

KYLE M. FROST

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EDUCATION

- 2023
(expected) **Ph.D. Michigan State University, East Lansing, Michigan**
Major: Clinical Psychology
Concentration in Quantitative Methodology and Evaluation Science
Dissertation: *Mapping active ingredients and mechanisms of change underlying an early parent-implemented intervention for autism spectrum disorder*
Advisor: Brooke Ingersoll, Ph.D.
- 2022-present **Predoctoral Intern, University of Colorado School of Medicine**
APA-Accredited Clinical Psychology Internship Program
Training Director: Audrey Blakeley-Smith, Ph.D.
- 2018 **M.A. Michigan State University, East Lansing, Michigan**
Major: Clinical Psychology
Thesis: *“Identifying and measuring common elements of naturalistic developmental behavioral interventions”*
Advisor: Brooke Ingersoll, Ph.D.
- 2013 **B.A. Northwestern University, Evanston, Illinois**
Majors: Psychology (with honors), Art Theory & Practice
Senior Thesis: *“Sibling influence on social cognition and pragmatic language use in children with autism spectrum disorder”*
Advisor: Molly Losh, Ph.D.

GRANT FUNDING

- 2020-2022 Ruth L. Kirchstein National Research Service Award Individual Predoctoral Fellowship (F31), Eunice Kennedy Shriver National Institute of Child Health and Human Development (\$75,248)
Using the Theory of Change framework to map active ingredients and mechanisms of change underlying an early parent-implemented intervention for autism spectrum disorder.
Sponsor: Dr. Brooke Ingersoll; Co-Sponsor: Dr. Aubyn Stahmer

ACADEMIC HONORS AND AWARDS

- 2022 *Jaqueline J. Oatman Clinical Excellence Award* (\$2000), MSU Dept. of Psychology
- 2020 *Student Award*, Autism Spectrum and Developmental Disabilities Special Interest Group, Association for Behavioral and Cognitive Therapies
- 2020 *Research Excellence Award*, Clinical Science Program, MSU Dept. of Psychology
- 2020 *Student and Trainee Travel Award* (\$500), International Society for Autism Research
- 2020 *Graduate Office Funding for Research* (\$300), MSU Dept. of Psychology
- 2019 *Graduate Office Funding for Research* (\$675), MSU Dept. of Psychology
- 2018 *Best Master’s Thesis Presentation*, Clinical Science Program, MSU Dept. of Psychology

2017-2018	<i>Research Travel Funds</i> (\$600), MSU Dept. of Psychology, awarded 3 times
2017	<i>Summer Fellowship</i> (\$800), MSU Dept. of Psychology
2013	<i>Summa cum laude</i> , Northwestern University
2013	<i>Honors in Psychology</i> , Northwestern University
2011	<i>Weinberg College Summer Research Grant</i> (\$3,000), Northwestern University

PUBLICATIONS

* indicates mentored research assistant.

