

Anamiguel Pomales-Ramos, M.A.

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EDUCATION

2026 (Expected)	Ph.D.	Michigan State University, East Lansing, Michigan Major: Clinical Psychology Dissertation: <i>Exploring Culturally Responsive Adaptations in Community Settings: A Mixed Methods Examination of Practice-Based Adaptations to a Parent-Mediated Intervention for Autism Spectrum Disorder</i> Advisor: Brooke Ingersoll, PhD, BCBA-D
2021	M.A.	Michigan State University, East Lansing, Michigan Major: Clinical Psychology Advisor: Brooke Ingersoll, PhD, BCBA-D
2017	B.S.	University of Pittsburgh, Pittsburgh, Pennsylvania Major: Psychology (Honors Designation) Certificate: Global Studies, Global Health concentration Honors Thesis: <i>A Visual Attention Based Measure of Receptive Language and Categorization in Typically Developing Toddlers and Toddlers at a Heightened Risk for Autism Spectrum Disorder</i> Advisor: Mark Strauss, PhD

CERTIFICATIONS

Project ImPACT Trainer-Consultant
Project ImPACT Certified Coach

AWARDS AND FELLOWSHIPS

Research Excellence Award, Michigan State University, Clinical Science Area, 2023
Shari VanDelinder Endowed Fellowship, \$4,500, 2022
Thompson Endowment Award, Michigan state University, \$550, 2020
College of Social Science Research Grant for Graduate Students, Michigan State University, \$950, 2020
John and Margo Reisman Award, Michigan State University, \$2,500, 2019
Early Start Grant, Michigan State University, \$2,500 per year received, 2019-2022
Clinical Psychology Training Fellowship, Michigan State University, \$4,500, 2019
Diversity Award, International Society for Autism Research, \$1,500, 2018
Translational Developmental Neuroscience Fellowship, Yale Child Study Center, 2017-2019

GRANTS

Eugene Washington Patient-Centered Outcomes Research Institute (PCORI) Engagement Award: Capacity Building (*under review*), \$300k

- Dr. Katherine Pickard & Ms. Karen Guerra (Co-PIs)
- We aim to develop a sustainable model for Latine partner engagement that fosters co-production within comparative effectiveness research. Our capacity building will address how to deliver family-centered, culturally relevant services that respond to structural barriers for Latine autistic individuals and their families.
- Role: Co-Investigator

CLINICAL EXPERIENCE

Practicum Clinician

8/2020 - Present

Michigan State University Psychological Clinic, East Lansing, MI

- Supervisors: Brooke Ingersoll, Ph.D., BCBA-D; Jaqueline Titus, Ph.D.; Natalie Moser, Ph.D., Timothy Goth-Owens, Ph.D.
- Psychotherapy Experience:
 - o Population: Children and adolescents presenting with:
 - Autism Spectrum Disorder (with co-occurring diagnoses of depression, Attention-deficit/hyperactivity disorder, specific phobia, PTSD, selective mutism)
 - Attention-deficit/hyperactivity disorder
 - Obsessive-Compulsive Disorder
 - Mood and anxiety disorders (generalized anxiety disorder, social phobia, DMDD)
 - Challenging behaviors
 - Trauma-related concerns or PTSD
 - School refusal
 - Feeding and Sleeping Difficulties
 - o Interventions: Delivered cognitive behavioral therapy (CBT), dialectical behavioral therapy (DBT), acceptance and commitment therapy (ACT), and behavioral interventions to children and their families.
- Assessment Experience: Administered neuropsychological and comprehensive diagnostic testing for developmental disorders (autism spectrum disorder, attention-deficit/hyperactivity disorder, intellectual disability, learning disorders, language disorders), elimination disorders (encopresis and enuresis), mood and anxiety-related disorders (disruptive mood dysregulation disorder; generalized anxiety disorder), obsessive-compulsive disorder, oppositional defiant disorder, and giftedness.

