

SARAH S. MIRE, Ph.D.
Curriculum Vitae

Baylor University
Department of Educational Psychology
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Sarah_Mire@baylor.edu

FACULTY TITLES & AFFILIATIONS

Associate Professor <i>August 2022-present</i>	Baylor University; Department of Educational Psychology School Psychology PhD Program
Faculty Affiliate <i>August 2022-present</i>	Baylor Center for Developmental Disabilities
Associate Professor <i>September 2019-July 2022</i>	University of Houston; Department of Psychological, Health, & Learning Sciences School Psychology PhD Program
Associate Department Chair <i>January 2019-July 2022</i>	University of Houston; Department of Psychological, Health, & Learning Sciences
LEND Faculty <i>August 2020-present</i>	LoneStar LEND (Leadership Education in Autism and Neurodevelopmental Disabilities) Core Faculty, School Psychology (06/2021-present) Instructional Faculty, Special Education, (08/2020-05/2021) UT Health; Department of Pediatrics
Founder & Director <i>August 2013- present</i>	*sparc (<i>School Psychology Autism Research Collaboration</i>)
Assistant Professor <i>August 2013- August 2019</i>	University of Houston; Department of Psychological, Health, & Learning Sciences School Psychology PhD Program

EDUCATION & TRAINING

Postdoctoral Fellowship <i>(Clinical psychology)</i> <i>2012-2013</i>	Western Youth Services (Community Mental Health), Orange County, California Specialization: Quality Improvement, Leadership, and Training <i>Focus: Comorbid Developmental Disabilities and Mental Health Conditions</i>
PhD <i>August 2012</i>	University of Houston (APA-Accredited, NASP-Approved) Program of Study: School Psychology Dissertation: <i>Factors Related to Treatment Choices for Children with Autism Spectrum Disorders: The Role of Child- and Family- Characteristics and of Parent Perceptions</i> APA-Accredited Internship: Western Youth Services, Orange County, CA
MA <i>May 2007</i>	University of Houston Clear Lake (NASP-Approved) Program of Study: Behavioral Science-School Psychology
BA <i>August 2001</i>	Baylor University, Waco, Texas Major: Psychology

Specialized Autism Diagnostics Training Experiences

June 2009-
August 2011

Research Associate/Clinical Phenotyper: *Simons Simplex Collection*
Baylor College of Medicine/Texas Children's Hospital -- Department of Genetics
Principal Investigators: Robin P. Goin-Kochel, PhD & Arthur Beaudet, MD

Autism Diagnostic Observation Schedule (ADOS): Clinical and Research training
University of Michigan Autism and Communication Disorders Center, June 2009
Achieved **research reliability** (>80%), all Modules
Booster Clinical and Research training *ADOS-2, June 2015 (Dr. Steve Kanne, trainer)*

Autism Diagnostic Interview- Revised (ADI-R): Clinical and Research training
University of Michigan Autism and Communication Disorders Center, October 2009
Achieved **research reliability** (>90%)

LICENSURE AND CERTIFICATION

Texas

Licensed Psychologist (LP), *June 2014- Present*
Texas State Board of Examiners of Psychologists, License #36623
Licensed Specialist in School Psychology (LSSP), *November 2007-Present*
Texas State Board of Examiners of Psychologists, License # 33805

National

Nationally Certified School Psychologist (NCSP), *November 2007-Present*
National Association of School Psychologists, Certification # 943244

PROFFESIONAL AFFILIATIONS

Member, International Society for Autism Research
Member, American Psychological Association
Member, Texas Association of School Psychologists

Member, National Association of School Psychologists
Member, APA Division 16- School Psychology
Member, Society for Research in Child Development

HONORS/AWARDS

- Awardee, Top Community Engagement Award for Tenured/Tenure-Track Faculty, Psychological, Health, & Learning Sciences Department, University of Houston (05/2022)
- Selected, Cougar Chairs Leadership Academy 2019-2020 Cohort, University of Houston (06/2019-05/2020)
- Nominee, American Psychological Association Early-Career Award for Outstanding Contributions to Benefit Children, Youth, and Family (01/2019)
- Awardee, College of Education's annual Research Excellence Award, University of Houston (08/2018)
- Awardee, NIH Clinical Research Loan Repayment Award, Extramural Loan Repayment Program, National Institute of Child Health and Human Development (NICHD) (08/2016-08/2018, 11/2018-08/2020, 11/2021-10/2023)
- Nominee, UH APeX (Assistant Professor Excellence) Lecture Series, University of Houston (04/2018)
- Awardee, COE Grant Writing Boot Camp, University of Houston (01/2018-05/2018)
- Appointed, Chair of Trainers Committee, Texas Association of School Psychologists (01/2018-present)
- Awardee, Outstanding Faculty Contributions, School Psychology Program (12/2017)
- Awardee, Provost's Scholarship to the National Center for Faculty Diversity and Development's Faculty Success Program, University of Houston (05/2017-08/2017)
- Nominee, UH APeX (Assistant Professor Excellence) Lecture Series, University of Houston (05/2017)
- Awardee, Outstanding Service Award, School Psychology Program, University of Houston (05/2016)
- Appointee, Intellectual and Developmental Disabilities Planning Advisory Council of Harris County (04/2013-09/2019)
- Nominee, UH APeX (Assistant Professor Excellence) Lecture Series (05/2016)
- Awardee, Outstanding Service Award, School Psychology Program (05/2016)
- Appointee, UH Representative to the Intellectual and Developmental Disabilities Planning Advisory Council of Harris County (04/2013-09/2019)

RESEARCH AND SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS (student, * senior author, + co-senior author)

45. Perkovich, E., Laakman, A., Mire, S. S., & Yoshida, H. (Accepted). Conducting head-mounted eye-tracking research with young children with autism. *Journal of Neurodevelopmental Disorders*.
44. **Mire, S. S., & Dunsmore, J. C.** (In press). Schools as critical settings for mental and behavioral health efforts in the United States: Key initiatives for substantive impact. *Mental Health and Prevention*. <https://doi.org/10.1016/j.mhp.2024.200328>
43. Keller-Margulis, M. A., +Mire, S. S., Loria Garro, E. S., Jellinek, E. R., Lozano, I., Hut, A., Luu, M., Izuno-Garcia, A. K., Landry, L. N., Tan, S., McNeel, M. M., Gardner, S., & Duran, B. (2024). Measuring academic skill development for students with autism spectrum disorder using curriculum-based measurement: A scoping review and call for research. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23154>
42. Norozi, M., Mire, S. S., Dadgar, H., Dalvand, H., & Marufizadeh, S. (2023). Psychometric properties of the Revised Illness Perception Questionnaire (IPQ-R) among Iranian parents of children with autism spectrum disorder. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2023.2272089>
41. Buchanan, K. L., Keller-Margulis, M. A., Mire, S. S., Fan, W., & Thompson, A. (2023). Pre-service teachers and multi-tiered systems of support: Examining foundational perceptions and skills. *Research and Practice in Schools*, 10(1), 67-78. .
40. Sakyi, G. J., Mire, S. S., Goin-Kochel, R. P., Murali, C. N., & Day, S. X. (2023). Examining parents' perceptions of their children's autism and completion of genetic testing. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2023.2197310>
39. Ayala, M. L., Bergez-Cohn, K., Mire, S. S., Ahmed, K., Berry, L. N., Monteiro, S. A., Strickland, D., & Goin-Kochel, R. P. (2023). Evaluating the feasibility and effectiveness of an educational webinar series on autism for primary care providers: A pilot study. *Journal of Pediatrics and Child Care*, 9(1), 07.
38. **Mire, S. S., Truong, D. M., Sakyi, G., Ayala-Brittain, M., Boykin, J. D., Stewart, C., Daniels, F., Duran, B., Gardner, S., Barth, A. M., Richardson, G., & McKee, S.** (2023). A systematic review of recruiting and retaining sociodemographically diverse families in neurodevelopmental research studies. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-023-05968-x>
37. **Mire, S. S., Keller-Margulis, M. A., Barton, A. K., Jellinek, E., & Loria Garro, E. S.** (2023). Evaluating the feasibility of remotely administered curriculum-based measurement for students with autism: A pilot study. *Psychology in the Schools- Special Issue on Assessment in Autism*, 60(2), 345-363. <https://doi.org/10.1002/pits.22668>
36. Truong, D. M., +Mire, S. S., Day, S. X., Keller-Margulis, M. A., & Ni, L. (2023). A cross-cultural comparison of a measure of parent perceptions among families of children with autism in Vietnam. *Autism*, 27(4), 997-1010. <https://doi.org/10.1177/13623613221141262>
35. Perkovich, E., Sun, L., Laakman, A., Mire, S. S., Sakhuga, U., & Yoshida, H. (2022). What children with and without ASD see: Similar visual experiences with different pathways through parental attentional strategies. *Autism & Developmental Language Impairments*. <https://doi.org/10.1177/23969415221137293>
34. Jellinek, E., Keller-Margulis, M. A., Mire, S. S., & Fan, W. (2022). Pre-service teachers' perspectives on transition to kindergarten practices for children with autism spectrum disorder. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-022-01367-6>
33. Truong, D. M., Barth, A. M., Mire, S. S., Ayala, M., Ramclam, A., Tan, S. X. L., & McKee, S. L. (2022). Cultural considerations for conducting autism assessment with Asian American and Pacific Islander students. *Psychology in the Schools- Special Issue on Assessment in Autism*, 59(7), 1430-1444. <https://doi.org/10.1002/pits.22671>
32. Ramclam, A. N., Truong, D. M., Smoots, K. D., Mire, S. S., McNeel, M. M., Rosenbrock, G., & Daniels, F. M. (2022). Autism disparities for Black children: Acknowledging and addressing the problem through culturally responsive and socially just assessment practices. *Psychology in the Schools (Special Issue on Assessment in Autism)*, 59(7), 1445-1453. <https://doi.org/10.1002/pits.22646>
31. **Mire, S. S., Fritz, J., Benoit, J., Racine, M., Fein, R. H., Raff, N. S., Rosenbrock, G., & Dawson, K.** (2022). Relationships between parental perceptions and elevated parenting stress among families of children with autism spectrum disorder and comorbid problem behaviors. *Family Relations*, 71(2), 660-670. <https://doi.org/10.1111/fare.12585>
30. Barton, A. K., Jellinek, E. R., Rosenbrock, G. J., Keller-Margulis, M. A., & *Mire, S. S. (2022). School readiness for

- children with autism spectrum disorder: Critical gaps and call for research. *Focus on Autism and Other Developmental Disabilities*, 37(1), 46-55. <https://doi.org/10.1177/10883576211028206>
29. Grebe, S. C., ***Mire, S. S.**, Kim, H., & Keller-Margulis, M. A. (2022). Comparing fathers' and mothers' perspectives about their children's autism diagnosis. *Journal of Autism and Developmental Disorders*, 52(4), 1841. <https://doi.org/10.1007/s10803-021-05077-7>
 28. Brewton, C., ***Mire, S. S.**, Tolar, T., Goin-Kochel, R. P., Keller-Margulis, M. A., Schoger, K., & McNeel, M. M. (2021). Measuring parental perceptions about causes of autism spectrum disorder: An investigation using principal components analysis. *Research in Autism Spectrum Disorders*, 87, 101825. <https://doi.org/10.1016/j.rasd.2021.101825>
 27. Rosenbrock, G. J., Jellinek, E. R., Truong, D. M., McKee, S. L., Stewart, C. M., & ***Mire, S. S.** (2021). Treatment acceptability in parent-mediated interventions: Considerations for maximizing outcomes for children with autism. *Practice Innovations*, 6(4), 236-250. <https://doi.org/10.1037/pri0000157>
 26. Mensah-Bonsu, N. E., **Mire, S. S.**, Berry, L. A., Dowell, L. R., Minard, C. G., Sahni, L. C., Cunningham, R. M., Boom, J. A., Voigt, R. G., & Goin-Kochel, R. P. (2021). Understanding vaccine hesitancy among parents of children with autism spectrum disorder and parents of children with non-autism-developmental delays. *Journal of Child Neurology*, 36(10), 911-918. <https://doi.org/10.1177/08830738211000505>
 25. Raff, N. S., ***Mire, S. S.**, Frankel, L. A., McQuillin, S. D., Loveland, K., Daire, A., Grebe, S., & Rosenbrock, G. (2021). Cognitions and perceptions underlying stress among parents of adolescents with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 84, 101770. <https://doi.org/10.1016/j.rasd.2021.101770>
 24. Rosenbrock, G., ***Mire, S. S.**, Kim, H., & Aguirre-Munoz, Z. (2021). Exploring sociodemographic predictors of parents' perceptions about their children's autism and their families' adjustment. *Research in Developmental Disabilities*, 108, 103811. <https://doi.org/10.1016/j.ridd.2020.103811>
 23. Kochel, R. P., Fombonne, E., **Mire, S. S.**, Minard, C. G., Sahni, L. C., Cunningham, R. M., & Boom, J. A. (2020). Beliefs about causes of autism and vaccine hesitancy among parents of children with autism spectrum disorder. *Vaccine*, 38(40), 6327-6333. <https://doi.org/10.1016/j.vaccine.2020.07.034>
 22. Slaughter, A. M., McNeel, M. M., Storch, E., & ***Mire, S. S.** (2020). Where should we go from here? Identified gaps in the literature in psychosocial interventions for youth with autism spectrum disorder and comorbid anxiety. *Children's Health Care*, 49(4), 435-471. <https://doi.org/10.1080/02739615.2020.1756818>
 21. Sahni, L. C., Boom, J. A., **Mire, S. S.**, Berry, L. N., Dowell, L. R., Minard, C. G., Cunningham, R. M. & Goin-Kochel, R. P. (2020). Vaccine hesitancy and illness perceptions: Comparing parents of children with autism spectrum disorder to other parent groups. *Children's Health Care*, 49(4), 385-402. <https://doi.org/10.1080/02739615.2020.1740883>
 20. McKee, S., Liu, X., Truong, D., Meinert, A., Daire, A., & ***Mire, S. S.** (2020). The Family Adjustment Measure: Identifying stress in parents of youth with autism. *Journal of Child and Family Studies*, 29(2), 592-604. <https://doi.org/10.1007/s10826-019-01569-4>
 19. Yoshida, H., Cirino, P., **Mire, S. S.**, Burling, J. M., & Lee, S. (2020). Parents' gesture adaptations to children with autism spectrum disorder. *Journal of Child Language*, 47, 205-224. <https://doi.org/10.1017/S0305000919000497>
 18. **Mire, S. S.**, McQuillin, S., Racine, M., & Goin-Kochel, R. P. (2019). Using latent class analysis to identify treatment-use subgroups among parents of children with autism spectrum disorder. *Autism Research*, 12(5), 843-854. <https://doi.org/10.1002/aur.2107>
 17. Slaughter, A. M., Hein, S., Hong, J. H., **Mire, S. S.**, & Grigorenko, E. L. (2019). Criminal behavior & school discipline in juvenile-justice involved youth with autism. *Journal of Autism & Developmental Disorders*, 49(6), 2268-2280. <https://doi.org/10.1007/s10803-019-0883-8>
 16. **Mire, S. S.**, Tolar, T., Brewton, C., Raff, N., & McKee, S. L. (2018). Validating the Revised Illness Perception Questionnaire as a measure of parent perceptions of autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(5), 1761-1779. <https://doi.org/10.1007/s10803-017-3442-4>
 15. **Mire, S. S.**, Hughes, K. R., Manis, J., & Goin-Kochel, R. P. (2018). Autism treatment: Families' use varies across U.S. regions. *Journal Disability Policy Studies*, 29(2), 97-107. <https://doi.org/10.1177%2F1044207318766597>
 14. **Mire, S. S.**, Anderson, J. R., Manis, J. K., Hughes, K. R., Raff, N.S., & Goin-Kochel, R. P. (2018). Using teacher ratings to investigate developmental regression as a potential indicator of school-age symptoms among students with autism spectrum disorder. *School Mental Health*, 10(1), 77-90. <https://doi.org/10.1007/s12310-018-9251-x>
 13. Nowell, K. P., Goin-Kochel, R. P., McQuillin, S. D., & **Mire, S. S.** (2017). Intellectual functioning and ASD: Can