- Frost, K. M.**, Ingersoll, B. & Venker, C. (in press). Revisiting the Simplification of Adult Language Input in the Context of Naturalistic Developmental Behavioral Interventions: A Commentary. *Autism Research*.
- Frost, K. M.**, Pomales Ramos, A., & Ingersoll, B. (2022). Brief report: Response to joint attention and object imitation as predictors of expressive and receptive language growth rate in young children on the autism spectrum. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-022-05567-2>
- Edmunds, S. R., **Frost, K. M.**, Sheldrick, R. C., Bravo, A., Straiton, D., Pickard, K., Grim, V., Drahota, A., Kuhn, J., Azad, G., Pomales Ramos, A., Ingersoll, B., Wainer, A., Ibañez, L. V., Stone, W. L., Carter, A., & Broder-Fingert., S. (2022). A method for defining the CORE of a psychosocial intervention to guide adaptation in practice: Reciprocal Imitation Teaching as a case example. *Autism*. <https://doi.org/10.1177/13623613211064431>
- Frost, K. M.**, Russell, K. M., & Ingersoll, B. (2021). Using qualitative content analysis to understand the active ingredients of a parent-mediated naturalistic developmental behavioral intervention. *Autism*, 25(7), 1935-1945. <https://doi.org/10.1177/13623613211003747>
- Pickard, K., Mellman, H., **Frost, K. M.**, Reaven, J., & Ingersoll, B. (2021). Balancing fidelity and flexibility: Usual care for young children with and at-risk for autism spectrum disorder within an early intervention system. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-04882-4>
- Frost, K. M.**, Brian, J., Gengoux, G., Hardan, A., Rieth, S., Stahmer, A., & Ingersoll, B. (2020). Identifying and measuring common elements of naturalistic developmental behavioral interventions for autism spectrum disorder. *Autism*, 24(8), 2285-2297. <https://doi.org/10.1177/1362361320944011>
- Frost, K. M.**, Russell, K. M.*, & Ingersoll, B. (2020). Using thin slice ratings to measure social communication in children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 74. <https://doi.org/10.1016/j.rasd.2020.101550>
- Casagrande, K., **Frost, K. M.**, Bailey, K. M.*, Ingersoll, B. (2020). Positive predictors of life satisfaction in college students with autism and their neurotypical peers. *Autism in Adulthood*, 2(2), 163-170. <https://doi.org/10.1089/aut.2019.0050>
- Bailey, K. M.*, **Frost, K. M.**, Casagrande, K., Ingersoll, B. (2020). The relationship between social experience and subjective well-being in college students with autism: A mixed methods study. *Autism*, 24(5), 1081-1092. <https://doi.org/10.1177/1362361319892457>
- Frost, K. M.**, Bailey, K. M.*, & Ingersoll, B. (2019). ‘I just want them to see me as... me’: Identity, disclosure practices, and community among college students on the autism spectrum. *Autism in Adulthood*, 1(4), 268-275. <https://doi.org/10.1089/aut.2018.0057>
- Frost, K. M.**, Koehn, G. N.*, Russell, K. M.*, & Ingersoll, B. (2019) Measuring child social communication across contexts: Applying the BOSCC to play and snack routines. *Autism Research*, 12(4), 636-644. <http://dx.doi.org/10.1002/aur.2077>

Russell, K. M.*, **Frost, K. M.**, & Ingersoll, B. (2019). The Relationship between Subtypes of Repetitive Behaviors and Anxiety in Children with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 62, 48-54. <https://doi.org/10.1016/j.rasd.2019.03.006m>

Berry, K. C., **Frost, K. M.**, & Russell, K.* (2018) Restricted and Repetitive Behaviors in Autism Spectrum Disorder: A Review of Associated Features and Presentation Across Clinical Populations. *Current Developmental Disorders Reports*, 5(2), 108-115. <https://doi.org/10.1007/s40474-018-0139-0>

Frost, K. M., Hong, N., & Lord, C. (2017). Correlates of adaptive functioning in minimally verbal children with autism spectrum disorder. *American Journal on Intellectual and Developmental Disabilities*, 122(1), 1-10. <https://doi.org/10.1352/1944-7558-122.1.1>

PUBLICATIONS IN PREPARATION/UNDER REVIEW

Frost, K. M., & Ingersoll, B. (under review) Developing and refining causal explanations of complex interventions: an exploratory sequential mixed methods approach.

Straiton, D., **Frost, K. M.**, Groom, B., & Ingersoll, B. (under review). Provider Perspectives on the Clinical Decision-Making Process of Offering Parent Training for Autistic Children in the Medicaid System: An Application of the Exploration, Preparation, Implementation, and Sustainment Framework.

D'Agostino, S. R., & **Frost, K. M.** (under review) Preschool Teachers' Perceptions and Use of Naturalistic Developmental Behavioral Intervention Strategies: An Explanatory Sequential Mixed Methods Investigation.