Assessor

8/2019 - Present

Michigan State University Autism Lab, East Lansing, MI

- Supervisors: Brooke Ingersoll, Ph.D., Amy Nasamran, Ph.D.
- Population: Children presenting with autism spectrum disorder or social communication differences (aged 2 - 8 years)
- Assessments: Administered comprehensive diagnostic autism assessments in English and Spanish, wrote diagnostic reports, and led diagnostic feedback sessions.

Group Therapy Co-Leader

2/2022 - 4/2022

Michigan State University Psychological Clinic, East Lansing, MI

- Supervisor: Brooke Ingersoll, Ph.D.
- Population: Caregivers of children with social communication differences (aged 2-5 years)
- Intervention provided: Co-led group caregiver training sessions on Project ImpACT and provided individual coaching to families on a weekly basis.

Clinician, Confident Kids Camp

7/2021; 7/2022; 7/2024

Thriving Minds Institute, Brighton, MI

- Supervisor: Aimee Kotrba, Ph.D.
- Population: Pre-school and school-aged children presenting with selective mutism.
- Intervention: Delivered short-term, intensive behavioral intervention at a 5-day, 36-hour outpatient therapy program for children diagnosed with selective mutism. Exposure-based treatment included shaping, stimulus fading, peer-mediated social exposures, positive reinforcement for speech, and caregiver coaching. Wrote diagnostic report.

Pivotal Response Treatment (PRT) Clinician

7/2017 - 7/2019

Yale Child Study Center, Yale School of Medicine, New Haven, CT

- Supervisors: Leah Booth, CCC, SLP; Pamela Ventola, PhD
- Population: Autistic children (ages 4-9) and young adults participating in an RCT of PRT

- Intervention: served as primary Pivotal Response Treatment (PRT) clinician, delivered caregiver-mediated PRT via telehealth, and conducted group PRT play sessions.
- Assessment: Administered caregiver interviews (Vineland Adaptive Behavior Scales, 2nd and 3rd edition, and the Autism Diagnostic Interview-Revised).

Post-Baccalaureate Associate, Assessor

7/2018 - 7/2019

Developmental Disabilities Clinic, Yale Child Study Center, New Haven, CT

- Supervisors: Julie Wolf, PhD; Pamela Ventola, PhD; Michele Goyette-Ewing, PhD
- Assessment: Administered parent interview as part of a comprehensive evaluation (Vineland Adaptive Behavior Scales, 3rd edition) and wrote score report for inclusion in a multidisciplinary evaluation report.

CLINICAL ASSESSMENT TOOLS ADMINISTERED

Cognitive, Intellectual, and Achievement Assessments:

- Weschler Intelligence Scale for Children, Fourth Edition (WISC-IV)
- Wechsler Preschool & Primary Scale of Intelligence (WPPSI)
- Weschler Individual Achievement Test, 4th Edition, (WIAT-IV)
- Wide Range Achievement Test, 4th edition (WRAT-4)
- Wechsler Abbreviated Scales of Intelligence, Second Edition (WASI-II)
- Differential Ability Scales, 2nd Edition (DAS-II)
- Mullen Scales of Early Learning (MSEL)

Neuropsychological, Executive Function, and Behavioral Assessments:

- Developmental Neuropsychological Assessment, 2nd Edition (NEPSY-II)
- Beery-Buktenica Developmental Test of Visual Motor Integration, Sixth Edition (Beery VMI)
- Vineland Adaptive Behavior Scales, 2nd and 3rd Edition, Parent Interview (VABS)
- Mini-International Neuropsychiatric Interview for Children and Adolescents (MINI Kid)
- Children's Yale-Brown Obsessive-Compulsive Scale (CY-BOCS-II)
- Anxiety Disorder Interview Schedule for DSM-5 – Parent Version (ADIS-5)
- Delis-Kaplan Executive Function System (D-KEFS)
- Test of Everyday Attention for Children, Second Edition (TEA-Ch-2)

