*Curriculum Vitae*

**Laci Watkins, PhD, BCBA**

**lbwatkins@tamu.edu**

**ACADEMIC POSITIONS**

2023- Associate Professor, Department of Educational Psychology, Texas A&M University

2017-2023 Assistant Professor, Department of Special Education, The University of Alabama

 Tenure and Promotion to Associate Professor awarded April 2023

2020-2023 Program Coordinator, Autism Graduate Program, The University of Alabama

**AFFILIATIONS**

2023- Institute for Early Childhood Development & Education, Texas A&M University

2023- Autism & Inclusion Lab, Director, Texas A&M University

2022-2023 Autism & Inclusion Lab, Director, The University of Alabama

2018-2023 Center for Youth Development and Intervention, Center for Innovative Autism Research, Center for Interconnected Mental and Behavioral Health Systems; The University of Alabama

**EDUCATION**

2017 The University of Texas at Austin

Ph.D. in Special Education, Autism & Developmental Disabilities concentration

2009 Mercy College

Master of Science with honors in Urban/Multicultural Education

Dual certification in Special and General Education

New York City Teaching Fellows/AmeriCorps

2006 University of St Andrews, Scotland

Master of Letters with distinction in English & Creative Writing

2004 Barnard College, Columbia University

Bachelor of Arts in English Literature

**RESEARCH SPECIALIZATIONS**

Social skill intervention and support for children with autism and developmental disabilities, peer-mediated interventions, naturalistic behavioral interventions, trends and issues in inclusive education, interdisciplinary research and training in autism spectrum disorder, supporting teacher implementation of evidence-based practices, social validity, statistical analysis of single-case experimental design research

**PROFESSIONAL TRAINING, CERTIFICATIONS, & LICENSURES**

* SCERTS Model Clinical Training (February 2023)
* Board Certified Behavior Analyst (BCBA) Certification #52480
* ADOS-2 Advanced Clinical & Research Reliability Training (July 2021)
* PEERS® Certified Provider (July 2019)
* Institute of Education Sciences Single-Case Intervention Research Design and Analysis Training Institute (June 2019)
* Autism Diagnostic Observation Schedule (ADOS-2) Clinical Training (November 2018)
* State of Texas, Special Education Teacher Temporary Certificate (Early Childhood – Grade 12)
* State of New York, General and Special Education Teaching Certification (Grades 1-6)

**PUBLICATIONS**

**Peer-Reviewed Journal Articles**

\* indicates graduate student author

Cramer, A.M.\*, **Watkins, L**., Pitzel, A.\*, Bloomfield, B., & Ledbetter-Cho., K. (2023). A synthesis of parent implemented technology-based interventions for children and youth with autism spectrum disorder. *Journal of Special Education Technology.* DOI: 10.1177/01626434231184

**Watkins, L.** & Bloomfield, B. (2023). Training package to support school-wide implementation of applied verbal behavior strategies shows promise and warrants additional research in expanded contexts. *Evidence-Based Communication Assessment and Intervention.* DOI: 10.1080/17489539.2023.2243294

Friedman, N.R.\*, **Watkins, L**., Barnard-Brak, L., Barber, A., & White, S.W. (2023). De-implementation of low-value practices for treating autism spectrum disorder. *Clinical Child and Family Psychology Review*. DOI:10.1007/s10567-023-00447-2

**Watkins, L**., White, S.W., McDaniel, S., Fedewa, M.\*, Cohen, D., & Kana, R. (2023). Including students with autism within the PBIS framework: Recommendations for research and research-informed practice. *Preventing School Failure*. DOI: 10.1080/1045988X.2023.2212631

Fedewa, M.\*, **Watkins, L.**, Barber, A., & Baggett, J. (2023). Supporting social play of preschoolers with and without autism: A collaborative approach for special educators and speech language pathologists. *Early Childhood Education Journal.* DOI: 10.1007/s10643-023-01488-6

McDaniel, S., **Watkins, L**., Chow, J., Fedewa, M.\*, & Nemer, S. (2023). Systematic literature review and meta-analysis of Coping Power: Effects and implications for implementation. *Journal of Applied School Psychology.* DOI: 10.1080/15377903.2023.2196946

Tomeny, T., Hudac, C., Malaia, E., Morett, L., Tomeny, K., **Watkins, L.**, & Kana, R. (2023). Serving individuals with autism spectrum disorder in the age of COVID-19: Special considerations for rural and underserved families. *Rural Special Education Quarterly, 42*(2), 105-118.

**Watkins, L.**, Fedewa, M.\*, Hu, X., & Ledbetter-Cho, K. (2023). A teacher facilitated peer-mediated intervention to support interaction between students with and without autism. *Advances in Neurodevelopmental Disorders*, *7*(2), 252-267.