Ingersoll, B., **Frost, K. M.**, Straiton, D., Pomales Ramos, A., & Howard, M. (in prep) Relative efficacy of self-directed and therapist-assisted telehealth models of a parent-mediated intervention for autism: Examining effects on parent intervention fidelity, well-being, and program engagement.

BOOK CHAPTERS

Frost, K. M., Ingersoll, B., Bruinsma, Y., & Minjarez, M. B. (2019) Instructional Cues and Prompting. In Y. Bruinsma, M. B. Minjarez, L. E. Schreibman, & A. Stahmer (Eds.). *Naturalistic Developmental Behavioral Interventions in the Treatment of Children with Autism Spectrum Disorder*. Brookes Publishing.

CONFERENCE PRESENTATIONS

* indicates mentored research assistant.

Panel and Oral Presentations

Frost, K. M., Duggan, D.*, Weedmark, D.*, & Ingersoll, B. (2022, May). *Stakeholder Perspectives on Family 'Fit' for a Parent-Implemented Naturalistic Developmental Behavioral Intervention*. Oral presentation at the International Society for Autism Research, Austin, TX.

Frost, K. M., & Ingersoll, B. (2021, May). *Self-reported Utilization of Developmental and Behavioral Intervention Techniques by Applied Behavior Analysis Providers*. In M. Pellecchia (Chair), *Can Behavioral and Developmental Science Live Happily Ever After? An Overview and Application of Naturalistic Developmental Behavioral Intervention*. Symposium accepted at the Applied Behavior Analysis International annual meeting.

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. Oral presentation at the International Society for Autism Research, Montreal, QC.

Frost, K. M., & Ingersoll, B. (2019, April). *Identifying and measuring common elements of naturalistic developmental behavioral interventions for ASD*. In G. Gengoux (Chair), *Naturalistic Developmental Behavioral Interventions (NDBIs): Expanding Intervention Programs and Developing Assessment Tools for Children with Diverse Neurodevelopmental Disabilities*. Symposium conducted at the Gatlinburg Conference for Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

Poster Presentations

Howard, M., **Frost, K. M.,** & Ingersoll, B. (2022, May). *Baseline parenting stress but not parent depression predicts growth in parent self-efficacy over the course of a parent-mediated intervention*. Poster accepted at the International Society for Autism Research Annual Meeting, Austin, TX.

Edmunds, S. R., **Frost, K. M.,** Sheldrick, R. C. Bravo, A., Straiton, D., & Broder-Fingert, S. (2022, February). *Defining an Intervention's "CORE" to Promote Adaptation and Equity in Practice*. Poster accepted at the Conference on Research Innovations in Early Intervention Biannual meeting, San Diego, CA.

Frost, K. M., & Ingersoll, B. (2021, May). *Moderators of social communication growth during a parent-mediated intervention*. Poster accepted at the International Society for Autism Research Annual Meeting.

Pickard, K., Mellman, H., **Frost, K. M.,** Reaven, J., & Ingersoll, B. (2021, May). *Provider Perspectives on Usual Care and NDBI Models within an Early Intervention System*. Poster accepted at the International Society for Autism Research Annual Meeting.

Frost, K. M., Russell, K., & Ingersoll, B. (2020, November). *Parent perspectives on the active ingredients of a parent-implemented naturalistic developmental behavioral intervention*. Poster accepted at the Association for Behavioral and Cognitive Therapy Annual Convention.

Frost, K. M., & Ingersoll, B. (2020, May). *Utilization of Developmental and Behavioral Intervention Techniques in Usual Care: Initial Validation of a Self-Report Rating Scale in a Sample of Applied Behavior Analysis Providers*. Poster accepted at the International Society for Autism Research Annual Meeting.

Russell, K.*, **Frost, K. M.,** & Ingersoll, B. (2019, May). *Using thin slice ratings to measure social communication in children with autism spectrum disorder*. Poster presented at the International Society for Autism Research Annual Meeting, Montreal, QC, CA.