Autism Spectrum and Social Communication Assessments:

- Autism Diagnostic Observation Schedule, 2nd edition (ADOS-2), Modules 1-4
- Autism Diagnostic Interview, Revised (ADI-R)
- Communication Play Protocol (CPP; telehealth caregiver-facilitated assessment of social interaction and communication skills)
- Unstructured Imitation Assessment (UIA)
- Early Social Communication Scale (ESCS)
- Childhood Autism Rating Scale, Second Edition (CARS-2)

SUPERVISION AND CONSULTATION EXPERIENCE

Project ImPACT Certified Trainer-Consultant

6/2020 - Present

Michigan State University Autism Lab, East Lansing, MI

- Supervisors: Brooke Ingersoll, Ph.D.; Anna Dvortcsak, MS, CCC-SLP
- Provided consultation (English and Spanish) to providers on implementing Project ImPACT, leading to their certification in the intervention.
- Led Multi-Day Workshops (n=7) on Implementing Project ImPACT (domestic and international) and recorded the introductory course on Project ImPACT in Spanish.

Practicum Peer Supervisor

8/2023 – 8/2024

Michigan State University Psychological Clinic, East Lansing, MI

- **Supervisor:** Jaqueline Titus, Ph.D.
- Provided weekly peer supervision to first-year practicum student working with children on the autism spectrum, ADHD, trauma, and mood and anxiety-related concerns.

Spanish Assessment Supervisor

8/2022 – Present

RISE Research Network, Michigan State University Autism Lab, East Lansing, MI

- **Supervisors:** Brooke Ingersoll, Ph.D., Alice Carter, Ph.D., Allie Wainer, Ph.D.
- Supervised new assessors with varying levels of clinical experience (from post-baccalaureate fellows to advanced graduate students) in administering Spanish assessments for the RISE Research Network study, including the Vineland Adaptive Behavior Scales (VABS) and Communication Play Protocol (CPP). Responsibilities included conducting role-plays with trainees, discussing cultural responsiveness, providing live supervision during assessments, and offering feedback.

TRAININGS ATTENDED

CLINICAL TRAININGS ATTENDED

Trauma Assessment and Intervention: Children, Adolescents and Adults, Michigan State University, Clinical Science Area (7/17/23)

El UP-C y el UP-A en español: una vision general de la terminología y de las adaptaciones realizadas (*The UP-C and UP-A in Spanish: An Overview of Terminology and Adaptations*), University of Miami (3/7/2022)

Unified Protocol Introductory Workshop, Center for Anxiety and Related Disorders (3/4/2022)

Mental Health Services with Transgender Clients: Affirming Practices and Facilitating Access to Gender Affirming Medical Care, Michigan State University, Society for a Science of Clinical Psychology (10/9/2020)

Anti-Black Racism in Clinical Science and Practice, Michigan State University, Clinical Science Forum (Bi-weekly seminar; Fall 2020)

Human Trafficking Seminar, Michigan State University, School Psychology and Clinical Science Area (11/8/2019)

ADOS-2 Introductory Training, University of Michigan (10/28/2019 - 10/29/2019)

Autism Diagnostic Interview-Revised, Two-Day Training, Yale Child Study Center (2017)

STATISTICAL TRAINING

Designing and Conducting a Mixed Methods Dissertation Workshop, University of Michigan (6/14/23 - 6/16/23)

RESEARCH EXPERIENCE

Michigan State University (MSU) Autism Lab

7/2019 - Present

Role: Graduate Research Assistant

Supervisor: Brooke Ingersoll, Ph.D.

- *Improving the Part C Early Intervention Service Delivery System for Autistic Children, A Randomized Clinical Trial* (NIH Funded Multi-site RCT): administered diagnostic assessment in English and Spanish; co-led Spanish translation team meetings to translate assessments and study materials for Spanish-speaking families; assisted in the refinement of the Reciprocal Imitation Training (RIT) caregiver fidelity implementation coding manual; trained and supervised undergraduate team to score RIT caregiver fidelity of implementation.