Fedewa, M.\*, **Watkins, L.,** Barnard-Brak, L., & Akemoglu, Y. (2022). A systematic review and meta-analysis of single case experimental design play interventions for children with autism and their peers. *Review Journal of Autism and Developmental Disorders*. DOI: 10.1007/s40489-022-00343-5

Richman, D., Barnard-Brak, L, & **Watkins, L**. (2022). Interpreting treatment effect size from single case experimental design data: Differential effects of treatments designed to increase or decrease behavior. *Journal of Intellectual Disability Research, 66*(10), 743-755.

Barnard-Brak, L. Richman, D., & **Watkins, L.** (2022). Introduction to the special section: Translating advanced quantitative techniques for single-case experimental design data. *Perspectives on Behavior Science*. *45*, 1-4 (invited editorial)

**Watkins, L.**, Akemoglu, Y., & Fedewa, M.\* (2021). Training parents via telepractice to implement dialogic reading strategies with children with developmental disabilities shows promise but additional research is needed. *Evidence-Based Communication Assessment and Intervention, 15*(2), 67-75.

Barnard‐Brak, L., **Watkins, L**., & Richman, D. M. (2021). Autocorrelation and estimates of treatment effect size for single‐case experimental design data. *Behavioral Interventions*, *36*(3), 595-605.

* ***Behavioral Interventions* top cited article of 2022**
* ***Behavioral Interventions* top cited article of 2021**

Towson, J., Akemoglu, Y., **Watkins, L.**, & Zeng, S. (2021). Shared interactive book reading interventions for young children with disabilities: A systematic review. *American Journal of Speech-Language Pathology*, *30*(6), 2700-2715.

**Watkins, L**., Tomeny, T., O’Reilly, M., Sillis, K., & Zamora, C. (2021). A naturalistic behavioral intervention to increase interaction between siblings with and without autism. *Behavior Modification*, *45(6)*, 863-886

Barnard-Brak, L., **Watkins, L.**, & Richman, D. (2021).Optimal number of baseline sessions before changing phases within single-case experimental designs: A secondary analysis. *Behavioural Processes*, *191*, 104461.

Barnard-Brak, L., **Watkins, L.**, & Richman, D. (2021). Examining the relation between self-reported ASD symptoms and sensory sensitivities from a community-based sample of adults. *Developmental Neurorehabilitation*, *24*(6), 388-396.

Barnard-Brak, L., **Watkins, L.**, & Richman, D. (2021). Examining the correlation between symptoms of obsessive compulsive disorder and autism spectrum disorder in a community-based sample of adults. *Psychiatry Research.* DOI:10.1016/2021.113826

Hu, X., Lee, G. T., **Watkins, L**., & Jiang, Y. (2021). Combining preferred activities with peer support to increase social interactions between preschoolers with ASD and typically developing peers. *Journal of Positive Behavior Interventions*, *23*(4), 272-287.

**Watkins, L.**, Gevarter, C., & Hu, X. (2020). Promising evidence for the use of the Communication Complexity Scale to measure interaction between minimally verbal preschoolers with autism and their peers. *Evidence-Based Communication Assessment and Intervention, 14*(4), 200-205.

Ledbetter-Cho, K., O’Reilly, M., **Watkins, L.,** Lang, R., Lim, N., Davenport, K., & Murphy, C. (2020). The effects of a teacher-implemented video-enhanced activity schedule intervention on the mathematical skills and collateral behaviors of students with autism. *Journal of Autism and Developmental Disorders*, *53*, 553-568.

Barnard-Brak, L., **Watkins, L.**, &Richman, D. (2020). Estimating effect size with respect to variance in baseline to treatment phases of single-case experimental designs: A Bayesian simulation study. *Evidence-Based Communication Assessment and Intervention: Special Issue on Meta-Analyses of Single-Case Experimental Designs*. *14*, 69-81.

Barnard-Brak, L. Richman, D., & **Watkins, L.** (2020). Treatment burst data points and single case design studies: A Bayesian N-of-1 analysis for estimating treatment effect size. *Perspectives on Behavior Science*. *43*, 285-301

**Watkins, L.,** O’Reilly, M., Kuhn, M., & Ledbetter-Cho, K. (2019). An interest-based intervention package to increase peer social interaction in young children with autism spectrum disorder. *Journal of Applied Behavior Analysis, 52*, 132-149.

* ***Journal of Applied Behavior Analysis* most read article of 2019**

**Watkins, L**.,Ledbetter-Cho, K., O’Reilly, M., Barnard-Brak, L., & Garcia-Grau, P. (2019). Interventions for students with autism in inclusive settings: A best-evidence synthesis and meta-analysis. *Psychological Bulletin*. *145*, 490-507.

Gevarter, C., O'Reilly, M. F., Sammarco, N., Ferguson, R., **Watkins, L**., Kuhn, M., & Sigafoos, J. (2018). Comparison of schematic and taxonomic speech generating devices for children with ASD. *Education and Training in Autism and Developmental Disabilities*, *53*, 222-238.

Ledbetter-Cho, K., O’Reilly, M, Lang, R. **Watkins, L**., & Lim, N. (2018) Meta-analysis of tablet-mediated interventions for teaching academic skills to individuals with autism. *Journal of Autism and Developmental Disorders, 48*, 3021-3036.