- profiles inform identification of subpopulations? *Review Journal of Autism and Developmental Disorders*, 4(4), 339-349. <https://doi.org/10.1007/s40489-017-0118-0>
12. **Mire, S. S.**, Gealy, W., Kubiszyn, T., Burrige, A. B., & Goin-Kochel, R. P. (2017). Parent perceptions about autism spectrum disorder influence treatment choices. *Focus on Autism and Other Developmental Disabilities*, 32(4), 305-318. <https://doi.org/10.1177/1088357615610547>
 11. **Fein, R. H.**, **Brewton, C. B.**, **Bergez, K.**, & **Mire, S. S.** (2016). Girls with autism: Exploring potential gender disproportionality in special education. *Research and Practice in the Schools*, 4(1), 42-53.
 10. Goin-Kochel, R. P., **Mire, S. S.**, Dempsey, A. G., **Fein, R.**, Sahni, L., Cunningham, R., Boom, J. (2016). Parental report of vaccine receipt in children with autism spectrum disorder: Do rates differ by pattern of ASD onset? *Vaccine*, 34(13), 1335-1342. <https://doi.org/10.1016/j.vaccine.2016.02.008>
 9. **Nowell, K. P.**, **Brewton, C. M.**, **Allain, E.**, & **Mire, S. S.** (2015). The influence of demographic factors on the identification of autism spectrum disorder: A review and call for research. *Review Journal of Autism and Development Disorders*, 2(3), 300-309. <https://doi.org/10.1007/s40489-015-0053-x>
 8. **Mire, S. S.**, **Raff, N.**, **Brewton, C.**, & Goin-Kochel, R. P. (2015). Age-related trends in treatment use for children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 16, 29-41. <https://doi.org/10.1016/j.rasd.2015.03.001>
 7. Goin-Kochel, R. P., **Mire, S. S.**, & Dempsey, A. (2015). Emergence of autism spectrum disorder symptoms among children from simplex families: Relations to parental perceptions of etiology. *Journal of Autism and Developmental Disorders*, 45(5), 1451-1463. <https://doi.org/10.1007/s10803-014-2310-8>
 6. Dempsey, A., Keller-Margulis, M., & **Mire, S. S.**, **Abrahamson, C.**, **Dutt, S.**, **Llorens, A.**, & **Payan, A.** (2015). School-aged children born preterm: Review of functioning across multiple domains and guidelines for assessment. *Advances in School Mental Health Promotion*, 8(1), 17-28. <https://doi.org/10.1080/1754730X.2014.978117>
 5. **Mire, S. S.**, **Nowell, K.**, Kubiszyn, T., & Goin-Kochel, R. (2014). Psychotropic medication use among children with autism spectrum disorders within the Simons Simplex Collection: Are core features of ASD related? *Autism*, 18(8), 933-942. <https://doi.org/10.1177/1362361313498518>
 4. Kubiszyn, T., & **Mire, S.** (2014). A review of recent FDA drug safety communications for pediatric psychotropics. *Journal of Child and Family Studies*, 23(4), 716-727. <https://doi.org/10.1007/s10826-012-9706-x>
 3. Kubiszyn, T., **Mire, S. S.**, **Dutt, S.**, **Papathopoulos, K.** & **Burrige, A. B.** (2012). Significant differences in pediatric psychotropic side effects: Implications for school performance. *School Psychology Quarterly*, 27(1), 4-28. <https://doi.org/10.1037/a0027419>
 2. **Curtis, D.**, **Chapman, S.**, **Dempsey, J.**, & **Mire, S. S.** (2012). Changes in ADHD symptoms in the classroom following clinic-based behavior therapy. *Journal of Clinical Psychology in Medical Settings*, 20(1), 114-122. <https://doi.org/10.1007/s10880-012-9307-2>
 1. **Cherame, G. M.**, **Stafford, M. E.**, & **Mire, S. S.** (2008). The WISC-IV General Ability Index in a non-clinical sample. *Journal of Education and Human Development*, 2(2), <http://www.scientificjournals.org/journals2008/articles/1416.pdf>

PEER-REVIEWED PUBLICATIONS CURRENTLY UNDER REVIEW (student, *senior author, + co-senior author)

12. **Buchanan, K.**, **Keller-Margulis, M. A.**, **Hut, A. R.**, **Fan, W.**, **Mire, S. S.**, & **Schanding, G. T.** (Minor revisions). A systematic review of early writing assessment tools.
11. **Robinson, E.**, **Hendrick, E.**, **Mire, S. S.**, **Viola, S.**, **Denton, K.**, **Reinbergs, E.**, **Gregory, K.**, **Sullivan, J.**, **Team, R.**, & **Hewitt, L.** (Under review). Enhancing our capacity for preparing future school psychologists: Considerations for university and field training in Texas.
10. **Murali, C.**, **Sakya, G.**, **Goin-Kochel, R. P.**, & **Mire, S. S.** (Revise/resubmit). Factors influencing uptake of genetic testing for children with autism spectrum disorder: A scoping review.
9. **Meinert, A.**, **Mire, S. S.**, **Kim, H.**, **Shellman, A.**, **Keller-Margulis, M. A.**, & **Curtis, D. F.** (Under review). A study of the psychometric properties of the Pediatric Symptom Checklist-17 for children with developmental delays and disorders.
8. **Grebe, S. C.**, **Gardner, S.**, **Duran, B. J.**, **Mire, S. S.**, **Keller-Margulis, M. A.**, **Kim, H.**, & **Storch, E. A.** (Under review). Etiological beliefs of parents of children with autism: A mixed methods analysis by parent gender.
7. **Tan, S. X. L.**, **Keller-Margulis, M. A.**, **Mire, S. S.**, **Timmons, B.**, **Dawson, W.**, **Gonzalez, J. E.**, **Kim, H.**, & **Hassett, K.** (Under review). Cost analysis of social skills training program for autistic youth.

6. Erps, K. H., Bonis, S. O., Keller-Margulis, M. A., & **Mire, S. S.** (Under review). School psychologists' comfort and confidence intervening with students at risk for suicide.
5. Truong, D. M., **Mire, S. S.**, Day, S., Ni, L., & Keller-Margulis, M. A. (Under review). Fate, fault, or family? How Vietnamese parents consider the causes of autism in Vietnam.
4. Stewart, C. S., Master, A., **Mire, S. S.**, Hassett, K., & Smith, B. (Under review). Perceptions of academic performance, impairment, and mental health in university students with and without ADHD.
3. Stewart, C. S., Laakman, A. L., **Mire, S. S.**, Master, A., Hassett, K. S., & Smith, B. H. (Under review). Defining and measuring positive illusory bias in ADHD: A scoping review.
2. Sakyl, G. J., Boykin, J. S., **Mire, S. S.**, Goin-Kochel, R. P., Murali, C. N. (Under review). Improving representation in autism research: A qualitative study of mothers' perceptions.
1. Barton, A. K., Gardner, S., Keller-Margulis, M., Liu, Y., **Mire, S. S.**, & Dempsey, A. G. (Under review). Screening for executive function deficits and disruptive behaviors in children born preterm.

INVITED BOOK CHAPTERS (student, * senior author, + co-senior author)

9. McNeel, M. M., Grebe, S. C., Clayton, R. J., Schneider, S. C., Viana, A. G., **Mire, S. S.**, Omar, Y., Goodman, W. K., & Storch, E. A. (2022). Differential diagnosis between autism spectrum disorder and obsessive compulsive and Tourette's disorders (Ch.8). In *Differential Diagnosis of Autism Spectrum Disorder*. Oxford, England: Oxford University Press.
8. **Mire, S. S.**, Tan, S. X., Laakman, A., Selders, K., Stevens, M., & +Nowell, K. P. (2022). School-based interventions and modifications for students with autism. In K. Banneyer & R. H. Fein (Eds.), *Autism Spectrum Disorders: Symptoms, Diagnosis, and Types of Treatment*. Hauppauge, NY: Nova Science Publishers.
7. Nowell, K. P., Selders, K., & Stevens, M., Tan, S. X., Laakman, A., & +**Mire, S. S.** (2022). School-based evaluations for autism. In K. Banneyer & R. H. Fein (Eds.), *Autism Spectrum Disorders: Symptoms, Diagnosis, and Types of Treatment*. Hauppauge, NY: Nova Science Publishers.
6. Meinert, A., Jellinek, E., Ayala, M., & ***Mire, S. S.** (2022). Psychopharmacological interventions for individuals with autism spectrum disorder: Integrating best practice guidelines and balancing risks and benefits. In K. Banneyer & R. H. Fein (Eds.), *Autism Spectrum Disorders: Symptoms, Diagnosis, and Types of Treatment*. Hauppauge, NY: Nova Science Publishers.
5. Fein, R., Venta, A., Meinert, A., Mire, S. S., & Bergez, K. (2021). Autism spectrum disorder. In A. Venta, C. Sharp, J. M. Fletcher, & P. Fonagy (Eds.), *Developmental Psychopathology*. Hoboken, NJ: Wiley Blackwell. <https://doi.org/10.1002/9781118686089.ch6>
4. Slaughter, A. M., Hein, S., **Mire, S. S.**, & Grigorenko, E. (2020). Criminality, interactions with law enforcement, and potential correlates of juvenile justice-involvement among youth with autism. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer Nature. https://doi.org/10.1007/978-1-4614-6435-8_102390-2
3. Kubiszyn, T. W., **Mire, S. S.**, & Meinert, A. (2019). Psychotropic medication side effects in school-aged populations. In J. Carlson & J. Barterian (Eds.), *School psychopharmacology: Translating research into practice* (pp.137-157). New York, NY: Springer Publishing. https://doi.org/10.1007/978-3-030-15541-4_9
2. **Mire, S. S.**, Schoger, K., & McDonald-Ramclam, A. (2019). Legal and policy issues relevant to working with students with pediatric health conditions. In A. Dempsey (Ed.), *Pediatric health conditions in schools: A clinician's guide for working with children, families, and educators* (Chapter 5). New York, NY: Oxford University Press. <https://doi.org/10.1093/med-psych/9780190687281.001.0001>
1. Keller-Margulis, M., Ochs, S., Nowell, K. P., & +**Mire, S. S.** (2019). Role of the school-based professional: Linking systems of care. In A. Dempsey (Ed.), *Pediatric health conditions in schools: A clinician's guide for working with children, families, and educators* (Chapter 4). New York, NY: Oxford University Press. <https://doi.org/10.1093/med-psych/9780190687281.001.0001>

OTHER PUBLICATIONS (student)

- Ragan, K. Keller-Margulis, M. A., **Mire, S. S.**, Castillo, G., Davis, B., Gardner, S. M., Hut, A. R., Messerli, M., Trites, K., Yagi, K., & Lozano, I. (2023, August). Testing accommodation provision for autistic students: A systematic review. *PROSPERO International Prospective Register of Systematic Reviews*, CRD42023440981.