- *Adaptive Trial of Parent Empowerment and Coaching in Early Intervention: PEACE for ImPACT* (RCT funded by the Institute of Education Sciences): Led workshops for early intervention providers within the Philadelphia Infant Toddler Early Intervention system.
- *Parent Involvement Project* (NIH-funded RCT evaluating the efficacy of a telehealth parent-mediated intervention): Administered behavioral and cognitive assessments (ages 2-8); coded non-verbal social communication skills during structured observation measures (Early Social Communication Scales); trained and supervised undergraduate team to score Project ImPACT caregiver fidelity of implementation.

Fellowship in Translational Developmental Neuroscience
Yale Child Study Center, Yale School of Medicine

7/2017 - 7/2019

Role: Post-Baccalaureate Clinical Research Fellow

Supervisors: Pamela Ventola, PhD; Denis Sukhodolsky, PhD

- Coordinated a study on telehealth caregiver-mediated Pivotal Response Treatment (PRT). Managed multiple RCTs investigating the impact of PRT on language and social skills using eye-tracking and fMRI, and assessed the effects of oxytocin as an enhancer of PRT response.
- Responsibilities included: delivering PRT and caregiver-mediated PRT (ages 2-9); administering parent interviews (VABS, ADI-R); conducting eye-tracking, EEG, and fMRI protocols; translating study materials into Spanish; managing regulatory documents and storage of intranasal compounds.

University of Pittsburgh, Pittsburgh Early Autism Study

8/2014 - 4/2017

Role: Lab Coordinator and Research Assistant

Supervisors: Mark Strauss, PhD; Kathryn Hauschild, PhD

- Assisted on projects examining a visual attention-based measure of receptive language and categorization and distribution of visual attention to faces; identifying structural brain differences in toddlers with and without ASD using Diffusion Tensor Imaging (DTI).
- Responsibilities included: Coordinating recruitment and scheduling, assisting with fMRI and eye-tracking procedures; and identifying, coding, and analyzing visual scanning patterns using Tobii eye-tracking software.

PUBLICATIONS

*Denotes a community partner.

10. Straiton, D., **Pomales-Ramos, A.**, & Broder-Fingert, S. (2024). Health Equity and Rising Autism Prevalence: Future Research Priorities. *Pediatrics*.
9. Ingersoll, B., Frost, K. M., Straiton, D., **Pomales-Ramos, A.**, & Casagrande, K. (2024). Telehealth coaching in Project ImPACT indirectly affects children's expressive language ability through parent intervention strategy use and child intentional communication: An RCT. *Autism Research*.
8. Tschida, J. E., Lee, J. D., **Pomales-Ramos, A.**, & Koo, V. (2024). Reported quality indicators and implementation outcomes of community partnership in autism intervention research: A systematic review. *Autism Research*.
7. **Pomales-Ramos, A.**, Tokish, H., Howard, M., Straiton, D., & Ingersoll, B. (2023). A mixed-methods examination of clinicians' perceived barriers to telehealth delivered applied behavior analysis. *Frontiers in Psychology*, 14.
6. Ingersoll, B., Frost, K. M., Straiton, D., **Pomales-Ramos, A.**, & Howard, M. (2023). 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. *Journal of Autism and Developmental Disorders*, 1–15.

5. 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*, 1–8.
4. 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., Ibanez, 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 : The International Journal of Research and Practice*, 26(3), 601–614.
<https://doi.org/10.1177/13623613211064431>
3. Hauschild, K. M., **Pomales-Ramos, A.**, & Strauss, M. S. (2022). Object label and category knowledge among toddlers at risk for autism spectrum disorder: An application of the visual array task. *Infant Behavior and Development*, 67, 101705.
2. Hauschild, K. M., **Pomales-Ramos, A.**, & Strauss, M. S. (2021). The visual array task: A novel gaze-based measure of object label and category knowledge. *Developmental Science*, 24(2), e13015.
1. Ventola, P., **Pomales-Ramos, A.**, & DeLucia, E. A. (2019). Longitudinal Cognitive and Behavioral Presentation of Adult Female with Kabuki Syndrome. *The American Journal of Case Reports*, 20, 430.