**Watkins, L**., Kuhn, M., Ledbetter-Cho, K., Gevarter, C. & O'Reilly, M. (2017). Evidence-based social communication interventions for children with autism spectrum disorder. *Indian Journal of Pediatrics, 84*, 68-75.

* **Paper awarded the 2018 Springer-Nature Change the World Initiative in Medicine and Public Health category**

Ledbetter-Cho, K., Lang, R. **Watkins, L**., O’Reilly, M., & Zamora, C. (2017). Systematic review of the collateral effects of focused interventions for children with autism spectrum disorder. *Autism and Developmental Language Impairments, 2*, 1-22.

Ledbetter-Cho, K., Lang, R., Moore, M., Murphy, C., Davenport, K., Lee, A., O’Reilly, M., & **Watkins, L.** (2017). Effects of video-enhanced activity schedules on academic skills and collateral behaviors in children with autism. *International Journal of Developmental Disabilities*, *63*, 228-237.

**Watkins, L**., O’Reilly, M., Kuhn, M., Lang, R., van der Burg, T., & Ledbetter-Cho, K. (2017). Incorporation of restricted interests reduces stereotypy and facilitates play and social engagement between a preschooler with autism and peers in inclusive setting. *Advances in Neurodevelopmental Disorders, 1,* 37-41.

Gevarter, C., O'Reilly, M. F., Kuhn, M., **Watkins, L.**, Ferguson, R., Sammarco, N., Rojeski, L., & Sigafoos, J. (2017). Assessing the acquisition of requesting a variety of preferred items using different SGD formats for children with autism spectrum disorder. *Assistive Technology, 29,* 150-160.

**Watkins, L.,** O’Reilly, M., Ledbetter-Cho, K., Lang, R., Sigafoos, J., Kuhn, M., Lim, N., Gevarter, C., & Caldwell, N. (2017). A meta-analysis of school-based social interaction interventions for adolescents with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, *4*, 277-293.

Ledbetter-Cho, K., Lang, R., Davenport, K., Moore, M., Lee, A., O'Reilly, M., **Watkins, L.,** & Falcomata, T. (2016). Behavioral skills training to improve the abduction-prevention skills of children with autism. *Behavior Analysis in Practice*. *9*, 266-270.

Gevarter, C., O’Reilly, M.F., Kuhn, M., Mills, K., Ferguson, R., **Watkins, L.,** Sigafoos, J., Lang, R., Rojeski, L., & Lancioni, G.E. (2016). Increasing the vocalizations of individuals with autism during speech generating device intervention. *Journal of Applied Behavior Analysis, 49*, 17-33.

Gevarter, C., Bryant, D. P., Bryant, B., **Watkins, L.,** Sammarco, N., & Zamora, C. (2016). Mathematics interventions for individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disorders. 3*, 224-238.

Gonzales, H. K., O’Reilly, M., Lang, R., Sigafoos, J., Lancioni, G., Kajian, M., ... & **Watkins, L**. (2016). Research involving anxiety in non-human primates has potential implications for the assessment and treatment of anxiety in autism spectrum disorder: A translational literature review. *Developmental Neurorehabilitation*, *19*, 175-192.

Gevarter, C. B., & **Watkins, L.** (2015). Study presents a promising assistive technology intervention for individuals with Rett syndrome. Replication and extension is warranted to explore its generality for enabling choice making. *Evidence-Based Communication Assessment and Intervention*, *9*, 15-20.

**Watkins, L.,** O'Reilly, M., Kuhn, M., Gevarter, C., Lancioni, G.E., Sigafoos, J., & Lang, R. (2015). A review of peer-mediated social interaction interventions for students with autism in inclusive settings. *Journal of Autism and Developmental Disorders, 45*, 1070-1083.

**Book Chapters**

**Watkins, L.**, Ledbetter-Cho, K., Gevarter, C., & Bloomfield, B. Academic skills and ABA. (2022) In J.L. Matson & P. Sturmey (Eds.) *Handbook of Autism and Pervasive Developmental Disorder: Assessment, Diagnosis, and Treatment*. Springer. DOI: 10.1007/978-3-030-88538-0

**Watkins, L.,** Ledbetter-Cho, K., & O’Reilly, M. (2018). Self-stimulatory behaviors. In E. Braaten (Ed.) *The SAGE Encyclopedia of Intellectual and Developmental Disorders*. Sage.

**Watkins, L.,** Kuhn, M., O’Reilly, M., Lang, R., Sigafoos, J., & Lancioni, G. (2016) Social skills interventions across the lifespan. In N. Singh (Ed.) *Clinical Handbook of Evidence-Based Practices for Individuals with Intellectual Disabilities*. Springer.

O'Reilly, M., Sammarco, N., Kuhn, M., Gevarter, C., **Watkins, L**., Gonzales, H., Rojeski, L., Sigafoos, J.,

 Lancioni, G., & Lang, R. (2015). Inborn and acquired brain and physical disabilities. In H. Roane, J. Ringdahl, & T. Falcomata (Eds.) *Clinical and Organizational Applications of Applied Behavior Analysis*. Elsevier.