Mire, S. S., Austin, M., Billeiter, K., Contreras, J., Davis, B., Fernandes, B., Gardner, S., Larkins, E., Ryland, L., Short, H., & Trites, K. (2023, March). Approaches to integrating cultural considerations into autism and neurodevelopmental disability evaluations: A scoping review. <https://doi.org/10.17605/OSF.IO/HVM2B>. Retrieved from osf.io/hvm2b

Mire, S. S., Truong, D. M., Ramclam, A. R., Smoots, K., Grebe, S., McKee, S. L., McNeel, M. M., Slaughter, A., Ayala, M., Rosenbrock, G., & Richardson, G. (2018, July). A systematic review of strategies for recruiting and retaining diverse families in autism and related neurodevelopmental disorders research. *PROSPERO International Prospective Register of Systematic Reviews*, CRD42018105237.

Kubiszyn, T., & **Mire, S. S.** (2012, April). A Review of Pediatricians and Pharmacologically Trained Psychologists: Practitioners Guide to Collaborative Treatment, George Kapalka (Ed.) *Independent Practitioner*.

MANUSCRIPTS IN PREPARATION FOR SUBMISSION (student, * senior author, + co-senior author)

5. **Tan, S. X.**, Keller-Margulis, M. A., **Mire, S. S.**, Gonzalez, J. E., Kim, H., & Hassett, K. S. (In preparation.) Evaluating the parent-rated generalization of community-based social skills training for children with autism.

4. **Mire, S. S.**, Keller-Margulis, M. A., Lozano, I., Messerli, M., Hut, A., Trites, K., & Gardner, S. (In preparation). Remote assessment of academic skills for elementary students with autism using curriculum-based measurement.

3. **Gardner, S.**, ***Mire, S. S.**, **Sakyi, G.**, **Ragan, K.**, & Timmons, B. (In preparation). A scoping review of assessing and teaching activities of daily living to adolescents and young adults with autism.

2. Fein, R. H., **Mire, S. S.**, Umaña, I., **Loria, E.**, & Duran, P. (In preparation). Culturally affirming practices for conducting autism assessments with Latine children in the United States.

1. **Jellinek-Russo, E.**, Keller-Margulis, M., **Mire, S. S.**, Lozano, I., Duran, B., Fein, R. H., Gonzalez, J. E., & Day, S. X. (In preparation). The transition to kindergarten for Hispanic and Latine autistic children: A focus group study with caregivers.

TECHNICAL REPORTS (student, * senior author, + co-senior author)

3. **Mire, S. S.**, +Gonzalez, J. E., **Tan, S. X. L.**, **Sharmin, S.**, **Hut, A. R.**, **Sanchez, R. J.**, **Daniels, F.**, & **Garcia, A.** (2022). Program Evaluation of the S.O.C.I.A.L. Program- Cohort 2020-2021. Report no. 3, Social Motion Skills, Inc., Houston, TX.

2. **Mire, S. S.**, +Gonzalez, J. E., **Tan, S. X. L.**, **Truong, D. M.**, **Desaulos, S.**, & **Robles, M.** (2020). Program Evaluation of the S.O.C.I.A.L. Program- Cohort 2019-2020. Report no. 2, Social Motion Skills, Inc., Houston.

1. **Mire, S. S.**, +Gonzalez, J. E., **Tan, S. X. L.**, **Truong, D. M.**, **Desaulos, S.**, & **Robles, M.** (2020). Program Evaluation of the S.O.C.I.A.L. Program- Summer Cohort 2019. Report no. 1, Social Motion Skills, Inc., Houston.

FUNDING

Current

June 2021-May 2026; **Health Resources and Services Administration (HRSA)**

Role- **Core Faculty/Co-Investigator- UH Site Principal Investigator** (Project Director/PI: Pauline Filipek, MD). Project title- *Leadership Education in Neurodevelopmental and Other Related Disabilities [LEND]*; Total awarded: \$3,225,000; Sub: \$28,588

Currently under review

8. April 2024; **Health Resources & Services Administration- Maternal and Child Health Bureau (Autism FIRST)**

Role- Multiple Principal Investigator (MPI- Robin Kochel, PhD). Project title: *Empowering Primary Care Providers for Autism Identification through the Provider Education for Autism Referrals (PEAR) Intervention*. Total funding sought: \$899,169; Subaward: \$291,713.

7. March 2024; **Texas Health and Human Services- Children/Youth with Special Health Care Needs Systems Development- Group Family Support and Community Resources (RFA HHS0014130)**

Role- Co-Principal Investigator (Co-PIs- Kristen Padilla, PhD; Erik Carter, PhD). Total funding sought: \$1,498,842.

6. March 2024; **National Institutes of Health (R21- NICHD)—resubmission**

- Role- Co-Investigator (PI- Hanako Yoshida, PhD; Co-I's- Johanna Bick, PhD; David Francis, PhD; Michelle Ivey, PhD). Project title: *Exploring Neural Mechanisms of Sustained Attention during Parent-Child Play with Infants at Risk of Autism*. Total funding sought: \$426,250; sub \$37,772.
5. February 2024; **National Institutes of Health (R01- NICHD- PAR-21-130)**
Role- Multiple Principal Investigator (MPI- Robin Goin-Kochel, PhD). Project title: *Pediatricians Empowering Parents (PEP) Talk: Supporting Access to Early Intervention and School-based Services for Children with Autism Through Primary Care*. Total funding sought: \$3,904,272; sub \$824,311
 4. February 2024; **National Institutes of Health (R01- NIDCD- RFA-DC-23-001)- resubmission**
Role- Co-Investigator (PI- Sandra Vanegas, PhD). Project title: *Identifying and Distinguishing Early Indicators of Autism in Latino Children: Project IDEAL*. Total funding sought: \$3,390,017; Sub: \$1,129,388
 3. January 2024; **National Institutes of Health (R41/R42- NICHD)**
Role- Multiple Principal Investigator (MPI- Wendy Dawson, Ju Shen, PhD; Co-Is- Brandi Timmons, M.Ed., Michael Poor, PhD; Erik Carter, PhD); Project title: *Teaching Activities of Daily Living to Youth with Autism Using Hyper-Realistic, Immersive Virtual Reality*. Total funding sought: \$306,869; Sub: \$76,695
 2. December 2023; **Spencer Foundation (Small Research Grant on Education)**
Role- Principal Investigator (Co-PI- Nicholas Benson, PhD). Project title: *Measuring Educational Need in Autism: An Exploratory Mixed-Methods Study*. Total funding sought: \$49,992
 1. September 2023; **Institute of Education Sciences (ALN 84.84.324A- Special Education Research)**
Role- Co-Principal Investigator (Co-PI- Milena Keller-Margulis, PhD; Co-I- M. Matta, PhD; K. Ragan, PhD)
Project title: *Assessing Academic Skills for Students with Autism: Comparing the Technical Adequacy and Usability of Curriculum-Based Measurement Delivered Remotely and In-Person*. Total funding sought: \$1,999,542 [resubmission].

Completed

11. September 2019-December 2022; **Spencer Foundation**
Role- **Co-Principal Investigator** (Co-PI: Milena Keller-Margulis, PhD); Project title- *Measuring Academic Skill Development for Students with Autism Spectrum Disorder: Project ASD4ASD*; Total funding: \$50,000
10. April 2022-December 2022; **University of Houston Research Equipment Grant**
Role- **Co-Principal Investigator** (Co-PI: Hanako Yoshida, PhD); Project title- *Critical Need for Eye Tracking Equipment Replacement for Exploring a Potential Biomarker for Young Children with Autism*; Total funding: \$33,930.00
9. August 2021-July 2022; [redacted] **Independent School District**
Role- **Consultant/Principal Investigator**; Project title- *Building Bridges to Enhance Capacities for School-Based Identification of Autism Among Diverse Students*; Total contract cap: \$24,999
8. September 2019-August 2022; **Texas Higher Education Coordinating Board Minority Health Research and Education Grant Program**
Role- Co-Investigator (PI: Jack Fletcher, PhD); Project title- *Establishing Academic-Clinical Partnerships with Federally Qualified Health Clinics*; Total funding: \$500,000
7. June 2019-August 2022; **Social Motion Skills Pilot Research Fund**
Role- **Principal Investigator** (Co-PI: Jorge Gonzalez, PhD); Project title- *A Program Evaluation of a Group-Based Social Skills Intervention for School-Age Children with Autism Spectrum Disorder and Other Social Challenges*; Total funding: \$40,979
6. June 2021-December 2022; **Division of Research/Provost Faculty Research Invigoration Programs: High Priority Area Research Seed Grants (Accessible Healthcare)**
Role- **Co-Principal Investigator** (Co-PI: Hanako Yoshida, PhD); Project title- *Exploring Visual Fixation Patterns in Young Children as a Potential Biomarker for Autism*; Total funding: \$69,982
5. February 2018-February 2019; **CLASS Research Progress Grant**
Role: **Co-Principal Investigator** (Co-PI: Hanako Yoshida, PhD); Project title: *Embodied Attention and Language Development in Young Children At Risk for Autism Spectrum Disorder*; Total funding: \$8,000
4. June 1, 2017-May 31, 2018; **PHLS Stimulus Funds Pilot Research Award**
Role: **Principal Investigator**; Project title: *Influence of Parent-Perceived Stress on Behavioral Treatment for Autism + Severe Disruptive Behaviors*; Total funding: \$15,000

3. September 2015–December 2017; **TIMES/Duncan Foundation’s UH Inter-Institutional Research Collaboration**
 Role: **Co- Principal Investigator** (Co-PI: Jennifer Fritz, PhD; University of Houston Clear Lake); Project title: *Impact of Functional Analysis and Function-Based Treatment on Stress & Perceptions in Parents of Children with Autism Spectrum Disorder + Problem Behaviors: An Exploratory Study*; Total funding: \$80,000
2. December 2014–March 2016; **University of Houston- Small Grant Program**
 Role: **Principal Investigator**; Project title- *Enhancing Capacities for Mental Health Clinicians Working with Children with Autism Spectrum Disorder in Community Mental Health Settings*; Total funding: \$3,000
1. January 2014–December 2014; **University of Houston-New Faculty Research Program**
 Role: **Principal Investigator**; Project title- *Parental Perceptions and Family Stress: Implications for Treatment-Seeking for Children with Autism Spectrum Disorder*; Total funding: \$6,000
 Project Title- *Function-Based Treatment for Children with Autism Spectrum Disorder + Problem Behavior: The Impact of Parent-Specific Factors*; Total funding: \$30,000

Submitted but Not Funded

June 2023; **National Institutes of Health (R21- NICHD)**

Role- Co-Investigator (PI- Hanako Yoshida, PhD; Co-I’s- Johanna Bick, PhD; David Francis, PhD; Michelle Ivey, PhD). Project title: *Exploring Neural Mechanisms of Sustained Attention during Parent-Child Play with Infants at Risk of Autism*. Total funding sought: \$445,978.

February 2023; **National Institutes of Health (R01- NICHD)**

Role- Multiple Principal Investigator (MPI- Robin Goin-Kochel, PhD). Project title: *Pediatricians Empowering Parents (PEP) Talk: Supporting Access to Early Intervention and School-based Services for Children with Autism Through Primary Care*. Total funding sought: \$3,906,007; sub \$829,649.

January 2023; **Department of Education (Office of Elementary and Secondary Education, Mental Health Service Professional Demonstration Grant Program- 84.184X)**

Role- Co-Principal Investigator (PI- Eric Robinson, PhD; Co-I- Kendra Hamilton, PhD). Project title: *School-Based Mental Health Support Project*. Total funding sought: \$3,291,465.

September 2022; **Institute of Education Sciences (ALN 84.84.324A- Special Education Research)**

Role- Co-Principal Investigator (Co-PI- Milena Keller-Margulis, PhD; Co-I- M. Matta, PhD; K. Ragan, PhD)
 Project title: *Assessing Academic Skills for Students with Autism: Comparing the Technical Adequacy and Usability of Curriculum-Based Measurement Delivered Remotely and In-Person*. Total funding sought: \$1,993,476.

September 2022; **National Institutes of Health (R43/R44- NICHD)**

Role- Multiple Principal Investigator (MPI- Wendy Dawson; Co-I- Brandi Timmons, M.Ed.). Project title: *Teaching Activities of Daily Living to Youth with Autism Using Hyper-Realistic, Immersive Virtual Reality*. Total funding sought: \$275,747; Sub: \$51,988.

May 2022; **Texas Higher Education Coordinating Board Autism Grant Program**

Role- Project Co-Director (Co-Director: Robin P. Goin-Kochel, PhD). Project title: *Mind the Gap: Facilitating Early Access to Public School Interventions and Services for Children with Autism via Pediatric Primary Care*; Total funding sought: \$882,967.

January 2022; **National Institutes of Health- Small Business Innovation Research (SBIR)**

Role- Multiple Principal Investigator (MPI- Wendy Dawson, Co-Is: Brandi Timmons, MA; Hanjoe Kim, PhD). Project title: *Improving the instructional process of teaching Activities of Daily Living (ADL) to youth with autism using virtual reality simulation and biometric feedback to monitor learning-related anxiety*. Total funding sought: \$259,606.26; subaward: \$49,842.