BOOK CHAPTERS

*Denotes a community partner.

Pecunia-Rivera*, R., & **Pomales-Ramos, A.** (2023) Intervención Mediante el Entrenamiento a Familias: Traducción al Español del Proyecto “ImPACT.” In Oliveras-Rentas, R., Vega, M., Rodríguez-Irizarry, W. (Eds.) *El Espectro del Autismo: Una guía actualizada para la práctica efectiva y la intervención basada en la evidencia con la población hispanoparlante*. Giunti Psychometrics.

Pomales-Ramos, A. (2018). Leigh Disease. In Volkmar, F.R. (Ed.) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY.

Pomales-Ramos, A. (2018). Valproate. In Volkmar, F.R. (Ed.) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY.

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

Pomales-Ramos, A., & Ingersoll, B. (*Under Review*) Brief Report: A longitudinal examination of Imitation Recognition and Receptive and Expressive Language Growth in Children on the Autism Spectrum

Lee, J.D. Terol, A.K., Tschida, J. E., **Pomales Ramos, A.**, McEathron, S., Wallisch, A., & Boyd, B., (*Under Review*) Implementation frameworks in autism intervention research: A systematic review.

Pomales-Ramos, A., Tokish, H., & Ingersoll, B. (*In Preparation*) Telehealth-delivered parent-mediated interventions for children with neurodevelopmental disorders in underserved communities.

Pomales-Ramos, A., Tokish, H., Edmunds, S. R., Frost, K. M., & Ingersoll, B. (*In Preparation*) Exploring the Influence of Provider-Reported Adaptations on Parent Participation Engagement and Perceptions of Family-Centered Practices in Part C Early Intervention

Tokish, H., **Pomales-Ramos, A.**, & Ingersoll, B. (*In Preparation*) The Influence of Session Modality on Parent Participation Engagement and Perceptions of Family-Centered Practices in Part C Early Intervention

Kuhn, J., Hickey, E., Menon, N., Tschida, J.E., **Pomales-Ramos, A.**, Mendez, A., Yohanes, M., Abubakare, O., Ortiz, S., Wallis, K., Lindly, O., Azad, G., Gonzalez Laca, A., Zuckerman, K., Broder-Fingert, S., (*In Preparation*). Racial and ethnic health disparities: A systematic review of underlying factors and a framework for action.

CONFERENCE PRESENTATIONS

ORAL PRESENTATIONS

Pomales-Ramos, A., & Ingersoll, B. (2022) *Implementation of Telehealth Services to Deliver Applied Behavior Analysis*. In T. Vernon (Chair), *Leveraging Diverse Digital Technologies to Disseminate Evidence-Based Autism Interventions Panel*. Panel Presentation for the International Society for Autism Research in Austin, Texas.

Hauschild, K.M., **Pomales-Ramos, A.**, & Strauss, M.S. (2022). *Object label and category knowledge among toddlers at risk for autism spectrum disorder*. Oral Presentation at the Farmingdale State College Celebration of Scholarship, virtual meeting, December 9, 2022.

Ingersoll, B., & **Pomales-Ramos, A.** (2020) *Using Telehealth to deliver parent training for children with ASD*. Oral Presentation at the Michigan Autism Conference, virtual event.

Hauschild, K., **Pomales-Ramos, A.**, Strauss, M. (2018). *A Novel Gaze-Based Measure of Object Label Knowledge in Toddlers at a Heightened Familial Risk for Autism Spectrum Disorder*. Oral Presentation at the International Congress of Infant Studies in Philadelphia, Pennsylvania.