**FUNDED GRANTS**

**Watkins, L.**, Erbeli, F., & Whiteside, E. *Project SUCCESS*. Submitted to U.S. Department of Education, Office of Special Education Program: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (PI). $1,109,162. (**funded**)

McDaniel, S., **Watkins, L**., Preast, J., & O’Grady, C. (2020-2025). *Project RIIPL (Rural Interdisciplinary, Interconnected Practitioner-Leaders)*. U.S. Department of Education. (Co-PI). $1,603,167. (**funded**)

**Watkins, L**. (2022). *Examining Transdisciplinary Training of Special Educators and Speech Language Pathologists to Improve Knowledge, Intention, and Efficacy in Supporting Students with Autism*. COE Internal Research Grant Funding. (PI). $5,999. (**funded**)

Hu, X. & **Watkins, L.** (2020). *Peer Supported Interventions for Students with Autism Spectrum Disorder.* Beijing Normal University and University of Alabama International Collaborative Research Competition. (Co-PI). 20,000 Chinese yuan (**funded**)

**Watkins, L.** (2020). *Examining How Youth with Autism Spectrum Disorder View Their Social Relationships*. UA Office for Research and Economic Development Small Grant Program. (PI). $6,000. (**funded**)

**CONFERENCE PRESENTATIONS**

Cramer, A. M., **Watkins, L**., Swoszowski, N., & Fedewa, M.\* (2024, Feb.). *A Research Synthesis of Interventions to Reduce the Use of Restraint.* Alabama Autism Conference, Tuscaloosa, AL.

Cramer, A. M.,Barnard-Brak, L., **Watkins, L.,** & Fedewa, M.\* (February 2024). *Using Teacher Experiences of Restraint Policy to Improve Student Outcomes.* National Association of School Psychologists (NASP) Conference, New Orleans, LA.

Friedman, N.R.\*,**Watkins, L**., Barnard-Brak, L., Barber, A., & White, S.W. (August 2023). *Data-Based Approaches to the De-Implementation of Low-Value Practices in Community Care*. Presentation at the American Psychological Association (APA) Annual Convention in Washington, D.C.

Cramer, A. M.\*, **Watkins, L**., Bloomfield, B., Pitzel, A.\*, & Ledbetter-Cho, K. (March 2023). *Caregiver-Implemented Technology-Based Interventions of Children with Autism: A Research Synthesis.* Southeastern Universities Graduate Research Symposium (SUGRS), Tuscaloosa, AL.

Fedewa, M.P\*., **Watkins, L**., Carden, K.\*, Grbac, G. (March 2023). *Teacher-Facilitated Stay Play Talk Intervention to Support Interactive Play Between Preschoolers with and without Autism*. Poster Presentation. Southeastern Universities Graduate Research Symposium. Poster Presentation. Tuscaloosa AL.

Key, L.\*, Porter, C. D.\*, Fikes, K.\*, Stevens, R.\*, & **Watkins, L.** (March 2023). *Paraprofessional Training within School Districts to Support Students with Disabilities.* Poster presentation accepted at the Council for Exceptional Children Convention, Louisville, KY.

Marques, A.\*, **Watkins, L**., Bloomfield, B., Pitzel, A.\*, & Ledbetter-Cho, K. (March 2023). *Caregiver-implemented technology-based interventions for children with autism: A research synthesis.* Poster presentation accepted at the Council for Exceptional Children Convention, Louisville, KY.

Fedewa, M.\*, **Watkins, L**., & Carden, K\*. (March 2023). *Teacher-facilitated peer-mediated intervention supporting interactive play in children with autism.* Poster presentation accepted at the Council for Exceptional Children Convention, Louisville, KY.

Fedewa, M.\*, **Watkins, L**., Barnard-Brak, L., & Akemoglu, Y. (March 2023). *Play Interventions for Children with Autism and their Peers.* Poster presentation accepted at the Council for Exceptional Children Convention, Louisville, KY.

Fedewa, M.P.\*, **Watkins, L**., Carden, K.\*, Grbac, G., (February 2023). *Teacher Facilitated Stay Play Talk Intervention Targeting Play Interactions Between Children with Autism and their Peers.* Poster Presentation.The Alabama Autism Conference*,* Tuscaloosa, AL.

Cramer, A. M.\*, Watkins, L., Bloomfield, B., Pitzel, A.\*, & Ledbetter-Cho, K. (February 2023). *Caregiver-Implemented Technology-Based Interventions of Children with Autism: A Research Synthesis.* Alabama Autism Conference, Tuscaloosa, AL.

Baggett, J., Barber, A., **Watkins, L.,** &Fedewa\*, M. (October 2022). *Play Pals: Encouraging social engagement and learner readiness in an integrated autism preschool*. Invited presentation at the Alabama Early Intervention and Preschool Conference, Mobile, AL.