August 2021; **National Science Foundation**

Role- **Co-Principal Investigator** (PI: Sissy Wong, PhD; Co-PIs: Elena Grigorenko, PhD; Kristi Santi, PhD). Project title- *Science Comprehension through Hands-On Learning for Autistic students through Augmented Realities (SCHOLAARs)*; Total funding sought: \$1,499,977.00.

August 2021; **Organization for Autism Research**

Role- **Principal Investigator**. Project title- *Exploring Mental Health Effects of a Community-Based Social Skills Intervention on Youth with Autism*; Total funding sought: \$ 39,951.07.

June 2021; **National Institutes of Child Health & Human Development**

Role- **Co-Investigator** (PI: Hanako Yoshida, PhD). Project title- *Exploring Toddlers' Socially Coordinated Visual Experiences as a Potential Bio-Behavioral marker for Autism*. Total funding sought: \$426,250.

November 2020; **National Science Foundation**

Role- Co-Principal Investigator (PI: Elena Grigorenko, PhD; Co-PIs: Shawn Kent, PhD; Sissy Wong, PhD; Judy Randi, PhD). Project title- *Comprehending Text for Comprehending Science (CT4CS): A Technology-Mediated Intervention for Making Science More Accessible to Elementary-School Students with Autism*. Total funding sought: \$2,998,779.

August 2020; **Institute for Education Sciences**

Role- **Co-Investigator** (PI: Elena Grigorenko, PhD; Co-Is: Shawn Kent, PhD; Judy Randi, PhD). Project title- *Technology-Mediated Reading Comprehension Intervention for Elementary School Students with Autism*; Total funding sought: \$1,999,668.

August 2020; **Organization for Autism Research (OAR)**

Role- **Principal Investigator** (Co-PI: Jorge Gonzalez, PhD; Co-Is: Hanjoe Kim, PhD, & Brandi Timmons, MEd) Project title- *Reducing Anxiety & Depression in Youths with ASD: Is Group Social Skills Intervention Effective?* Total funding sought: \$39,992.31.

Submitted November 2019; **Gates Foundation Grand Challenges: Voices for Economic Opportunity**

Role- **Co-Principal Investigator** (Co-PIs: Dusya Vera, PhD and Juan Madera, PhD). Project title- *From High School to the Workforce: Changing the Employment Trajectory of Adults with Autism to Decrease Poverty in a Neurodiverse Population*; Total funding sought: \$100,000.

Submitted August 2019; **Institute for Education Sciences**

Role- **Co-Investigator** (PI: Elena Grigorenko, PhD; Co-I: Shawn Kent, PhD). Project title- *Enhancing Reading Comprehension and Pragmatic Social Communication Skills in Upper Elementary and Secondary School Students with Autism Spectrum Disorders*. Total funding sought: \$1,399,995.

Submitted October 2018; **National Institutes of Health (R03- NICHD)**

Role- **Principal Investigator**. Project title- *Exploring Identification of and Intervention for Preschoolers Doubly-Vulnerable for Poor School Readiness*; Total funding sought: \$150,946.

INTERNATIONAL/NATIONAL PEER-REVIEWED PRESENTATIONS (student, * senior, + co-senior)

Oral Sessions

37. Anderson, J. R., Chittooran, M. M., Beaman, G., Merced, I., **Mire, S. S.**, & Sabnis, S. (2024, August). *Using generative artificial intelligence (GenAI): Ethical considerations for school psychologists*. Critical Conversation session accepted for presentation at the annual convention of the American Psychological Association, Seattle, WA.
36. Contreras-Muñoz, J. (Co-Chair), Lewis, C. Lozano, I., & **Mire, S. S.** (2024, August). *Stress and coping in autism: Exploring challenges among preschool parents and Hispanic fathers*. Symposium under review for presentation at the annual convention of the American Psychological Association, Seattle, WA.

35. Laakman, A. L., Mire, S. S., Keller-Margulis, M. A., Kanne, S. M., Fan, W., & Llorens, A. (2024, May). *Identity language preferences: Autistic adolescents and parents*. Oral session under review for presentation at the International Society for Autism Research 2024 Annual Meeting, Melbourne, Australia.
34. Laakman, A. L., Messerli, M., Lozano, I., & *Mire, S. S. (2024, February). *Updates in autism research: What school psychologists need to know*. Oral session presented at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
33. Gardner, S., Mire, S. S., Lozano, I., & Grimes, E. (2024, February). *Going for the gold: Autism assessments using gold-standard instruments*. Oral session presented at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
32. Hut, A. R., Lozano, I., Messerli, M., Keller-Margulis, M. A., & Mire, S. S. (2024, February). *Remote measurement of academic skills for students with autism*. Oral session presented at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
31. Jellinek-Russo, E., Lozano, I., Duran, B. J., Hut, A., Lahman, K. R., Day, S. X., Mire, S. S., Keller-Margulis, M. A., & Messerli, M. (2024, February). *Supporting families of autistic children when entering formal schooling*. Oral session presented at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
32. Trites, K., Messerli, M., Duran, B., & Fischbacher, L. (2023, Aug 3-5). Students with autism at school: Academic strengths and needs in a heterogenous population. In S. S. Mire & M. A. Keller-Margulis (Chairs), *Academic skill development for students with autism: Measuring skills in research and practice* [Symposium]. Session presented at the American Psychological Association's Annual Convention, Washington, D.C.
31. Gardner, S., Lahman, K., Stoll, K., & Jellinek-Russo, E. (2023, Aug 3-5). How do we best capture autistic students' academic skills and development? In S. S. Mire & M. A. Keller-Margulis (Chairs), *Academic skill development for students with autism: Measuring skills in research and practice* [Symposium]. Session presented at the American Psychological Association's Annual Convention, Washington, D.C.
30. Lozano, I., Hut, A., Billeiter, K., & Yagi, K. (2023, Aug 3-5). Feasibility of remote administered curriculum-based measurement: Implications for autism. In S. S. Mire & M. A. Keller-Margulis (Chairs), *Academic skill development for students with autism: Measuring skills in research and practice* [Symposium]. Session presented at the American Psychological Association's Annual Convention, Washington, D.C.
29. Mire, S. S., Laakman, A., & Davis, B. (2023, March). *Preparing preschoolers with autism for school: Social scaffolding as a means to increasing school readiness*. Paper session presented in E. Perkovich (Chair) symposium (The Role of Early Social Scaffolding in Atypical Development) at the Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.
28. Ayala-Brittain, M. L., Laakman, A. L., Luu, M. N., Duran, B., Keller-Margulis, M. A., Fan, W., Goin-Kochel, R. P., & Mire, S. S. (2023, February). *Cross-system collaboration between medical systems, schools, and caregivers: Considerations for children with autism*. Oral session presented at the National Association of School Psychologists 2023 Annual Convention, Denver, CO.
27. Ayala, M. L., Luu M. N., Laakman, A., Mire, S. S., Goin-Kochel, R. P., Keller-Margulis, M. A., & Fan, W. (2022, April). *Enhancing interdisciplinary collaboration between pediatric primary care and schools: Primary care providers' special education discussions with families of children with autism*. Paper session presented at the Society of Pediatric Psychology Annual Conference, Phoenix, AZ.
26. Ayala, M. L., Luu M. N., Laakman, A., Mire, S. S., Goin-Kochel, R. P., Keller-Margulis, M. A., & Fan, W. (2022, February). *Special education discussions in primary care for children with autism*. Paper session presented at the National Association of School Psychologists 2021 Annual Convention, Boston, MA.
25. Stewart, C. M., Ayala, M. L., Hassett, K. S., & Mire, S. S. (2022, February). *Co-Occurring ASD and ADHD: Identification Considerations for School-Based Interdisciplinary Collaboration*. Paper session presented at the National Association of School Psychologists Annual Convention, Boston, MA.
24. Izuno-Garcia, A. K., Jellinek, E. R., Hut, A. R., Keller-Margulis, M. A., Mire, S. S., Liu, Y., & Hassett, K. (2022, February). Evidence-based practices for Autism: Implications for teachers and school psychologists. Paper session presented at the National Association of School Psychologists 2021 Annual Convention, Boston, MA.
23. Richardson, G. (Chair), Rosenbrock, G., Ayala, M. L., Garcia, A., Daniels, F., Bergez, K., Keller-Margulis, M. A., Chapman, S. C., Kim, Armstrong, F., Goin-Kochel, R. P., Berry, L., Monteiro, S., Mire, S. S. (Discussant). (2021, April 7-9). *Improving health systems for ethnic minority children at-risk for developmental disabilities: A*

- three-paper symposium about connecting systems*. Symposium presented at the annual (virtual) convention of the Society for Research in Child Development Biennial Meeting.
22. Ramclam, A. N., Truong, D. M., Smoots, K. D., Slaughter, A., & Mire, S. S. (2020, February). *Cultural humility: Are we there yet?* Mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 21. Erps, K. H., Ochs, S. E., Mire, S. S. (2020, February). *Addressing barriers to suicide risk assessment for youth with autism spectrum disorder*. Practitioner conversation presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 20. Barton, A. K., Jellinek, E. R., Rosenbrock, G., Mire, S. S., & Keller-Margulis, M. A. (2020, February). *School readiness for children with ASD: Implications for school psychologists*. Paper session presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 19. Mire, S. S., Barton, A. K., Erps, K. H., Jellinek, E. R., Landry, L. N., McNeel, M. M., Tan, S., & Keller-Margulis, M. A. (2020, February). *CBM for students with autism: Implications for school-based practice*. Paper session presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 18. Truong, D. M., Ramclam, A., Ayala, M., Slaughter, A., McKee, S. L., & Mire, S. S. (2020, February). *Understanding and addressing disparities in autism among Asian American/Pacific Islander Children*. Paper session presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 17. Ramclam, A. N., Truong, D. M., Smoots, K., Mire, S. S. (2019, February). *Addressing autism identification disparities in African American children*. Paper session presented at the annual convention of the National Association for School Psychologists, Atlanta, GA.
 16. **Mire, S. S. (Chair)** (2017, August). *Autism spectrum disorder: Psychologists' opportunities for cross-setting practice and research*. Continuing Education symposium presented at the American Psychological Association's 125th Annual Convention, Washington, D.C.
 15. Bergez, K. C., Manis, J. K., Barton, A. K., & Mire, S. S. (2017, August). Thinking beyond the individual child diagnosed with autism spectrum disorder. In S. S. Mire (Chair), *Autism spectrum disorder: Psychologists' opportunities for cross-setting practice and research*. Symposium presented at the American Psychological Association's 125th Annual Convention, Washington, D.C.
 14. McKee, S. L., Truong, D. M., Raff, N. S., Gealy, W. G., & Mire, S. S. (2017, August). Identifying strengths and needs for working with families of children with ASD. In S. S. Mire (Chair), *Autism spectrum disorder: Psychologists' opportunities for cross-setting practice and research*. Symposium presented at the American Psychological Association's 125th Annual Convention, Washington, D.C.
 13. Racine, M., Hughes, K. R., Meinert, A., Fein, R. H., & Mire, S. S. (2017, August). Building partnerships with direct service providers for cross-disciplinary work in ASD. In S. S. Mire (Chair), *Autism spectrum disorder: Psychologists' opportunities for cross-setting practice and research*. Symposium presented at the American Psychological Association's 125th Annual Convention, Washington, D.C.
 12. McKee, S. & *Mire, S. S. (2017, February). *Educational need in autism spectrum disorder: Broadening our conceptualization*. Oral presentation at the National Association of School Psychologists' Annual Convention, San Antonio, TX.
 11. Racine, M., Raff, N. S., Hughes, K. R., Atherton, G., Manis, J. K., Bergez, K., McKee, S. L., Fein, R. H., & *Mire, S. S. (2017 February). *Teleconsultation for enhancing services for ASD and comorbid psychiatric diagnoses*. Oral presentation at the National Association of School Psychologists' Annual Convention, San Antonio, TX.
 10. Raff, N. S., Bergez, K. C., Fein, R. H., McKee, S., Nowell, K. P., & *Mire, S. S. (2016, February). *Helping community clinicians serve children with ASD: A pilot project*. Paper session presented at National Association of School Psychologists Annual Convention, New Orleans, LA.
 9. **Mire, S. S., & Hughes, K. R.** (2015, August). Implications of DSM-5 changes on autism spectrum disorder: Educational perspectives. Division 16 invited presentation within Cross-Divisional Collaborative Program *Cross-divisional perspectives and case discussion: Implications of DSM-5 changes on autism spectrum disorder* (co-presenters: R. Fenning, H. Rue, N. Bing, J. Bass, S. Fillers, J. L. Taylor, & H. Roberts) presented at the American Psychological Association's 123rd Annual Convention, Toronto, Ontario.
 8. **Mire, S. S., Roberts, J. E., Hills, K. J., Strait, J. E., & Schanding, G. T.** (2015, February). *Autism assessment training: Benefits, challenges, and conundrums*. Symposium presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

7. Curtis, D. F., Heath, C., & **Mire, S. S.** (2014, November). *Implementing child-focused strategies as a bridge to parent and teacher-focused interventions for children with ADHD and other disruptive behaviors*. Workshop presented at the Texas Psychological Association's Annual Convention, Dallas, TX.
6. Gealy, W., & ***Mire, S. S.** (2014, August). How parents' and teachers' perceptions of ASD make a difference for students' school-based services. In **S. S. Mire (Chair)**, *Autism spectrum disorder in public schools: Using research to inform school-based service*. Symposium presented at The American Psychological Association's 122nd Annual Convention, Washington, DC.
5. Raff, N., Tagliarina, A., LeBlanc, H., Hyatt, H., & **Mire, S. S.** (2014, August). The role of school personnel in managing emotional and behavioral comorbidities of students with ASD in the classroom. In **S. S. Mire (Chair)**, *Autism spectrum disorder in public schools: Using research to inform school-based service*. Symposium presented at the meeting of the American Psychological Association, Washington D.C.
4. Nowell, K. P., Hilliard, K., Racine, M. & **Mire, S. S.** (2014, August). Students with ASD enrolled in public schools: Factors predicting time in general versus special education. In **S. S. Mire (Chair)**, *Autism spectrum disorder in public schools: Using research to inform school-based service*. Symposium presented at the meeting of the American Psychological Association, Washington D.C.
3. Brewton, C., Fein, R., Johnson, M., & **Mire, S. S.** (2014, August). Special education services across states: Investigating categorization for students with ASD. In **S. S. Mire (Chair)**, *Autism spectrum disorder in public schools: Using research to inform school-based service*. Symposium presented at the meeting of the American Psychological Association, Washington D.C.
2. Nowell, K., **Mire, S. S.**, Hilliard, K., Racine, M., Raff, N., & Schanding, G. T. (2014, June). *The complex interaction of factors influencing time in general education for children with ASD: Implications for stakeholders*. Paper presented at the annual convention of the American Association on Intellectual and Developmental Disabilities, Orlando, FL.
1. **Mire, S. S.**, Gealy, W., Kubiszyn, T., & Goin-Kochel, R. P. (2014, March). *Parents' perceptions of their child's ASD impacts treatment choice*. Paper presented at the 47th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Chicago, IL.