Casagrande, K., **Frost, K. M.,** & Ingersoll, B. (2019, May). *Understanding College-Specific and General Well-Being Students with and without ASD*. Poster presented at the International Society for Autism Research Annual Meeting, Montreal, QC, CA.

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*. International Society for Autism Research Annual Meeting, Montreal, QC, CA.

Frost, K. M., & Ingersoll, B. (2018, November). *Identifying and measuring common elements of naturalistic developmental behavioral interventions for ASD*. Poster session presented at the Association for Behavioral and Cognitive Therapies, Washington, DC.

- Russell, K.*, **Frost, K. M.**, & Ingersoll, B. (2018, April). *Subtypes of Repetitive Behaviors and Anxiety in Children with Autism Spectrum Disorder*. Poster session presented at the Midwestern Psychological Association, Chicago, IL.
- Bailey, K. M.*, **Frost, K. M.**, Casagrande, K., Ingersoll, B. (2018, April). *Factors Affecting Life Satisfaction in College Students with Autism Spectrum Disorder*. Poster session presented at the Midwestern Psychological Association, Chicago, IL.
- Frost, K. M.** & Ingersoll, B. (2017, May). *The relationship between intervention fidelity and child social communication gains in a parent-mediated intervention*. Poster session presented at the International Meeting for Autism Research, San Francisco, CA.
- Frost, K. M.**, Pepa, L. A., Gotham, K. & Lord, C. (2016, May). *Correlates of self-reported quality of life in verbally-able young adults with autism spectrum disorder*. Poster session presented at the International Meeting for Autism Research, Baltimore, MD.
- Grzadzinski, R., Dufek, S., Carberry, C., Hamo, A., **Frost, K. M.**, Heyman, M., Dick, C., Manevich, S., Hong, N., Pickles, A. & Lord, C. (2016, May). *Preliminary reliability and validity of the brief observation of social communication change (BOSCC)*. Paper presented at the International Meeting for Autism Research. Baltimore, MD.
- Hong, N., **Frost, K. M.**, & Lord, C. (2015, March). *Social adaptive functioning and autism symptoms in minimally verbal children with autism spectrum disorder*. Poster session presented at the Society for Research in Child Development Biannual Conference, Philadelphia, PA.
- Frost, K. M.**, & Losh, M. (2013, June). *Sibling influence on social cognition and pragmatic language use in children with autism spectrum disorder*. Poster presented at the Northwestern Undergraduate Research and Arts Exposition, Evanston, IL.

RESEARCH EXPERIENCE

- 09/20-08/22 Principal Investigator. Michigan State University, East Lansing, Michigan.
- My NIH-funded dissertation research, ‘*Using the Theory of Change framework to map active ingredients and mechanisms of change underlying an early parent-implemented intervention for autism spectrum disorder*’ is a mixed-methods study including qualitative interviews and analysis with various professional and community stakeholders, in addition to quantitative analyses using archival data. Responsibilities include study conceptualization, data collection and analysis, research dissemination, and a variety of training activities to support the completion of the research.
- 08/16-08/19 Graduate Research Assistant. Michigan State University, Autism Lab, East Lansing, Michigan. Supervisor: Brooke Ingersoll, Ph.D.
- Research assistant for the *Parent Involvement Project*, an NIH-funded RCT examining the efficacy of a telehealth intervention. Responsibilities include intervention delivery, monthly support calls with families, video coding, data collection and analysis, and training and supervision of undergraduate RAs.
- 06/15-06/16 Research Assistant. Weill Cornell Medical College, Center for Autism and the Developing Brain, White Plains, New York.

Supervisor: Catherine Lord, Ph.D.

- *Longitudinal Studies of Autism Spectrum Disorders*: Conducted the 23-year follow-up of a longitudinal cohort referred for autism evaluation at age 2, including administering a testing battery to adults with ASD and other developmental disabilities and their family members.