**Watkins, L.**, Fedewa, M.\*, Hu, X., & Ledbetter-Cho, K. (September 2022). *Training-the-Trainer: A teacher facilitated peer-mediated intervention to improve interaction between students with and without autism*. Symposium presentation at the 11th Association for Behavior Analysis International Conference, Dublin, Ireland.

Jolivette, K., Ennis, R. P., Preast, J., **Watkins, L**., Sanders, S., & Bloomfield, B. (September 2022). *Intervention domain approaches to improve youth engagement and outcomes: Intervention perspectives across activities and settings*. Symposium at the 11th Association for Behavior Analysis International Conference, Dublin, Ireland.

**Watkins, L**., & Fedewa, M\*. (January 2022). *Supporting play and interaction between children with and without autism in inclusive environments*. Lecture presentation at the Council for Exceptional Children Division on Autism, Intellectual Disability & Developmental Disabilities 24th International Conference, Clearwater, FL.

Towson, J., Akemoglu, Y., **Watkins, L**., & Zeng, S. (November 2021) *Shared interactive book reading interventions for young children with disabilities: A systematic review*. Poster presentation at the Annual Convention of the American Speech-Language-Hearing Association, Washington, D.C.

Fedewa, M\*., **Watkins, L.,** & Barnard-Brak, L. (February 2021). *Let’s play together: A research synthesis of interventions to improve play skills of children with autism and their peers*. Poster presentation at the 20th Annual Alabama Autism Conference, Tuscaloosa, AL.

**Watkins, L**., Ledbetter-Cho, K., Fedewa, M.\*, & Hu, X. (January 2021). ***Supporting educators to implement evidence-based practices for students with ASD in the classroom.*** Presentation at the Council for Exceptional Children Division on Autism, Intellectual Disability & Developmental Disabilities 23rd International Conference, Clearwater, FL.

Akamoglu, Y., Towson, J., **Watkins, L.**, & Zeng, T. (November 2020). *The effectiveness of shared storybook reading interventions for children with language impairments: A rigor analysis.* Presentation at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Ledbetter-Cho, K., O’Reilly, M., **Watkins, L.**, Lang, R., Lim, N., Davenport, K., Murphy, C. (May 2020). *The effects of teacher-implemented video-enhanced activity schedules on the academic skills and collateral behaviors of students with autism.*Symposium accepted to the 46th Annual Association for Behavior Analysis International Conference, Washington DC (Presentation cancelled).

Akamoglu, Y., Towson, J., & **Watkins, L.** (October 2019). *The effectiveness of shared storybook reading interventions.* Poster presented at the Council for Exceptional Children Division for Early Childhood 34th International Conference, Dallas, TX.

**Watkins, L.**, O’Reilly, M., Tomeny, T., Sillis, K., & Zamora, C., (September 2019). *Intervention package to increase interaction between siblings with and without autism: A replication and extension.* Paper presented to the 10th Association for Behavior Analysis International Conference, Stockholm, Sweden.

**Watkins, L.,** *Methods for teaching social skills to individuals with autism spectrum disorder.* (September 2019). Chair of paper session at 10th Association for Behavior Analysis International Conference, Stockholm, Sweden. (invited chair)

**Watkins, L.** (January 2019). *Linking research to practice for students with autism spectrum disorder in inclusive classrooms.* Poster presentation at the Council for Exceptional Children Division on Autism, Intellectual Disability & Developmental Disabilities 21st International Conference, Maui, HI.

**Watkins, L.** & Garcia-Grau, P. (February 2018). *Interventions for students with autism spectrum disorder in inclusive classroom settings: A best-evidence synthesis.* Poster presentation at the Alabama Autism Conference, Tuscaloosa, AL.

**Watkins, L.** & Ledbetter-Cho, K. (January 2018). *Interventions for students with autism spectrum disorder in inclusive classroom settings.* Poster presentation at the Council for Exceptional Children Division on Autism, Intellectual Disability & Developmental Disabilities 20th International Conference, Clearwater, FL.

Ledbetter-Cho, K., Lang, R., Moore, M., Davenport, K., Lee, A., Murphy, C., **Watkins, L.**, & O’Reilly., M. (May 2017). *Effects of visual activity schedules with embedded video modeling on the academic skills and challenging behaviors of a child with autism.* Symposium presented at the Association for Behavior Analysis International 42nd Annual Conference, Denver, CO.

Kuhn., M., O’Reilly, M., **Watkins, L**., Sammarco, N., & Ledbetter-Cho, K. *A review of interventions for increasing parallel, associative, and cooperative play in young children with autism spectrum disorder*. (January 2017). Poster presentation at the Association for Behavior Analysis International Autism Conference, San Juan, Puerto Rico.

Sammarco, N., O’Reilly, M., Kuhn, M., & **Watkins, L.** *A review of interventions to teach motor imitation in children with autism spectrum disorder*. (January 2017). Poster presentation at the Association for Behavior Analysis International Autism Conference, San Juan, Puerto Rico.