Poster Sessions

89. Eisenhut, A. M., Castillo-Martinez, G., Gardner, S., **Mire, S. S.**, Ragan, K., & Keller-Margulis, M. A. (2024, August). *Measuring parental engagement during remote curriculum-based measurement with autistic students*. Poster session accepted for presentation at the American Psychological Association's annual convention, Seattle, WA.
88. Grimes, E., Lozano, I., Castillo-Martinez, G., & **Mire, S. S.** (2024, August). *Exploring theoretical worldviews of autism: Implications for health and educational equity*. Poster session accepted for presentation at the American Psychological Association's annual convention, Seattle, WA.
87. Castillo-Martinez, G., Eisenhut, A., Grimes, E., Lozano, I., ⁺Keller-Margulis, M. A., & ⁺**Mire, S. S.** (2024, August). *Remote assessment: Factors influencing behavior coding consensus for elementary-age students with autism*. Poster session accepted for presentation at the American Psychological Association's annual convention, Seattle, WA.
86. Stewart, C., Laakman, A., **Mire, S. S.**, Master, A., Hassett, K., & Smith, B. (2024, August). *Defining and measuring positive illusory bias in ADHD: A scoping review*. Poster session accepted for presentation at the American Psychological Association's annual convention, Seattle, WA.
85. Stewart, C., Master, A., **Mire, S. S.**, Hassett, K., & Smith, B. (2024, August). *Positive illusory bias, impairment, and mental health in university students with and without ADHD*. Poster session accepted for presentation at the American Psychological Association's annual convention, Seattle, WA.
84. Laakman, A. L., **Mire, S. S.**, Keller-Margulis, M. A., Kanne, S. M., Fan, W., & Llorens, A. (2024, May). *The impact of racial/ethnic identity strength on adolescent camouflaging rates*. Poster session accepted for presentation at the International Society for Autism Research 2024 Annual Meeting, Melbourne, Australia.
83. Contreras-Muñoz, J., **Mire, S. S.**, Morgan, G., Limbers, C. (2024, April). *Exploring the dynamics: Relationships between parental emotional representations, family-based coping, and parental stress in caregivers of children with autism*. Poster session accepted for presentation at the Society of Pediatric Psychology Annual Conference, New Orleans, LA.

82. Trites, K., Billeiter, K., Ryland, L., Dabols, D., Ragan, K. R., Keller-Margulis, M. A., & Mire, S. S. (2024, February). *Do motor skills matter? Using WE-CBM with ASD populations*. Poster session presented at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
81. Lozano, I., Grimes, E., Eisenhut, A., Messerli, M., Hut, A., Mire, S. S., & Keller-Margulis, M. A. (2023, November). Flexibility and feasibility of remote-administered curriculum-based measurement for students with autism. Poster session presented at the Texas Association of School Psychologists 2023 Annual Convention, Frisco, TX.
80. Gardner, S. M., Duran, B. J., Grebe, S. C., Mire, S. S., Keller-Margulis, M. A., Kim, H., & Storch, E. A. (2023, November). Parental etiological beliefs on autism spectrum disorder by parent gender analysis. Poster session presented at the Texas Association of School Psychologists 2023 Annual Convention, Frisco, TX. (Winner of convention Poster Competition).
79. Mire, S. S., Benson, N., Davis, B., Contreras-Muñoz, J., Jennings, C., Ragan, K., Hodges, T., & Padilla, K. (2023, August). *Educational need in school-based evaluations. Implications for students with autism*. Poster session presented at the Annual Convention of the American Psychological Association, Washington, DC.
78. Gardner, S. M., Davis, B., Contreras-Muñoz, J., Trites, K., Padilla, K., & *Mire, S. S. (2023, August). *Cultural considerations for conducting autism evaluations with Hispanic/Latinx students at school*. Poster session presented at the Annual Convention of the American Psychological Association, Washington, DC. (Winner of the APAGS Science in the Morning Poster Competition).
77. Sakyi, G., Boykin, J., Mire, S. S., Day, S. X., Goin-Kochel, R. P., Mural, C. N., & Gonzalez, J. E. (2023, August). *Improving representation of diverse families in autism research: A thematic analysis*. Poster session presented at the Annual Convention of the American Psychological Association, Washington, DC.
76. Gardner, S. M., Sakyi, G., Timmons, B., Dawson, W., Ragan, K., & *Mire, S. S. (2023, June). *Teaching activities of daily living of adolescents and young adults with intellectual and developmental disabilities: A scoping review*. Poster session presented at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA. (Nominated for poster award).
75. Perkovich, E., Laakman, A. L., Yoshida, H., & Mire, S. S. (2023, May) *Conducting head-mounted eye-tracking research with young children with autism spectrum disorder*. Poster session presented at the International Society for Autism Research. Stockholm, Sweden.
74. Loria, E. S., Hut, A. R., Luu, M., Jellinek, E., Duran, B., Gardner, S., Keller-Margulis, M. A., & Mire, S. S. (2023, February). *Using remotely-administered curriculum-based measurement for students with autism*. Poster session presented at National Association of School Psychologists 2023 Annual Convention, Denver, CO.
73. Jellinek, E. R., Lozano, I., Keller-Margulis, M. A., & Mire, S. S. (2023, February). *Countdown to kindergarten: Supporting kindergarten transitions for SCLD autistic children*. Poster session presented at the National Association of School Psychologists 2023 Annual Convention, Denver, CO.
72. Perkovich, E., Sun, L., Sakhuja, U., Lagbreno, S., Laakman, A., Sakyi, G., Mire, S. S., & Yoshida, H. (2022, August). *Socially-coordinated gaze behaviors in children with autism and their predictivity on the ADOS-2*. Poster session presented at Annual Convention of the American Psychological Association, Minneapolis, MN.
71. Gardner, S., Ayala-Brittain, M. L., Mire, S. S., Brewton, C. M., Fombonne, E., & Goin-Kochel, R. P. (2022, August). *Causal attributions and vaccine hesitancy among parents of children with autism in the SPARK cohort*. Poster session presented at Annual Convention of the American Psychological Association, Minneapolis, MN.
70. Jellinek, E. R., Izuno-Garcia, A. K., Hut, A., Fan, W., Keller-Margulis-M. A., & Mire, S. S. (2022, August). *Preservice teachers' perceptions on the kindergarten transition for children on the autism spectrum*. Poster session presented at Annual Convention of the American Psychological Association, Minneapolis, MN.
69. Jellinek, E. R., Ayala-Brittain, M. L., Luu, M. L., Grebe, S. C., Kim, H., Fritz, J. N., & *Mire, S. S. (2022, August). *Examining caregiver stress and experiences during function-based treatment for autistic children*. Poster session presented at Annual Convention of the American Psychological Association, Minneapolis, MN. [Winner of the Division 33 Student Research Award.]
68. Scott, J., Mire, S. S., Fan, W., & Dunsmore, J., (2022, August). *Reducing racial inequities in classrooms: School psychologists' role supporting teachers*. Poster session presented at Annual Convention of the American Psychological Association, Minneapolis, MN.
67. Murali, C. N., Rosenbrock, G., Mire, S. S., & Goin-Kochel, R. P. (2022, May). *The effect of etiologic genetic diagnosis on family adjustment and parental stress among families of children with autism spectrum disorder*. Poster session presented at International Society for Autism Convention (INSAR), Austin, TX.

66. Rosenbrock, G. J., Murali, C. N., **Mire, S. S.**, & Goin-Kochel, R. P. (2022, May). *Parents' perceptions of genetic testing for their children with autism: What factors make a difference?* Poster session presented at the International Society for Autism Convention (INSAR) Annual Convention, Austin, TX.
65. Ayala-Brittain, M. A., Gardner, S., **Mire, S. S.**, Fombonne, E., & Goin-Kochel, R. P. (2022, May). *Differences in parent perceptions of and family experiences with autism among vaccine hesitant and non-hesitant parents of children with ASD in the SPARK cohort.* Poster session presented at the International Society for Autism Convention (INSAR) Annual Convention, Austin, TX.
64. Perkovich, E., **Mire, S. S.**, Sun, L., Laakman, A., Rosenbrock, G. R., Sakhuja, U., Lagbenro, S., Yoshida, H. (2022, May). *Gaze behaviors in children with autism spectrum disorder and the impact of parental gaze behaviors on joint attention.* Poster session presented at the International Society for Autism Convention (INSAR) Annual Convention, Austin, TX.
63. Tan, S., **Mire, S. S.**, Keller-Margulis, M. A., Kim, H. J., & Gonzalez, J. (2022, May). *Effects of a community-based social skills intervention for children with autism: Parent-rated skills outside of the treatment setting.* Poster session presented at the International Society for Autism Convention (INSAR) Annual Convention, Austin, TX.
62. Tan, S., **Mire, S. S.**, Keller-Margulis, M. A., Kim, H. J., & Gonzalez, J. (2022, May). *The association between social skills, anxiety, and depression in autism spectrum disorder: Parent and youth perspectives.* Poster session presented at the International Society for Autism Convention (INSAR) Annual Convention, Austin, TX.
61. Ayala, M. L., **Mire, S. S.**, Kochel, R. P., Keller-Margulis, M. A., Fan, W., & Luu, M. (2021, August). *Primary care providers' special education discussions with families of children with autism.* Poster session presented at the 129th annual convention of the American Psychological Association, San Diego, CA.
60. Ayala, M. L., Stewart, C. M., **Mire, S. S.**, & Hassett, K. S. (2021, August). *Autism and ADHD: Practice Considerations for Medical-School Personnel Interdisciplinary Collaboration.* Poster session presented at the 129th annual convention of the American Psychological Association, San Diego, CA.
59. Tan, S. X., Gonzalez, J. E., **Mire, S. S.**, & Timmons, B. (2021, August). *Evaluating a community-based SST for youth with autism during COVID-19.* Poster session presented within Division 33 at the 129th annual convention of the American Psychological Association, San Diego, CA.
58. Tan, S. X., **Mire, S. S.**, Gonzalez, J. E., & Timmons, B. (2021, August). *Perspectives on building a community-academic partnership to evaluate a social skills intervention.* Poster session presented within Division 33 at the 129th annual convention of the American Psychological Association, San Diego, CA.
57. Perkovich, E., Sun, L., **Mire, S. S.**, Laakman, A., Rosenbrock, G., Sakhuja, U., & Yoshida, H. (2021, August). *Parental involvement and visual experiences for young children with ASD during social interaction.* Poster session presented within Division 33 at the 129th annual convention of the American Psychological Association, San Diego, CA.
56. Tan, Samantha X., **Mire, S. S.**, Gonzalez, J. E., Timmons, B., & Kim, H. J. (2020, August). *Evaluating a community-based social skills intervention for high-functioning autism spectrum disorder.* Poster session presented at the 128th annual (virtual) convention of the American Psychological Association, Washington, D.C.
55. Rosenbrock, G. J., Jellinek, E. R., Truong, D. M., McKee, S. L., & **Mire, S. S.** (2020, August). *Considerations for treatment acceptability of parent-mediated intervention for children with autism.* Poster session presented at the 128th annual (virtual) convention of the American Psychological Association, Washington, D.C.
54. Ayala, M. L., Bergez, K. C., **Mire, S. S.**, Berry, L. N., & Goin-Kochel, R. P. (2020, May). *Examining potential benefit of autism webinars on screening, diagnosis, and referral practices for pediatric primary health care professionals.* Poster session presented at the annual (virtual) convention of the International Society for Autism Research. Seattle, WA.
53. Ayala, M. L., Bergez, K. C., **Mire, S. S.**, Berry, L. N., Ahmed, K. L., & Goin-Kochel, R. P. (2020, March). *Utility of Educational Webinars on Autism Screening, Diagnosis, and Referral Practices for Pediatric Primary Care Providers: Examining Uptake, Learning, and Provider Feedback.* Poster session presented at the (virtual) Society of Pediatric Psychology Annual Conference, Dallas, TX.
52. Grebe, S. C., Truong, D. M., Rosenbrock, G. J., Jellinek, E. R., Ayala, M. L., & ***Mire, S. S.** (2019, August). *Caregiver stress during function-based treatment for children with autism spectrum disorder.* Poster session presented at the 127th annual convention of the American Psychological Association, Chicago, IL.
51. Jellinek, E.R., Rosenbrock, G. J., McNeel, M. M., & **Mire, S. S.**, (2019, August). *Influence of parent cognitions on*