10/13-6/15 Research Assistant. Weill Cornell Medical College, Center for Autism and the Developing Brain, White Plains, New York.

Supervisor: Catherine Lord, Ph.D.

- *Adaptive Interventions for Minimally Verbal Children with Autism in the Community (AIM-ASD)*: Implemented two evidence-based interventions in schools with minimally verbal, school-aged children with ASD as part of a multi-site randomized-controlled intervention trial. Recruited local school districts and individual families, and completed screenings, intakes, and consents with prospective participants.

03/12-06/13 Undergraduate Research Assistant. Northwestern University, Neurodevelopmental Disabilities Lab, Evanston, Illinois.

Supervisor: Molly Losh, Ph.D.

- Conducted independent research for senior thesis, completed literature reviews, and presented in lab meetings and journal club. Analyzed video recordings for pragmatic language use as part of a large-scale family-genetic study of ASD.

CLINICAL EXPERIENCE

Therapy and Assessment experience

Predoctoral Intern (2022-present)

JFK Partners, University of Colorado School of Medicine & Developmental Pediatrics, Children's Hospital Colorado (07/2022-present)

- Provide individual and group therapy for children and teens with neurodevelopmental disabilities in person and via telehealth.
- Provide gold-standard autism diagnostic evaluations to children 16 months of age and older as part of a multidisciplinary team.

Johnson Depression Center, Anxiety Program (08/2022-present)

- Conducted individual and group therapy for anxiety-related disorders using a manualized program, in a mix of telehealth and face-to-face modalities.

Practicum Trainee (2017-2021)

Psychological Clinic, Michigan State University, East Lansing, MI (10/2017-06/2021)

- Provide evidence-based individual and group therapy in person and via telehealth with children, adolescents, and adults, for presenting concerns such as anxiety disorders, autism spectrum disorder, disruptive behavior disorders, major depression, elimination disorders, and trauma. Used manualized treatments such as Unstuck and On Target!, ZONES of Regulation, MATCH-ADTC, and Cognitive Processing Therapy
- Conduct neuropsychological assessments and autism diagnostic assessments with children and adults. Assessments include integrated reports and feedback sessions with personalized treatment recommendations.

Project ImPACT Parent Coach (2017-2021)

Michigan State University, East Lansing, MI

- Coach parents via telehealth to use Project ImPACT, an evidence-based parent-mediated social communication intervention for young children with autism spectrum disorder or related social communication difficulties.

Consultation and Supervision Experience

Practicum Trainee (2017-2021)

Psychological Clinic, Michigan State University, East Lansing, MI

Peer Supervisor 06/2021-05/2020

- Provide peer supervision to first- and second-year practicum students working with clients on the autism spectrum and with other developmental disabilities.

Project ImPACT Trainer Consultant (2019-present)

- Provided professional consultation in individual and group formats to support community providers in achieving certification in Project ImPACT, an evidence-based parent-mediated social communication intervention for young children with autism spectrum disorder or related social communication difficulties.

ADVANCED RESEARCH TRAININGS

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| 2020 | Designing a Mixed Methods Research Project Workshop: Michigan Mixed Methods Program, University of Michigan, Ann Arbor, MI |
| 2021 | Qualitative Research Summer Intensive: Research Talk and the University of North Carolina Odum Institute for Research in Social Science, Chapel Hill, NC <ul style="list-style-type: none">- Fundamentals of Qualitative Research- Ten Tips for Publishing Qualitative Research- Coding and Analyzing Qualitative Data |

INVITED TALKS

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| 09/17/2020 | <i>Collaborative Goal Setting in Early Intervention: Implications for Parent-Implemented Interventions.</i> Invited talk presented at the University of New Mexico Center for Development and Disability Imagine Conference 2020-21: A Future that is Flourishing. |
| 09/10/2020 | <i>Naturalistic Developmental Behavioral Interventions: Integrating Developmental and Behavioral Treatment Techniques to Support Young Children with ASD.</i> Invited talk presented at the University of New Mexico Center for Development and Disability Imagine Conference 2020-21: A Future that is Flourishing. |
| 05/6/2022 | <i>Mapping the intervention process of a parent-mediated intervention for autism using mixed methods.</i> Invited talk presented at the MIND Institute at the University of California-Davis Research Seminar Series. |