**Watkins, L.,** O’Reilly, M., & Ledbetter-Cho, K., (May 2016). *Analyses of antecedent variables related to improved academic and social behavior.* Symposium presented at the Association for Behavior Analysis International 42nd Annual Conference, Chicago, IL.

Ledbetter-Cho, K., Lang, R., Davenport, K., Moore, M., Lee, A., O'Reilly, M., **Watkins, L.,** & Falcomata, T. (May 2016). *Recent advances in health, recreation, and safety interventions for individuals with developmental disabilities.* Symposium presented at the Association for Behavior Analysis International 42nd Annual Conference, Chicago, IL.

**Watkins, L**. & O’Reilly, M., (April 2016). *Using preferred interests to increase peer social interaction in preschoolers with ASD in inclusive classroom settings.* Paper presented at the Council for Exceptional Children Convention, St Louis, MO.

Ledbetter-Cho, K. & **Watkins, L**., (April 2016). *Effects of script training on the peer-to-peer communication of children with autism spectrum disorder.* Paper presented at the Council for Exceptional Children Convention, St Louis, MO.

**Watkins, L.,** *Social interaction interventions in ASD.* (May 2015). Chair of paper session at Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX. (invited)

**Watkins, L.,** O’Reilly, M., Kuhn, M., Sammarco, N., Gevarter, C., Gonzales, H., & Rojeski, L. (May 2015).*Social interaction interventions for adolescents with autism spectrum disorder: A meta-analysis of single case research studies*. Paper presented at Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX.

Gevarter, C., O’Reilly, M.F., **Watkins, L**., Kuhn, M., Ferguson, R., Sammarco, N., Gonzales, H., Rojeski, L. (May 2015). *Teaching discriminated requests to individuals with autism spectrum disorder using different iPad® AAC displays*. Poster presented to the Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX.

Gevarter, C., O’Reilly, M., Sammarco, N., Ferguson, R., Kuhn, M., **Watkins, L**., Rojeski, L., Gonzales, H., Sammarco, N. (May 2015). *A comparison of schematic and taxonomic iPad® AAC systems for teaching multistep navigational AAC requests to children with ASD.* Symposium presented at Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX.

Gevarter, C., O’Reilly, M.F., Rojeski, L., **Watkins, L**., Kuhn, M., Gonzales, H., Sammarco, N. (July, 2014). *Teaching discriminated requests to an individual with autism spectrum disorder using grid, scene, and hybrid displays on an iPad AAC application.* Poster presented at International Society for Augmentative and Alternative Communication 16th Biennial Conference, Lisbon, Portugal, July 2014.

**Watkins, L**., Kuhn, M., Gevarter, C., Gonzales, H., Longino, D., Rojeski, L., Sammarco, N., & O’Reilly, M.F. (May 2014). *Social interaction interventions for individuals with autism: A review of the literature*. Poster presented at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

Gonzales, H.G., O’Reilly, M.F., Lang, R., Sigafoos, J., Lancioni, G., Kajian, M., Kuhn, M., Longino, D., Rojeski, L., **Watkins, L**. *Anxiety presentation and assessment in nonhuman primates: Implications for autism spectrum disorder.* Poster presented at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL. May 2014.

Rojeski, L., O’Reilly, M.F., Gevarter, C., Gonzales, H., Sammarco, N., Kuhn, M., **Watkins, L**., & Kajian, M., (May, 2014). *Mand training satiation procedures to reduce challenging behavior in instructional environments for children with autism.* Symposium. Paper presented at Association for Behavior Analysis International 40th Annual Conference, Chicago, IL.

**COMMUNITY TALKS**

Supporting Neurodiverse Learners in Early Childhood Settings. Professional Development for early childhood educators (October 2023). Becky Gates Center, College Station, TX.

Supporting Communication and Positive Behavior in the Classroom: Strategies for SLP and Teacher Collaboration (January 2023). Professional Development for speech language pathologists. Speech & Hearing Center, Tuscaloosa, AL.

Using Naturalistic Developmental Behavioral Interventions with Children with Autism (January 2023). Professional Development for special educators and speech language pathologists. Speech & Hearing Center, Tuscaloosa, AL.

Using Peer-Mediated Interventions for Students with Autism in the Inclusive Classroom (September 2022). Professional Development for special educators, school psychologists, and paraprofessionals. Mitchell’s Place, Birmingham, AL.

The Communicative Nature of Behavior (August 2022). Professional Development for special educators and speech language pathologists. Speech & Hearing Center, Tuscaloosa, AL.

Using Visual Supports and TEACCH Strategies in the Inclusive Preschool Classroom (January 2022). Professional Development for special educators and speech language pathologists. Speech & Hearing Center, Tuscaloosa, AL.

Strategies for the General Education Classroom in Supporting Students with ASD (September 2019). Professional Development for Tuscaloosa City School District with the Center for Youth Development and Intervention. Tuscaloosa, AL.