- behavioral intervention outcomes for autism spectrum disorders*. Poster session presented at the 127th annual convention of the American Psychological Association, Chicago, IL.
50. Barton, A. K., Landry, L., McNeel, M., Jellinek, E., Keller-Margulis, M. A., & Mire, S. S. (August, 2019). *Measuring Academic Skills in Children with ASD: A Scoping Review and Call for Research*. Poster session presented at the annual convention of the American Psychological Association, Chicago, IL.
 49. Truong, D. M., Mire, S. S., Hein, S. D., Kochel, R. P., Keller-Margulis, M., & Yoshida, H. (2019, May). *Relationships among restricted interests and repetitive behaviors, internalizing and externalizing symptoms, and oral language in ASD*. Poster session presented at the International Society for Autism Research 2019 Annual Meeting, Montreal, Quebec.
 48. McNeel, M. M., Slaughter, A., Mire, S. S., Benoit, J. S., Goin-Kochel, R. P., Jellinek, E. R., & Erps, K. H. (2019, May). *Parent and teacher reports of internalizing symptoms in children and adolescents with autism spectrum disorder: Implications for school placement?* Poster session presented at the International Society for Autism Research 2019 Annual Meeting, Montreal, Quebec.
 47. Goin-Kochel, R. P., Minard, C. G., Sahni, L. C., Cunningham, R. M., Mire, S. S., Berry, L. N., & Boom, J. A. (2019, May). *Vaccine hesitancy and attributions for autism in the SPARK cohort*. Poster session presented at the International Society for Autism Research 2019 Annual Meeting, Montreal, Quebec.
 46. Meinert, A. C., McNeel, M., Mire, S. S., & Kubiszyn, T. W. (February, 2019). *Treatment risk-benefit analysis for children with autism spectrum disorder*. Poster session presented at the annual convention of the National Association for School Psychologists, Atlanta, GA.
 45. Barton, A. K., Keller-Margulis, M., Dempsey, A. G., Liu, Y., Landry, L., & Mire, S.S. (February, 2019). *Executive function and early academic skills in children born preterm*. Poster session presented at the annual convention of the National Association for School Psychologists, Atlanta, GA.
 44. Slaughter, A. M., Mire, S. S., Hein, S., Hong, J. H., & Grigorenko, E. L. (2019, February). *Criminal behavior among students with autism: Is school discipline related?* Poster session presented at the annual convention of the National Association for School Psychologists, Atlanta, GA.
 43. Truong, D. M., *Mire, S.S., Ramclam, A. N., Smoots, K., Grebe, S. C., Morgan, M. M., Choi, N., McKee, S. L., Ahmed, H. (2018, August). *Reducing disparities in autism research: Addressing diversity issues in study recruitment*. Poster session presented at the American Psychological Association's 126th Annual Convention, San Francisco, CA
 42. Raff, N. S., Grebe, S., Mire, S. S., Frankel, L., Loveland, K. A., & McQuillin, S. D. (2018, August). *Stress in parents of adolescents with autism spectrum disorder: Examining parent perceptions*. Poster session presented at the American Psychological Association's 126th Annual Convention, San Francisco, CA.
 41. Brewton, C. M., McNeel, M., Mire, S. S., Tolar, T., Goin-Kochel, R. P., & Keller-Margulis, M. (2018, August). *Measuring parent perceptions about causes of their children's autism spectrum disorder*. Poster session presented at the American Psychological Association's 126th Annual Convention, San Francisco, CA.
 40. Truong, D. M., McKee, S. L., Meinert, A.C., Liu, X., & *Mire, S. S. (2018, August). *Predicting parenting stress in families of children with autism: The Family Adjustment Measure*. Poster session presented at the American Psychological Association's 126th Annual Convention, San Francisco, CA
 39. Manis, J. K., Hughes, K. R., Anderson, J. R., Mire, S. S., & Goin-Kochel, R. P. (2018, August). *Teacher ratings of autism symptoms in school-age children with a history of regression*. Poster session presented at the American Psychological Association's 126th Annual Convention, San Francisco, CA.
 38. Bergez, K., Reid, E., Mire, S. S., Keller-Margulis, M., & Tolar, T. (2018, August). *Reliability of WE-CBM for students with autism spectrum disorder*. Poster session presented at the American Psychological Association's 126th Annual Convention, San Francisco, CA.
 37. Goin-Kochel, R. P., Mire, S. S., Berry, L. N., Dowell, L. R., Minard, C. G., Sahni, L. C., Cunningham, R. M., & Boom, J. A. (2018, May). *Parental vaccine hesitancy and beliefs about causes of children's developmental disorders: A comparison across four groups of parents*. Poster session presented at the 48th annual convention of the National Immunization Conference, Atlanta, GA.
 36. Goin-Kochel, R. P., Mire, S. S., McKee, S. L., & Ozonoff, S. (2018, April). *First concerns and skill loss: Revisiting parent report of autism spectrum disorder onset via the ADI-R*. Poster session presented at the 51st Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
 35. Truong, D. M., McKee, S. K., & Mire, S. S. (2018, February). *Behavioral treatment acceptability and*

- implementation: *Considering impact of parent perceptions*. Poster session presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
34. Meinert, A. C., Barton, A., **Mire, S. S.**, Kubiszyn, T. (2018, February). *School psychologists' role in psychopharmacological treatment decisions*. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
 33. Faith, E. L., Keller-Margulis, M. A., Schanding, G. T., & **Mire, S. S.** (2018, February). *Relationship between early literacy, behavior, and ELL status in kindergarten*. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
 32. Truong, D. M., McDonald-Ramclam, A. N., Racine, M. D., & **Mire, S. S.** (2017, October) *Asian American families' access to autism identification and intervention services: Barriers and practice implications for reducing disparities*. Poster session presented at the Asian American Psychological Association Annual Convention, Las Vegas, NV.
 31. Fein, R. H., Raff, N. S., Racine, M., Dawson, K., Phillips, L., Fritz, J., & ***Mire, S. S.** (2017, August). *Exploring parent stress and perceptions during function-based treatment for autism spectrum disorder*. Poster session presented within Division 33 (Intellectual and Developmental Disabilities) at the American Psychological Association's 125th Annual Convention, Washington, DC.
 30. Truong, D. M., Hughes, K. H., Meinert, A. C., & **Mire, S. S.** (2017, July). *Parents' affective states and ASD treatment acceptability*. Poster session presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) Texas Chapter, Houston, TX.
 29. Barton, A. K., Bergez, K., Manis, J., Keller-Margulis, M., & **Mire, S. S.** (July, 2017). *School readiness: Preparing students with ASD for class*. Poster session presented at the meeting of the Texas Chapter of the American Association on Intellectual and Developmental Disabilities, Houston, TX.
 28. Goin-Kochel, R. P., **Mire, S. S.**, Berry, L. Dowell, L. R., Minard, C. G., Sahni, L. C., Cunningham, R. M., & Boom, J. A. (2017, May). *Beliefs about causes of autism and current vaccine history: Comparisons across four parent groups*. Poster session presented at the International Meeting for Autism Research, San Francisco, CA.
 27. McKee, S., Bergez, K., Truong, D., Meinert, A., Barton, A., & ***Mire, S. S.** (2017, May). *The influence of social support on the stress of families of adolescents with autism spectrum disorder*. Poster session presented at the International Meeting for Autism Research, San Francisco, CA.
 26. Bergez, K. B., **Mire, S. S.**, Keller-Margulis, M., & Tolar, T. (2017, February). *Written expression CBM for students with executive functioning challenges*. Poster session presented at the National Association of School Psychologists' Annual Convention, San Antonio, TX.
 25. Hughes, R. K., Manis, J. K., Raff, N. S., & ***Mire, S. S.** (2017, February). *The relationship between clinicians' perceptions and EBI in ASD services*. Poster session presented at the National Association of School Psychologists' Annual Convention, San Antonio, TX.
 24. Bergez, K. B., **Mire, S. S.**, Keller-Margulis, M., & Tolar, T. (2016, November). *Impact of executive function challenges on written performance: The role of CBM*. Poster session presented at the Texas Association of School Psychologists' Annual Convention, Houston, TX.
 23. McKee, S. L., Bergez, K., & ***Mire, S. S.** (2016, August). *Enhancing service delivery capacity of providers through collaborative university partnerships*. Poster session presented at the American Psychological Association's 124th Annual Convention, Denver, CO.
 22. **Mire, S. S.**, Tolar, T., Anderson, J. A., Raff, N. S., & Brewton, C. M. (2016, May). *How do parents conceptualize their children's autism spectrum disorder? Validating a measure of caregiver perceptions*. Poster session presented at International Meeting for Autism Research, Baltimore, MD.
 21. Goin-Kochel, R. P., **Mire, S. S.**, Berry, L., Kanne, S. M., Bernier, R., Minard, C. G., & Guffey, D. (2016, May). *Use of early intensive behavioral intervention among children with ASD: Outcomes for children with and without a history of developmental regression*. Poster session presented at International Meeting for Autism Research, Baltimore, MD.
 20. Mensah-Bonsu, N. E., **Mire, S. S.**, Berry, L. N., Dowell, L. R., Minard, C. G., Sahni, L. C., Cunningham, R. M., Boom, J. A., Voigt, R. G., & Goin-Kochel, R. P. (2016, April). *Immunization history in children with autism spectrum disorder and current parental vaccine hesitancy*. Poster session presented at Pediatric Academic Societies Meeting, Baltimore, MD.
 19. Goin-Kochel, R. P., **Mire, S. S.**, Berry, L. N., Dowell, L. R., Minard, C. G., Guffey, D., Sahani, L. C., Cunningham,

- R. M., & Boom, J. A. (2016, March). *Beliefs about causes of developmental delays and vaccine hesitancy among parents of children with and without autism spectrum disorder*. Poster session presented at the 49th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
18. **Mire, S. S.**, Anderson, J. A., Raff, N. S., McKee, S., Hughes, K. R., & Goin-Kochel, R. P. (2016, February). *Teacher perceptions may offer insight about outcomes in regressive autism*. Poster session presented at National Association of School Psychologists Annual Convention, New Orleans, LA.
 17. Gealy, W., **Mire, S. S.**, McQuillin, S. D., & Smith, B. (2016, February). *ASD in families: Maternal functioning affects younger sibling outcomes*. Poster session presented at National Association of School Psychologists Annual Convention, New Orleans, LA.
 16. **Mire, S. S.**, Raff, N. S., Anderson, J. R., McKee, S. L., & Goin-Kochel, R. P. (2015, May). *Parent and teacher perceptions of ASD core symptoms and comorbid emotional/behavioral symptoms: Differences for children with a history of developmental regression*. Poster session presented at the 15th Annual International Meeting for Autism Research, Salt Lake City, UT.
 15. Goin-Kochel, R. P., **Mire, S. S.**, Fein, R. H., Dempsey, A. G., Guffey, D., Minard, C.G., Cunningham, R.M., Sahni, L.C., & Boom, J.A. (2015, May). *Frequencies of vaccine uptake in children with autism spectrum disorder and type of onset described by parents*. Poster session presented at the 15th Annual International Meeting for Autism Research, Salt Lake City, Utah.
 14. Hilliard, K. A., Nowell, K. P., & ***Mire, S. S.** (2015, April). *Students with ASD and comorbid internalizing symptoms: Implications for school-based placement and intervention decisions*. Poster session presented at the 48th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.
 13. LeBlanc, H., Tagliarina, A., Raff, N., Hyatt, H., & ***Mire, S. S.** (2015, April). *Parent and teacher perceptions of internalizing problems in children with ASD: Effects of child age*. Poster session presented at the 48th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.
 12. Racine, M., Nowell, K. P., & ***Mire, S. S.** (2015, April). *Specific externalizing behaviors as predictors of student time in general education school settings for students with ASD*. Poster session presented at the 48th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.
 11. Raff, N., Brewton, C., McKee, S., & ***Mire, S. S.** (2015, February). *Regional use of school-based services: Implications for school psychology*. Poster session presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
 10. Schanding, G. T., Thomas, E. T., Perez, E., **Mire, S. S.**, & Keller-Margulis, M. (2015, February). *Evaluating a Tier II pre-K and kindergarten social emotional intervention*. Poster session presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
 9. **Mire, S. S.**, Nowell, K. P., Kubiszyn, T., & Goin-Kochel, R. P. (2014, August). *School-based and private therapies for autism spectrum disorder: How do utilizers differ?* Poster session presented within Division 33 (Intellectual and Developmental Disabilities) of the American Psychological Association's 122nd Annual Convention, Washington D.C.
 8. Goin-Kochel, R. P., **Mire, S. S.**, & McQuillin, S. (2014, August). *Regression status and treatment trajectories within the Simons Simplex Collection*. Poster presented within Division 7 (Developmental Psychology) of the American Psychological Association's 122nd Annual Convention, Washington D.C.
 7. Fein, R. H., Brewton, C. B., Johnson, M., & **Mire, S. S.** (2014, August). *Girls with autism: Exploring potential gender disproportionality in special education*. Poster session presented at the American Psychological Association's 122nd Annual Convention within Division 16 (School Psychology), Washington, D. C.
 6. Nowell, K. P., Hilliard, K., Racine, M., **Mire, S. S.**, Schanding, G. T. & Goin-Kochel, R. P. (2014, August). *ASD core symptoms, intellectual functioning, and externalizing behaviors: Predictors of student time in general education school settings?* Poster session presented within Division 33 (Intellectual and Developmental Disabilities) of the American Psychological Association, Washington D.C.
 5. Kubiszyn, T., **Mire, S. S.**, & Twitchell-Heyne, L. (2014, August). *FDA Psychotropic drug safety summaries: Prenatal, perinatal and pediatric use*. Poster session presented within Division 55 (Pharmacotherapy) of the American Psychological Association's 122nd Annual Convention, Washington D.C.
 4. **Mire, S. S.**, Nowell, K. P., & Goin-Kochel, R. P. (2014, May). *Regional differences in the use of treatment types for children and adolescents with ASD within the Simons Simplex Collection*. Poster session presented at the International Meeting for Autism Research, Atlanta, GA.