POSTER PRESENTATIONS

Pomales-Ramos, A., Edmunds, S., Wedderburn, Q., Ingersoll, B., Broder-Fingert, S., & the RISE Research Network (*Upcoming*: November, 2024). The Relation between Demographic Factors and Part C Provider-Reported Augmenting and Reducing Intervention Adaptations. Poster to be presented at the Association for Behavioral and Cognitive Therapies Conference and at the ASDD Special Interest Group exposition in Philadelphia, PA.

Pomales-Ramos, A., Edmunds, S., Tokish, H., Ingersoll, B., Broder-Fingert, S., & the RISE Research Network (February, 2024). The Relation between Demographic Factors and Part C Provider-Reported Intervention Adaptations. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Edmunds, S., Harrington, E., Stern, Y., Frost, K., **Pomales-Ramos, A.**, (February, 2024). Why Do I Modify? Exploring Early Intervention Providers' CI-RIT Modifications. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Tschida, J. E., **Pomales-Ramos, A.**, Lee, J. D., (May, 2023) A Systematic Review of Community-Partnership Quality in Autism Intervention Research. Poster to be presented at the International Society for Autism Research in Stockholm, Sweden.

Pomales-Ramos, A., Howard, M., Straiton, D., Ingersoll, B., (May, 2023) A mixed-methods examination of clinicians' perceived barriers to telehealth delivered Applied Behavior Analysis. Poster to be presented at the International Society for Autism Research in Stockholm, Sweden.

Straiton, D., Grestorex, J., **Pomales-Ramos, A.**, Ingersoll, B., (May, 2023) Caregiver perspectives of a parent-mediated intervention aimed at improving social-communication skills in autistic children: A mixed

methods study. Poster to be presented at the International Society for Autism Research in Stockholm, Sweden.

Tokish, H., **Pomales-Ramos, A.**, Ingersoll, B., (May, 2022) Identifying Predictors of Parent Motivation to Participate in Caregiver-Mediated Early Intervention Programs for Autism. Poster to be presented at the International Society for Autism Research in Stockholm, Sweden.

Pomales-Ramos, A., Straiton, D., Ingersoll, B., (May, 2021) *Role of implementation climate and training in predicting telehealth implementation of applied behavior analysis services during the COVID-19 pandemic.* Poster presented at the International Society for Autism Research, virtual event.

Pomales-Ramos, A., Straiton, D., Ingersoll, B., (December, 2020). *Perceived barriers and facilitators to implementing telehealth services in Clinical and Counseling psychology training clinics.* Abstract accepted at the NIH Dissemination and Implementation conference.

Straiton, D., **Pomales-Ramos, A.**, Ingersoll, B., (December, 2020). *The Role of Implementation Climate in Predicting the Acceptability, Appropriateness, and Feasibility of the Use of Telehealth in Clinical and Counseling Psychology Training Clinics.* Abstract accepted at the NIH Dissemination and Implementation conference.

Pomales-Ramos, A., Frost, K., Ingersoll, B., (May, 2020). *The Effect of Joint Attention and Imitation on Language Growth during a Parent Mediated Intervention Trial for Autism Spectrum Disorder.* Poster submitted for presentation at the International Society for Autism Research in Seattle, Washington.

Pomales-Ramos, A., Gruen, R., DeLucia, E.A., Grodberg, D., Booth, L., Ventola, P. (May, 2019). *Feasibility and Acceptability of using an Online Platform to Deliver Training in Evidence-Based, Parent-Mediated Interventions for ASD.* Poster presented at the International Society for Autism Research in Montreal, Canada.

DeLucia, E.A., **Pomales-Ramos, A.**, Gruen, R.L., Booth, L.L. & Ventola, P.E. (May, 2019). *Variation between Clinician and Parent Report Outcomes Following a Trial of Pivotal Response Treatment.* Poster presented at the International Society for Autism Research Annual Meeting, Montreal, Canada.