Tier 3 Overview: FBA and BIP (July 2019). Presentation to the Alabama Positive Behavioral Supports and Intervention Conference. Tuscaloosa, AL.

Facilitating the Success of Students with Autism (May 2019). Tuscaloosa City School District workshop with the Center for Youth Development and Intervention. Tuscaloosa, AL.

Challenging Behavior 101 (May 2019). Community panel hosted by the University of Alabama Regional Autism Network. Tuscaloosa, AL.

The ABCs of Challenging Behavior (December 2018). Online parent presentation to the Pickens County Autism Resource Group. Pickens County, AL.

Practical Intervention Strategies for Students with Autism Spectrum Disorder (June 2018)*.* Presentation at the Southeast Conference on Positive Behavior Interventions and Support, Savannah, GA.

The ABCs of Challenging Behavior (May 2018). Online parent presentation to the Pickens County Autism Resource Group. Pickens County, AL.

Preparing for the Academic Job Market (May 2018). Guest lecture in *College Teaching*, UT Austin, TX.

Educating Students with ASD in Inclusive Classrooms: Current Trends and Future Directions (September 2017). Presentation to the Developmental Psychology Department, UA.

What We Are Learning About Autism (April 2017). Lecture with Q&A for Explore UT community event. Austin, TX.

Developing Single Case Design Research Proposals (October 2016). Guest lecture in *Intervention Research in Learning Disabilities*, UT, Austin, TX*.*

Transition Planning for Individuals with Autism and Developmental Disabilities (November 2016). Guest lecture in *Teaching Individuals with Autism & Developmental Disabilities,* UT. Austin, TX*.*

What We Are Learning About Autism (April 2016). Lecture with Q&A for Explore UT community event. Austin, TX*.*

Supporting Students with Autism in General Education Classrooms (March 2015). Guest lecture in *Individual Differences,* UT*.* Austin, TX*.*

Transition Planning for Individuals with Autism Spectrum Disorder (March 2015). Guest lecture in *Teaching Individuals with Autism & Developmental Disabilities,* UT*.* Austin, TX*.*

**UNIVERSITY LEVEL PROFESSIONAL & TEACHING EXPERIENCE**

**Texas A&M University**

* SPED 602: *Ethics and Professional Conduct in Special Education and Applied Behavior Analysis.* Course Instructor
* SPED 699: *Advanced Applied Behavior Analysis*. Course Instructor

**The University of Alabama**

* SPE 699: *Dissertation Research*. Course Instructor
* SPE 609: *Advanced Practicum in Special Education.* Course Instructor
* SPE 611: *Independent Study in Special Education*. Course Instructor
* SPE 612: *Reading Research in Special Education*. Course Instructor
* SPE 304: *Instructional Strategies in Special Education*. Course Instructor
* SPE 500: *Exceptional Children and Youth*. Course Instructor
* SPE 592: *Advanced Secondary Academic Methods.* Course Creator
* SPE 597: *Transition in Special Education.* Course Creator
* SPE 531: *Introduction to Autism Spectrum Disorder.* Course Creator & Instructor
* SPE 532: *Evidence-Based Practices for Individuals with ASD.* Course Creator & Instructor
* SPE 533: *Assessing Behavior Change.* Course Creator & Instructor
* SPE 588: *Master’s Practicum in ASD.* Course Creator & Instructor
* SPE 611: *Independent Study in Autism*. Course Instructor

**The University of Texas at Austin**

* ALD 322: *Individual Differences* (Summer 2016). Course Instructor
* Field Supervisor (Fall 2014-Spring 2017). Supervised undergraduate and masters level pre-service special education teachers.
* Graduate Research Assistant (Summer 2014). Dr. James Pustejovsky, Department of Educational Psychology

**SERVICE**

**Professional Service**

2022-present Advances in Neurodevelopmental Disorders

 Editorial Board

2022-present Child & Family Behavior Therapy

 Editorial Board

2020-2022 Special Issue Guest Associate Editor

Perspectives on Behavior Science: Translating Advanced Quantitative Techniques for Single Case Experimental Design Data

2019- present Learning Disabilities Quarterly

 Consulting Editor

2019- present Journal of Developmental and Physical Disabilities

 Editorial Board

2017-present Journal of Autism and Developmental Disorders

 Editorial Board

***Ad hoc* Reviewer**

* Journal of Positive Behavior Interventions
* Journal of Clinical Child and Adolescent Psychology
* Journal of Applied Behavior Analysis
* Exceptional Children
* Disability and Rehabilitation
* Neuropsychological Rehabilitation
* Autism: International Journal for Research and Practice
* Focus on Autism and Other Developmental Disabilities
* Behavior Modification
* Journal of Behavioral Education
* Augmentative and Alternative Communication
* Developmental Neurorehabilitation
* Advances in Neurodevelopmental Disorders
* Journal of Child and Family Studies
* JADD Special Issue ASD in Adulthood: Comorbidity and Intervention