3. Raff, N., Mire, S. S., Tagliarina, A., LeBlanc, H., & Hyatt, H. (2014, May). *Parent and teacher perceptions of emotional and behavioral problems in children with ASD: Effects of child age and IQ*. Poster session presented at the International Meeting for Autism Research, Atlanta, GA.
2. Goin-Kochel, R. P., Mire, S. S., & Dempsey, A. (2014, May). *Regression in children with ASD: Associations with parents' beliefs about causes of ASD*. Poster session presented at the International Meeting for Autism Research, Atlanta, GA.
1. Raff, N., Mire, S. S., Kubiszyn, T., Nowell, K. P., & Goin-Kochel, R. P. (2014, March). *Predictors of psychotropic medication use in children with ASD: Core features and comorbid symptoms*. Poster session presented at the 47th Annual Gatlinburg Conference on Research & Theory in Intellectual & Developmental Disabilities, Chicago, IL.

INVITED PROFESSIONAL PRESENTATIONS (student)

32. Goin-Kochel, R. P., & Mire, S. S. (2023, May 23). *Supporting Children with Autism and their Families: Pathways from Early Identification to Community and School Services*. Invited presentation for Gladney Center for Adoption's "Gladney University" for parent training. Fort Worth, TX.
31. Mire, S. S. (2023, January 5). *Building bridges across home, school, and medical settings on behalf of children with autism: Keys to strong partnerships*. Invited presentation for Westview EDU Parent Series for Westview School. Houston, TX.
30. Padilla, K., Ragan, K., Hodges, T., & Mire, S. S. (2022, Nov 3). *Best practices in assessment and intervention for autism spectrum disorder: Ethical and cultural considerations*. Invited presentation for the annual convention of the Texas Association of School Psychologists. Sugar Land, TX.
29. Mire, S. S. (2022, May 5). *The birds and the bees and kids with ASD*. Invited presentation for Westview EDU Parent Series for Westview School. Houston, TX.
28. Mire, S. S. (2022, April 8). *Best practices for delivery tough news to clients and families*. Invited presentation for speech-language pathology graduate interns. University of Houston, Communication Sciences and Disorders Graduate Program. Houston, TX.
27. Mire, S. S. (2022, January 6). *Calming anxiety in kids with autism*. Invited presentation for Westview EDU Parent Series for Westview School. Houston, TX.
26. Mire, S. S. (2021, December 2). *Special education for students with autism in schools*. Invited speaker at the Annual Sirius University, Autism Regions Scientific and Practical Conference: Inclusive Education, Inclusive Society. Sochi, Russian Federation.
25. Mire, S. S., & Keller-Margulis, M. A. (2021, October). *Collaborating with your child's school: What parents need to know*. Invited speaker for Texas Children's Hospital Autism Center Parent Education Series. Houston, TX.
24. Mire, S. S. (2021, October). *Cultural responsivity and parent interview practices: Considerations for evaluations with special emphasis on autism*. Invited workshop for Mansfield ISD Special Services. Mansfield, TX.
23. Mire, S. S. (2021, September). *Building Bridges Between Home, School, and Medical Settings: Keys to Strong Partnerships to Benefit Children with Autism*. Invited speaker for the Center for Autism and Developmental Disabilities (CADD) 2021-2022 Autism Speaker Series. Houston, TX.
22. Mire, S. S. (2021, June). *Special Topics in Autism Evaluations: Age, Gender, and Cultural Considerations*. Invited presentation for Region 13's Hill Country Summer Institute. Austin, TX.
21. Mire, S. S. (2021, March). *Adolescence and Puberty on the Spectrum*. Invited presentation for Westview EDU Parent Series for Westview School. Houston, TX.
20. Mire, S. S. (2021, February). *Dealing with anxiety: A parent primer to understanding anxiety in autism & helping kids on the spectrum*. Invited presentation for Westview EDU Parent Series for Westview School. Houston, TX.
19. Mire, S. S. (2021, January). *Transitioning in educational settings for students with neurodevelopmental disabilities*. Invited presentation for the LoneStar LEND (Leadership Education in Autism and Neurodevelopmental Disabilities). UT Health Science Center, Houston, TX.
18. Schanding, G. T., & Mire, S. S. (2020, December). *Special education capstone*. Invited workshop for the LoneStar LEND (Leadership Education in Autism and Neurodevelopmental Disabilities). UT Health Science Center, Houston, TX.
17. Mire, S. S., & Barton, A. (2020, August). *Academic skill development for autism spectrum disorder: Improving academic support through measurement*. Invited presentation for Texas Children's Hospital Autism Center. Houston, TX.

16. **Mire, S. S.** (2020, March). *Growing great learners: Principles for teaching the whole child and raising up leaders for the next generation*. Invited speaker for teacher workshop at the Bread of Life Secondary School. Iringa, Tanzania.
15. **Mire, S. S.** (2019, September). *The ADOS-2 and school-based evaluation*. Invited workshop for Santa Fe Independent School District, TX.
14. **Mire, S. S.** (2019, February). *Differentiating high-functioning autism from other disorders that interfere with educational progress: Considerations for school-based practitioners*. Invited presentation for Fort Bend Independent School District, Sugar Land, TX.
13. **Mire, S. S.** & Schanding, G. T. (2019, January). *Using the ADOS-2 for school-based evaluations for autism: Best practice considerations*. Invited workshop for Pasadena Independent School District, TX.
12. **Mire, S. S.** (2018, June). *Best practices in evaluations for autism*. Invited workshop speaker for Region 13's Hill Country Summer Institute, Austin, TX.
11. **Mire, S. S.** (2017, November). *Autism and educational need: Assessment and identification in school-based evaluations*. Invited workshop speaker for the annual convention of the Texas Association of School Psychologists, Dallas, TX.
10. **Mire, S. S.** (2017, June). *Best practices in the assessment and identification of autism*. Invited workshop presented at Region 4 Education Service Center's Summer Evaluation Institute, Houston, TX.
9. **Mire, S. S.** (2017, April). *Treating emotional and behavioral comorbidities in school-age children and adolescents with autism spectrum disorders*. Invited session presented for the 27th annual Emily G. Sutter UHCL Symposium: Current Issues in Clinical, Health, & Applied Sciences, Houston, TX.
8. **Mire, S. S.** (2017, February). *Working together with schools: Collaborations to benefit children with developmental disabilities*. Invited session presented for physicians and behavioral health team of the Baylor College of Medicine/Texas Children's Hospital Autism Center, Houston, TX.
7. **Mire, S. S., & McKee, S. L.** (2016, May). *Enhancing capacities for service to children with ASD and their families: Special education and school-based collaborations*. Invited presentation for Texas Children's Health Plan-The Center for Children and Women's behavioral health team, Houston, TX.
6. **Mire, S. S.** (2016, April). *Educational need in autism spectrum disorder: Considering, determining, and communicating a broader conceptualization with school-based teams*. Invited session speaker for the 26th annual Emily G. Sutter UHCL Symposium: Current Issues in Clinical, Health, & Applied Sciences, Houston, TX.
5. **Fein, R. H., Raff, N. S., & *Mire, S. S.** (2016, April). *Enhancing capacities for service to children with ASD and their families: Behavioral science and in-clinic use*. Invited presentation for Texas Children's Health Plan-The Center for Children and Women's behavioral health team, Houston, TX.
4. **Mire, S. S., & McKee, S. L.** (2016, March). *Enhancing capacities for service to children with ASD and their families: Working with families*. Invited presentation for Texas Children's Health Plan-The Center for Children and Women's behavioral health team, Houston, TX.
3. **Mire, S. S.** (2016, February). *Enhancing capacities for service to children with ASD and their families: Diagnosis, treatment, and referrals*. Invited presentation for Texas Children's Health Plan-The Center for Children and Women's behavioral health team, Houston, TX.
2. **Mire, S. S., & Schanding, G. T.** (2015, October). *The clinical use of the ADOS-2 in school-based practice*. Invited workshop for Fort Bend Independent School District, Sugar Land, TX.
1. **Mire, S. S.** (2015, July). *The psychology of motivating students to a service oriented career in education*. Invited keynote address for the Texas Association of Future Educators Advisors' Pre-Conference, Dallas, TX.

TEACHING & MENTORSHIP

COURSES TAUGHT^{1,2}

- EDP 5362: **Psychological Interventions with Children & Adolescents: Academic²**
- EDP 5367: **Developmental Psychopathology²**
- EDP 5V48: **Practicum in School Psychology²**

¹ University of Houston

² Baylor University

PHLS 8241: **Doctoral Seminar in School Psychology**¹
PHLS 7193: **Interprofessional Pre-practicum Rotation**¹
PHLS 8348: **Evidence-Based Intervention with Children and Adolescents**¹
PHLS 8347: **Assessment of Cognitive Abilities**¹
PHLS 8393: **Doctoral/Advanced Practicum in Psychology**¹
PHLS 8397: **Cognitive and Affective Bases of Behavior**¹

STUDENT COMMITTEES^{1,2}

Dissertation Chair

18. **Mycah Ayala-Brittain**¹; Final Defense (Scheduled): Spring 2024. Title: *A Three-Part Dissertation Investigating Interdisciplinary Collaboration Between Schools and Medical Settings to Improve Identification and Service Delivery for Children with Autism*. Graduation: August 2024.
17. **Anna Laakman**¹ (Co-Chair); Final Defense (Anticipated): Fall 2024. Title: *A Three-Part Study to Enhance Understanding of Social Behavior and Identity Preferences of Autistic Adolescents*. Graduation: August 2025.
16. **Emily Jellinek**¹ (Co-Chair); Final Defense: Fall 2023. Title: *Preparing Young Children with Autism for Kindergarten: A Three-Part Dissertation to Explore Ways to Help Parents and Teachers Improve School Readiness*. Graduation: August 2024.
15. **Georgina Sakyi**¹; Final Defense: Spring 2023. Title: *Cultural Influences on Diagnostic, Treatment, and Research Perceptions of Parents Raising Children on the Autism Spectrum: A Three-Part Dissertation*. Graduation: August 2024.
14. **Morgan McNeel**¹; Final Defense: Spring 2023. Title: *A Three-Part Study Investigating Parent Perceptions of Control Regarding their Child's ASD*. Graduation: August 2023.
13. **Samantha Tan**¹ (Co-Chair); Final Defense: Spring 2023. Title: *Social Skills and Internalizing Difficulties for Youths on the Autism Spectrum: A Three-Part Study in Community-Based Intervention*. Graduation: August 2024.
12. **Stacey Grebe**¹; Final Defense: Spring 2022. Title: *Exploring Fathers' Perceptions, Beliefs, and Experiences about Their Child's Autism Diagnosis: A Three-Part Study to Inform Targeted Service and Support*. Graduation: August 2022.
11. **Dieu Truong**¹; Final Defense: Spring 2022. Title: *Autism in Vietnam: A Three-Part Study to Enhance Understanding of Vietnamese Parents' Perceptions and Etiological Beliefs about their Children's Autism Spectrum Disorder*. Graduation: August 2022.
10. **Shannon McKee**¹; Final Defense: Fall 2021. Title: *Understanding Strengths and Needs of Families Affected by Autism Spectrum Disorder: The Role of Risk and Resilience Factors in Family Adjustment*. Graduation: August 2022.
9. **Allison Meinert**¹; Final Defense: Fall 2021. Title: *A Study of the Psychometric Properties of the Pediatric Symptom Checklist-17 Used in Primary Care for Children with Developmental Delays and Disorders*. Graduation: August 2022.
8. **Amy K. Barton Izuno-Garcia**¹ (Co-Chair); Final Defense: Spring 2021. Title: *Using the Theory of Planned Behavior to Predict Teacher Use of Instructional Strategies for Students with Autism Spectrum Disorder*. Graduation: August 2022.
7. **Katherine Bergez**¹; Final Defense: Spring 2020. Title: *Serving Youths with Autism Spectrum Disorder in Community Mental Health: Understanding Provider Confidence, Knowledge, and Perspectives on Evidence-Based Care*. Graduation: August 2021.
6. **Madeline Racine**¹; Final Defense: Spring 2019. Title: *Identifying Concerns about Autism Spectrum Disorder: The Influence of Ethnicity in Primary Care Decision-Making*. Graduation: August 2020.
5. **Christie Brewton**¹; Final Defense: Spring 2017. Title: *Parent Perceptions about Cause of Autism Spectrum Disorder and the Impact on Treatment Decisions*. Graduation: August 2019.
4. **Natalie Raff**¹; Final Defense: Spring 2016. Title: *Family Adaptation, Stress, and Coping among Parents of Adolescents with ASD*. Graduation: August 2019.
3. **Rachel Fein**¹; Final Defense: Spring 2016. Title: *Differences in Mother and Father Stress Profiles among Families Participating in Parent-Child Interaction Therapy with their Young Children with Autism Spectrum Disorder*. Graduation: August 2019.