RESEARCH TALKS

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| 10/31/2018 | <i>Neurodiversity and Autism Research.</i> Research talk presented at the Clinical Science Forum, Department of Psychology, Michigan State University. |
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- 04/25/2018 *Video observations of children's social communication skills across contexts.* Research talk presented at the Clinical Science Forum, Department of Psychology, Michigan State University.
- 04/04/2018 *Identifying and Measuring the Common Elements of Naturalistic Developmental Behavioral Interventions.* Research talk presented at the Clinical Science Forum, Department of Psychology, Michigan State University.

PROFESSIONAL AND COMMUNITY TRAININGS GIVEN

- 2022 *Teaching play skills in early childhood using a naturalistic developmental behavioral approach.* Virtual professional workshop given at the Nova Scotia Provincial Early Intensive Behavioral Intervention Program, NS, CA, on 3/24/22.
- 2020 *Project ImPACT Introductory Workshop.* Virtual professional workshop given at Strides Toronto, Toronto, ON, CA, on 12/8-11/2020.
- 2019 *Project ImPACT Introductory Workshop.* Professional workshop given at University of North Texas Kristin Farmer Autism Center, Denton, TX, on 8/22-23/2019.
- 2018 *Project ImPACT Introductory Workshop.* Professional workshop given at University of New Mexico Center for Developmental Disabilities in Albuquerque, NM, on 8/15-16/2018.
- 2018 *Supporting individuals with Autism Spectrum Disorder and other developmental disabilities.* Professional training given at Saint Vincent's Catholic Charities Grand Rounds in Lansing, MI on 4/5/2018.

TEACHING EXPERIENCE

- 2020, Spring Instructor of record
Course: Abnormal Psychology (PSY 280), Michigan State University
Student evaluation mean scores (range 1-5; 1 "superior"):
Instructor use of examples: 1.38
Opportunity to ask questions: 1.41
Course organization: 1.51
- 2019, Fall Graduate teaching assistant
Course: Abnormal Psychology (PSY 280), Michigan State University
- 2019, Fall Guest lecturer: "Autism Spectrum Disorder"
Course: Abnormal Psychology (PSY 280), Michigan State University

PROFESSIONAL SERVICE & MEMBERSHIPS

Professional Memberships

- 2017-present Student Member, International Society for Autism Research (INSAR)
- 2018-present Student Member, Association for Behavioral and Cognitive Therapies (ABCT)
- 2020-2021 Student Member, Applied Behavior Analysis International (ABAI)
- 2017-2018 Student Member, Association for Psychological Science (APS)

Departmental Service

- 2021-2022 Grant Seminar Co-Chair, *Department of Psychology*, Michigan State University
2020-2021 Diversity Sciences Committee Member, *Clinical Science Program*, Michigan State University
2019-2020 Graduate Student Advisory Committee Representative, *Department of Psychology*, Michigan State University
2019-2020 Graduate Student Committee President, *Clinical Science Program*, Michigan State University
2019-2020 Psychological Clinical Science Accreditation System (PCSAS) Accreditation Committee, *Clinical Science Program*, Michigan State University
2017-2018 Diversity Sciences Committee Member, *Clinical Science Program*, Michigan State University

Community Service

- 2020-present Mentor, Project SHORT pro-bono mentorship for underrepresented students in STEM seeking graduate degrees
2017-2019 Expert Volunteer, Wharton Theater Sensory Friendly Performances

Ad-hoc Peer Review

Autism, Autism Research, Research in Autism Spectrum Disorder, Education and Treatment of Children, European Child and Adolescent Psychiatry