**Department/College/University Service**

2023- EPSY Faculty Mentoring Committee, Texas A&M University

2023- Special Education Doctoral Committee, Texas A&M University

2023- Special Education Master’s Committee, Texas A&M University

2021-2023 Speech & Hearing Center Play Pals inclusive preschool, Special Education director, University of Alabama

2022-2023 IRB Town Hall, COE representative, University of Alabama

2021-2023 Best Buddies International, faculty advisor, University of Alabama

2020-2023 Academic Issues Committee alternate member, University of Alabama

2020-2023 Autism Spectrum Disorder College Transition and Support (UA-ACTS) program, Advisory Board, University of Alabama

2018-2023 Annual Alabama Autism Conference planning committee, State of Alabama

2018-2020 Developed coursework and plan of study for Innovative Master of Arts degree in Special Education with Certification in Autism, University of Alabama College of Education

2019-2020 Special Education Research Professor Selection Committee, University of Alabama

2017-2018 Autism Cluster Faculty Selection Committee, Special Education and Communicative Disorders, University of Alabama

2017-2018 School Psychology Faculty Selection Committee (three positions), University of Alabama

**Graduate Student Training**

* Matthew Klein, graduate advisor and dissertation committee co-chair

Ph.D. in Educational Psychology, Special Education Emphasis anticipated Fall 2025

Texas A&M University

* Megan Fedewa, graduate advisor and dissertation chair

Ph.D. in Special Education anticipated Spring 2024

*“Supporting symbolic play between children with and without autism in inclusive environments”*

The University of Alabama

* Ashley Virgin, dissertation committee member

Ph.D. in Special Education Summer 2023

*“The impact of an integrated emotional regulation strategy with precorrection within a residential treatment facility”*

The University of Alabama

* Allie Marques, graduate advisor and dissertation co-chair

Ph.D. in Special Education Summer 2023

*“Teacher perceptions of school district policies on use of restraint with children with disabilities”*

The University of Alabama

* Morgan Lane, dissertation committee member

Ph.D. in School Psychology, November 2021

*“Coaching educators to teach children with autism spectrum disorders in early childhood inclusion settings”*

The University of Alabama

* Elizabeth Stewart, dissertation committee member

Ph.D. in Special Education, November 2020

*“Patterns of special education teachers’ assistive technology knowledge and use in P-12 education”*

The University of Alabama

* Kimberly Resua-Tomeny, dissertation committee member

Ph.D. in Early Childhood Special Education, February 2020

*“Perceived and observed early intervention practices: Supporting families of toddlers with or at risk for autism spectrum disorder”*

The University of Alabama

**PROFESSIONAL SPECIAL EDUCATION EXPERIENCE**

2016-2017 IDEA Charter Schools

 Austin, TX

Special education consultant supporting the training and development of teachers of students with ASD and intellectual disabilities

2012-2013 PS 138 @ School of the Future

New York, NY

Special education teacher support services (SETSS) provider supervising IEPs and providing instruction to middle school students with ASD, intellectual disabilities, learning disabilities, and emotional and behavioral disorders in general education settings

2011-2012 PS 138 @ P.O. Michael J. Buczek School

New York, NY

SETSS provider supervising IEPs and providing instruction to elementary school students with ASD, multiple disabilities, intellectual disabilities, and emotional and behavioral disorders in general education settings

2009-2011 Carnegie Hall Musical Explorers Program

New York, NY

Special education liaison collaborating with Carnegie Hall to pilot inclusive music education program for NYC public school students with ASD

2008-2011 PS 138 @ PS 30 Harlem

New York, NY

Special education teacher serving kindergarten through 3rd grade students with ASD and related disabilities in a self-contained classroom setting

2007-2008 PS 79 Dr. Horan School

New York, NY

Special education teacher serving 9th-12th grade students with multiple disabilities in a self-contained classroom setting

**AWARDS & RECOGNITIONS**

2023 Top Cited Article of 2022 in *Behavioral Interventions*

2022 Top Cited Article of 2021 in *Behavioral Interventions*

2020 Most Read Article of 2019 in *Journal of Applied Behavior Analysis*

2018 Recipient of Springer-Nature’s Change the World Research Initiative

2017 University of Texas Long Graduate Continuing Fellowship

2016 Office of Graduate Studies Professional Development Award

2016 University of Texas at Austin Dual Presentation Travel Award

2015-2016 University of Texas College of Education Graduate Continuing Fellowship

2015 University of Texas at Austin Dual Presentation Travel Award

2014 University of Texas at Austin Dual Presentation Travel Award

2013-2014 University of Texas at Austin Graduate Recruitment Fellowship

2006 University of St Andrews Dissertation of Distinction

2004 Ida and William Rosenthal Foundation Scholarship

2003 Barnard College of Columbia University Class of 1931 Scholarship

2001 National Society of Collegiate Scholars

2000 National Merit Commended Scholar

**PROFESSIONAL AFFILIATIONS**

Association for Applied Behavior Analysis, International

Council for Exceptional Children

CEC Division on Autism and Developmental Disabilities

Inclusive Early Childhood Education (iECE) Network