Gruen, R. L., DeLucia, E. A., **Pomales-Ramos, A.**, Booth, L. L., & Ventola, P. E. (May, 2019). *Relationships Between Child Factors and Parental Mental Health Symptoms.* Poster presented at the International Meeting for Autism Research. Montreal, Canada.

Pomales-Ramos, A., Sukhodolsky, D., DeLucia, E.A., Kautz, C., Gruen, R., Booth, L., Ventola, P. (May, 2018). *Reduction in Restrictive and Repetitive Behaviors following Pivotal Response Treatment.* Poster presented at the International Society for Autism Research in Rotterdam, Netherlands.

DeLucia, E.A., Pelphrey, K., **Pomales-Ramos, A.**, Gruen, R., Kautz, C., Booth, L., Ventola, P. (May, 2018). *Sex Differences in Clinical Presentation Among Children with Autism Spectrum Disorder.* Poster presented at the International Society for Autism Research in Rotterdam, Netherlands.

Kautz, C., Gruen, R., DeLucia, E.A., **Pomales-Ramos, A.**, Booth, L., Ventola, P. (May, 2018). *Reduced levels of anxiety, depression, and stress in parents of children with Autism Spectrum Disorder following participation in Pivotal Response Treatment.* Poster presented at the International Society for Autism Research in Rotterdam, Netherlands.

Gruen, R., Kautz, C., **Pomales-Ramos, A.**, DeLucia, E.A., C., Booth, L., Ventola, P. (May, 2018). *Social Gains are maintained at 4-month Follow-up Evaluation of Pivotal Response Treatment for Children with Autism Spectrum Disorder.* Poster presented at the International Society for Autism Research in Rotterdam, Netherlands.

Hauschild, K., **Pomales-Ramos, A.**, Strauss, M. (April, 2017). *An Alternative to Forced Choice: The Incorporation of a Multiple Item Array into the Intermodal Preferential Looking Paradigm*. Presented poster at the Society for Research in Child Development (SRCD) Biennial Meeting in Austin, Texas.

Pomales-Ramos, A., Hauschild, K., Strauss, M. (April, 2016). *Visual Scanning Patterns of Typically Developing Adults and Adults with Autism Spectrum Disorder when Comparing Paired Faces*. Poster at the Undergraduate Research Poster Session at the University of Pittsburgh, Pittsburgh, Pennsylvania.

INVITED TALKS

PROFESSIONAL TALKS

Teaching Social Communication to Children with Autism and other Developmental Delays: Project ImPACT Strategies and Evidence-Base. Research talk presented to LINGO lab, Department of Communicative Science and Disorders, Michigan State University (3/3/2023).

Teaching play skills in early childhood using a naturalistic developmental behavioral approach. Professional virtual training on play in early interventions for children with social communication delays given for the Early Intensive Behavioral Intervention (EIBI) system at Strides, Toronto, ON, CA (300 attendees; 3/18/22).

INVITED WORKSHOPS

Project ImPACT Advanced Workshop (English). Multiple 4-day virtual workshops on implementing Project ImPACT provided to clinicians in the Philadelphia Early Intervention System on behalf of the Penn Center for Mental Health, Perelman School of Medicine at the University of Pennsylvania (2/5/24 - 2/8/24; 6/17/24 - 6/20/24; 6/24/24 - 6/27/24; 10/29/24 - 12/1/24).

Project ImPACT Advanced Workshop (Spanish). Professional 4-day virtual workshop on implementing Project ImPACT provided in Spanish at Autismo Puebla A.C., Puebla, México (10/20/22 - 10/23/22). Trained 17 providers based in Mexico and Ecuador.

Project ImPACT Introductory Course (Spanish). Virtual, 2-day didactic course on Project ImPACT provided in Spanish at Autismo Puebla A.C., Puebla, México (9/8/22 - 9/9/22). Trained 25 providers based in Mexico and Ecuador.

