Phelan - *Michigan State University*, Option B (2011)
 Nicole Block - *Michigan State University*, Option A (2012)
 Lauren Mansten - *Michigan State University*, Option A (2013)
 Kelsey Napier – *Michigan State University*, Option A (2015)
 Georgia Bayerl – *Michigan State University*, Option A (2016)
 Seth Rowles – *Michigan State University*, Option A (2017)
 Emma Pytleski - *Michigan State University*, Option B (2018)
 Grace MacDonald– *Michigan State University*, Option A (2020)

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
 Allison Gornik - *Michigan State University*, *Clinical Psychology* (2015)
 Karis Casagrande - *Michigan State University*, *Clinical Psychology* (2016), Chair
 Chelsea Kneip - *Michigan State University*, *Clinical Psychology* (2016)
 Kyle Frost - *Michigan State University*, *Clinical Psychology* (2018), Chair

Diondra Straiton - *Michigan State University, Clinical Psychology* (2019), Chair
 Asksheya Sridar - *Michigan State University, Clinical Psychology* (2020)

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)
 Cait Listro - *Michigan State University, Clinical Psychology* (2016)
 Natalie Berger - *Michigan State University, Clinical Psychology* (2017), Chair
 Katherine Pickard - *Michigan State University, Clinical Psychology* (2017), Chair
 Sharon Lo - *Michigan State University, Clinical Psychology* (2017)
 Andrew Parks – *Michigan State University, Kinesiology* (2017)
 Amy Nassarum - *Michigan State University, School Psychology* (2017)
 Allison Gornik - *Michigan State University, Clinical Psychology* (2018)
 Mari MacFarland - *Michigan State University, Special Education* (2018)
 Addam Warzonek - *Michigan State University, School Psychology Psychology* (2019)
 Becca Kammes - *Michigan State University, Human development and Family Studies* (2019)
 Karis Casagrande - *Michigan State University, Clinical Psychology* (2019), Chair
 Kyle Frost – *Michigan State University, Clinical Psychology* (2019), Chair
 Lili Gloe – *Michigan State University, Clinical Psychology* (2019)
 Sarah Avedano - *Michigan State University, Special Education* (2019)
 Sally Askar - *Michigan State University, School Psychology Psychology* (2020)

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)
 Megan Grant – *LaTrobe University, Psychology and Public Health* (2018)

CLINICAL EXPERIENCE

Clinical Supervisor – *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. Co-lead Child CBT Team with Dr. Natalie Moser.

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 Schreibman, Ph.D., Licensed Psychologist (October 1998-August 2002)

PROFESSIONAL TRAININGS & WORKSHOP PRESENTATIONS

Ingersoll, B. (2019, October). *Project ImPACT Introductory Workshop.* Professional training workshop, InSteps, Irvine, CA.

Ingersoll, B. (2019, September). *Project ImPACT Introductory Workshop.* Professional training workshop, Michigan State University, East Lansing, MI.

Frost, K., Straiton, D. & Ingersoll, B. (2019, August). *Project ImPACT Introductory Workshop.* Professional training workshop, UNT Kristin Farmer Autism Center, University of North Texas, Denton, TX.

Ingersoll, B. (2019, May). *Project ImPACT Introductory Workshop.* Professional training workshop, Montgomery County Infant and Toddlers Program, Rockville, MD.

Ingersoll, B. & Dvortcsak, A. (2019, April). *Project ImPACT Introductory Workshop.* Professional training workshop, Center for Disabilities Studies, University of Delaware, Newark, DE.

Ingersoll, B. (2018, October). *Reciprocal Imitation Training Introductory Workshop.* Professional training workshop, Nlaka'pamux Nation, Lytton, BC, Canada.

Ingersoll, B. (2018, October). *Reciprocal Imitation Training Introductory Workshop.* Professional training workshop, Squamish Nation, Vancouver, BC, Canada.

Straiton, D., Casagrande, K., & Ingersoll, B. (2018, September). *Evidence-based family training strategies.* Workshop for ABA providers hosted by Mid-State Health Network. St. Johns, MI.

Casagrande, K., Straiton, D., & Ingersoll, B. (2018, September). *Family training in Community Mental Health.* Workshop for families on the Michigan Medicaid Autism Benefit hosted by Mid-State Health Network. St. Johns, MI.

Frost, K., & Ingersoll, B. (2018, August). *Project ImPACT Introductory Workshop.* Professional training workshop, Center for Development and Disability, University of New Mexico, Albuquerque, NM.

Ingersoll, B. (2018, June). *Project ImPACT Introductory Workshop.* Professional training workshop, Philadelphia Infant and Toddler Early Intervention Program. Philadelphia, PA.

Ingersoll, B. (2018, May). *Project ImPACT Introductory Workshop.* Professional training workshop, East Lansing, MI.

- Ingersoll, B. (2018, April). *Reciprocal Imitation Training Introductory Workshop*. Parent and professional training workshop, Foundation for Children with Developmental Delay, Taipei, Taiwan.
- Ingersoll, B. (2018, April). *Project ImPACT Introductory Workshop*. Professional training workshop, Foundation for Children with Developmental Delay, Taipei, Taiwan.
- Casagrande, K. & Ingersoll, B. (2018, April). *Project ImPACT Introductory Workshop*. Professional training workshop, Center for Disabilities and Development, University of Iowa, Iowa City, IA.
- Ingersoll, B. (2017, May). *Project ImPACT Introductory Workshop*. Professional training workshop, East Lansing, MI.
- Ingersoll, B., Pickard, K., & Casagrande, K. (2017, March). *Project ImPACT Introductory Workshop*. Professional training workshop, Kinark Child and Families Services, Markham, ON, Canada.
- Ingersoll, B. (2016, May). *Project ImPACT Introductory Workshop*. Professional training workshop, East Lansing, MI.
- 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)

PROFESSIONAL SERVICE

Editorial Activities

Editorial Boards

Autism & Developmental Language Impairments

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 & Developmental Language Impairments; Autism Research; Autism Research and Treatment; BMJ: Open Access; Child: Care, Health, & Development; Child Language Teaching & Therapy; Cognitive and Behavioral Practice; Cognitive Development; Developmental Psychology; Development & Psychopathology; Education and Treatment of Children; International Journal of Developmental Disabilities; 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 Developmental and Physical Disabilities; Journal of Early Intervention; Journal of Experimental Analysis of Behavior; Journal of Positive Behavior Interventions; Journal of Psychology & Psychiatry and Allied Disciplines; Journal of Speech, Language, and Hearing Research; Perception; Pilot & Feasibility Studies; PLOS ONE; Psychological Science; Research in Developmental Disabilities.

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, 2016, 2017)

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 Professional 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*
Henion, A. (2011, December 12). Autism research make exciting strides. *MSU Today*.
Evans, L. (2012, February 3). WILX Channel 10 covered my lab’s research.
Henion, A. (2016, May 24). Can telehealth fill a gap in autism research? *MSU Today*. Picked up by multiple online news outlets.
Griswold, A. (2017, February 2). The challenges of autism in small-town America. *Atlantic Magazine*.