Project ImPACT Advanced Workshop. Professional 4-day virtual workshop on implementing Project ImPACT provided in English at Strides Toronto, ON, CA (12/8/22 - 12/11/22). Trained 20 providers based in Canada.

INVITED COMMUNITY TALKS

Apoyando el Lenguaje y la Comunicación Social en Niños Autistas (Supporting Language and Social Communication in Autistic Children). Presented webinar for families and community members on behalf of Marcus Autism Center and the Georgia Autism Services Initiative (10/28/2024)

Evidence-Based Strategies for Managing Caregiver Stress and Self-Care: A Guide for Caregivers. Presented to families on behalf of a partnership between the Mid-Michigan Autism Association and the Diversity Sciences Committee, Clinical Science Area, Michigan State University (6/13/2024)

Autism Spectrum Disorder and Neurodiversity: Helping Communities Become Autism-Aware. Presented on behalf of the Mid-Michigan Autism Association for Michigan Head Start Association. (4/14/2023)

Mid-Michigan Autism Association Webinar on Guardianship for Adults with ASD. Assisted with and moderated a webinar for families and community members regarding guardianship options (11/2020)

COMMUNITY PARTNERED WORK

Advisory Board e Junta Asesora de la Comunidad (ABEJAS)

- Serving on community advisory board (Spanish) composed of 15 Latinx self-advocates, caregivers, researchers, and community providers aimed at disseminating evidence-based resources for ASD nationally.

imPACTO: Partnering for Autism Focused Social Communication Intervention with Transborder Latine Caregivers

- Serving as intervention consultant on an advisory board of Imperial Valley community members who will help inform the cultural adaptation of a naturalistic developmental behavior intervention (NDBI) for transborder families and caregivers (U.S./Mexico border)

PROFESSIONAL SERVICE

COMMUNITY SERVICE

<u>President</u> . Mid-Michigan Autism Association	9/2023 - 9/2024
- Non-profit organization serving over 700 families of autistic individuals in the Mid-Michigan region. My responsibilities included community outreach, organizing and co-leading educational trainings to disseminate evidence-based information, and leading monthly executive board meetings with caregivers, researchers, clinicians, and special education teachers.	
<u>Interim President</u> . Mid-Michigan Autism Association	5/2023 - 9/2023
<u>Vice President</u> . Mid-Michigan Autism Association	9/2022 - 5/2023
<u>Board member, Community Education Team</u> . Mid-Michigan Autism Association	8/2020 - 9/2022
<u>Mentor</u> . Weekly session with an autistic adult. Yale Child Study Center	7/2018 - 7/2019

DEPARTMENTAL SERVICE

<u>President</u> . Graduate Student Council, Clinical Science Area Department of Psychology, Michigan State University, East Lansing, MI	8/2023 - 8/2024
<u>Communications Officer</u> . Graduate Student Advisory Committee Department of Psychology, Michigan State University, East Lansing, MI	8/2023 - 8/2024
<u>Member</u> . Diversity Sciences Committee, Clinical Science Area Department of Psychology, Michigan State University, East Lansing, MI	8/2023 - 8/2024
<u>Student Representative</u> . Psychological Clinical Science Accreditation System (PSAS)	8/2022 - 8/2023
<u>Graduate Student Representative</u> . Admissions Committee, Clinical Science Area Department of Psychology, Michigan State University, East Lansing, MI	8/2021 - 8/2022
<u>Graduate Student Representative</u> . Graduate Student Council, Clinical Science Area Department of Psychology, Michigan State University, East Lansing, MI	8/2021 - 8/2022

Graduate Student Representative. Website Committee, Clinical Science Area
Department of Psychology, Michigan State University, East Lansing, MI

8/2020 - 8/2021

SKILLS

Fluent in English and Spanish. Proficient in SPSS, Qualtrics, and Dedoose.