2. **Natashia Comeaux**¹ (Co-chair); Final Defense: Spring 2016. Title: *Parent and Teacher Perceptions and Resulting Decisions for Children with Emotional and Behavioral Diagnostic Labels*. Graduation: August 2017.
1. **Victoria Faulkner**¹; Final Defense: Fall 2014. Title: *Factors Affecting Daytime Dryness in Preschoolers with Autism Spectrum Disorder: The Contribution of Child-Specific Characteristics and Treatment History*. Graduation: August 2015.

Doctoral Candidacy (Thesis) Chair

16. **Anna Laakman**¹ (Co-Chair); Final Defense: Fall 2023. Title: *Exploring Social Camouflaging in Black Adolescents with and without Autism: A Conceptual Replication and Extension*
15. **Adam Garcia**¹; Final Defense: Summer 2022. Title: *Religious Causal Attribution, Control, Coping, and Distress Among Parents of Children with Autism*
14. **Jelisa Scott**¹; Final Defense: Summer 2022. Title: *Evaluation of Preservice Teachers' Selection of Classroom Behavior Management Strategies*
13. **Fre'Dasia Daniels**¹ (Co-Chair); Proposal: Fall 2022. Title: *Exploring the Relationship Between Cultural Responsivity in Mentorship and Black Women's Perceptions of Influence on College Enrollment*
12. **Myciah Ayala**¹; Final Defense: Fall 2021. Title: *Primary Care Providers' Knowledge and Confidence in Discussing Special Education with Families of Children with Autism Spectrum Disorder*
11. **Emily Jellinek**¹ (Co-Chair); Final Defense: Fall 2021. Title: *Pre-Service Teacher's Perspectives on Transition to Kindergarten Practices for Children with Autism Spectrum Disorder*
10. **Georgina Rosenbrock**¹; Final Defense: Spring 2020. Title: *Exploring Potential Differences in Parent Perceptions and Family Adjustment among Sociodemographically Diverse Parents of Youth with Autism Spectrum Disorder*
9. **Samantha Tan**¹ (Co-Chair); Final Defense: Spring 2020. Title: *Evaluating the Generalization of Community-Based Group Social Skills Training for High-Functioning Autism*
8. **Morgan McNeel**¹; Final Defense: Spring 2020. Title: *Parent Perceptions of "Control" Over their Child's Autism as Measured by the IPQ-R-ASD*
7. **Stacey Grebe**¹; Final Defense: Spring 2020. Title: *Fathers of Children with ASD: Examining Parent Perceptions and Measurement Considerations*
6. **Dieu Truong**¹; Final Defense: Spring 2019. Title: *Restricted Interests and Repetitive Behaviors, Externalizing and Internalizing Symptoms, and Oral Language in Autism*
5. **Allison Meinert**¹; Final Defense: Spring 2019. Title: *Prescriber Treatment Decision-Making for Children with Autism Spectrum Disorder*
4. **Killian (Rainey) Hughes**¹; Final Defense: Spring 2019. Title: *Family Factors that Influence Long-Term Treatment Adherence for Children with Autism*
3. **Jamie Manis**¹; Final Defense: Spring 2018. Title: *Teacher Acceptability of a Joint Attention Intervention Promoting Early Social Communication Behaviors in Preschoolers with Autism*
2. **Katherine Bergez**¹; Final Defense: Fall 2017. Title: *Reliability of Written Expression Curriculum Based Measurement in Children with Autism Spectrum Disorder*
1. **Whitney Gealy**¹; Final Defense: Fall 2014. Title: *Effects of Autism Spectrum Disorders on Younger Siblings of Proband: Family Risk & Protective Factors*

Dissertation Committee Member

16. **Celeste Sodergren**² (PhD Candidate in Educational Psychology); Proposal: Spring 2024. *Analyzing families' hopes and expectations for gifted education programs: A two paper dissertation.*
15. **Stephanie Fritz**²; Final Defense: Fall 2023. Title: *A Rapid Review and Meta-Analysis of the Effectiveness of Cognitive-Behavioral Therapies for Anxiety in School-Age Children Who Have Intellectual Disability or Borderline Intellectual Functioning*
14. **Kenzie Billeiter**²; Proposal: Fall 2022. Title: *Assessing Nonverbal Intelligence in Autistic Children: A Psychometric Investigation Using Item Response Theory*
13. **Kristen H. Erps**¹; Final Defense: Spring 2023. Title: *A Three-Part Study Investigating Suicide Risk Assessment in Schools*
12. **Christian Stewart**¹; Final Defense: Spring 2023. Title: *Positive Illusory Bias and Subjective Well-Being in Adolescent ADHD: A Three Article Dissertation*

11. **Sahar Eshtehardi**¹ (Counseling Psychology PhD Candidate); Final Defense: Summer 2022. Title: *Parental Stress Among Those Raising Children with Type I Diabetes*
10. **Sherrilyn Smith**¹ (Ed.D. candidate in Education, Leadership, and Policy Studies); Final Defense: Fall 2020. Title: *Teaching Parents of Children with Autism Functional Behavior Assessment and How to Communicate Needs of their Children and Family*
9. **Ashley Ramclam**¹; Final Defense: Spring 2022. Title: *Raising a Child with Autism: Examining the Influence of Parental Stress, Racial Discrimination, and Law Enforcement Interactions on Racial Socialization Practices among Black Families*
8. **Georgette Richardson**¹; Final Defense: Spring 2022. Title: *Promoting Health Development in Early Childhood At-Risk Populations: A Three-Part Study to Understand Maternal Role Beliefs and Health Behaviors Affecting Their Child's Early Developmental Outcomes*
7. **Katherine Zopatti**¹; Final Defense: Spring 2022. Title: *Multi-tier Systems of Support and Early Literacy*
6. **Krystal Christopher**¹ (Counseling Psychology PhD Candidate); Final Defense: Spring 2022. Title: *Cognitive Mediators of Quality of Life in Pediatric Medulloblastoma Survivors: A Comparison of Survivors with and without Postoperative Cerebellar Mutism Syndrome*
5. **Alexandra Slaughter Barth**¹ (Counseling Psychology PhD Candidate); Final Defense: Fall 2021. Title: *Reoffending in Juvenile Justice Involved Youth with Autism as it Relates to Crime Type, Detention, and Aggression*
4. **Erin Thomas Faith**¹; Final Defense: Spring 2018. Title: *Using Early Literacy Skills Screening and Behavior Risk Status as Predictors of Later Literacy Screening Scores and Year Long Growth in Kindergartners*
3. **Gray Atherton**¹; Final Defense: Summer 2017. Title: *Thinking About You...Thinking About Me....Thinking About the Traits in the Broader Autism Spectrum*
2. **Kerri Nowell**¹; Final Defense: Spring 2016. Title: *The Relationship between Cognitive Profiles, Core Symptoms, and Age in a North American Sample of Youth with Autism Spectrum Disorder*
1. **Erika Flynn**¹; Final Defense: Spring 2016. Title: *Changes in Parental Stress as Predictors of Change in Parenting Practices for Children with Externalizing Behavior Problems*

Doctoral Candidacy Project Committee Member

6. **Amanda Hut**¹; Proposal (Anticipated): Spring 2024. Title: *Examining Pre-Service Teachers' Self-Efficacy About Teaching Writing to Students with Autism.*
5. **Katherine Zopatti**¹; Final Defense: Spring 2020. Title: *Pre-service Teachers and Multi-Tiered Systems of Support: Examining Foundational Perceptions and Skills*
4. **Georgette Richardson**¹; Final Defense: Fall 2018. Title: *African-American Parents' Perceived Role in Preschool Children's Oral Language Development*
3. **Alexandra Slaughter**¹; Final Defense: Spring 2018. Title: *Criminal Behavior Patterns and School Discipline in Juvenile Justice-Involved Youth with Autism*
2. **Amy Barton**¹; Final Defense: Spring 2018. Title: *Executive Function and Early Academic Skills in Children Born Very Preterm*
1. **Rachel Fein**¹; Final Defense: Fall 2014. Title: *Comparing Parent Behaviors of Mothers and Fathers of Children with Autism Spectrum Disorders Using the Dyadic Parent-Child Interaction Coding System*

Thesis Committee Member

3. **Elizabeth Perkovich** (UH Developmental, Behavioral, and Cognitive Neuroscience PhD Program). Proposal: Summer 2023. Title: *Joint Attention, Vocabulary, and the Role of Parent Behaviors in Children With and Without Autism*
2. **Mojtaba Norozi** (Tehran University of Medical Sciences; Iran); Defense: Fall 2022. Title: *The Study of Psychometric Properties and Adaptation of Illness Perception Questionnaire-Revised for Autism Spectrum Disorder (IPQ-R-ASD) in Persian*
1. **Rachel Sotelo** (UH Communication Sciences and Disorders Master's Program); Final Defense: Summer 2019. Title: *Clinical and Educational Profiles of College Students with Autism Spectrum Disorder*

Additional Mentorship

Sandra Morkos, Doctoral Student in Occupational Therapy, Texas Women's University (Summer 2022- Summer 2023)—
Secondary Mentor for Doctoral Capstone Project “*Developing a Wellness Program for Caregivers of Children with
Autism Spectrum Disorder*”

Elizabeth Perkovich, Doctoral Student in Developmental, Cognitive, and Behavioral Neuroscience, University of
Houston (Fall 2021- Present)—Applied Sciences Mentor

Mary Ann Hughes, LoneStar LEND Long-Term Trainee (Fall 2021-Spring 2022)- LEND Faculty Mentor

SERVICE TO THE UNIVERSITY, COLLEGE, DEPARTMENT, & THE PROFESSION

04/2024-present	Committee Member, Departmental Diversity and Belonging Committee, Baylor University
08/2023-present	Invited Mentor, Women in the Academy, Baylor University
07/2023-present	Appointed Member, Search Committee for national Educational Psychology Department Chair, Baylor University
03/2023-present	Selected Member, American Psychological Association Division 16 (School Psychology) Ethics Committee
01/2018-present	Trainers' Chair, Executive Board of the Texas Association of School Psychologists, Appointed by the TASP President
03/2021-present	Editorial Board Member, <i>Children's Health Care</i>
01/2017-present	Editorial Board Member, <i>Journal of School Psychology</i>
10/2022-01/2023	Appointed Representative, Educational Psychology Department, Baylor Emerging Researcher Conference Committee
09/2021-04/2022	Appointed Member, Search Committee for University of Houston Presidential Frontier Faculty program, Assistant Professor in Health Disparities
08/2021-05/2022	University-appointed to Integrated Behavioral Health workgroup for development of UH primary care/behavioral healthcare core, in collaboration with UH College of Medicine
09/2020-05/2022	Elected to Promotion & Tenure Committee- College level (PHLS Tenured Associate Member)
07/2020-12/2020	Ending Inequities subcommittee- College of Education
05/2020-06/2020	Appointed by the Dean to the COE Ad Hoc Committee on Administration & Service
03/2020-07/2020	COE Ad Hoc COVID-19 Committee for Faculty Evaluations, Research, & Teaching
01/2019-05/2019	Consultant to the Texas State Leadership for Autism Training (TSLAT) of the Texas Education Agency (TEA) through comprehensive research and practice revisions to the Texas Autism Resource Guide for Effective Teaching (TARGET)
01/2019-08/2022	Appointed Associate Department Chair, Psychological, Health, & Learning Sciences
01/2017-06/2021	Editorial Board Member, <i>Psychology in the Schools</i>
09/2018-08/2022	College-appointed liaison for the development and implementation of doctoral practicum in new on-campus integrated behavioral health clinic (FQHC)
08/2018-12/2018	Administrator Fellow, Department of Psychology, Health, & Learning Sciences, Inaugural appointee by Department Chair
06/2018-08/2019	Full committee member, University of Houston Institutional Review Board 1
12/2017-02/2018	Committee member, Competency Standards Advisory Committee to the Texas State Board of Examiners of Psychologists, Appointed Representative of Texas Association of School Psychologists
09/2017- 09/2019	Committee member, Planning for HEALTH-2 training and service delivery
09/2016-08/2021	Member, Community Engagement Action Plan Implementation Committee
02/2016-05/2016	Lead, College of Education Strategic Plan Action Planning Committee (<i>Strategy #1: “We will serve the community as the hub for collaborative action.”</i>)
11/2015- 05/2017	Clinical supervisor for school psychology doctoral students completing advanced practica in psychological evaluation and behavioral consultation in multidisciplinary settings during their placement at the University Speech-Language-Hearing Clinic (USLHC)
08/2015-05/2017	College of Education Student Scholarship Committee; Secretary 2016-2017

04/2014- 08/2019 Appointed Member, Harris County Intellectual and Developmental Disabilities Planning Advisory Council

01/2014- 08/2022 Faculty Lead and Supervisor, COE Psychological Assessment Library

01/2014- 05/2015 Member, College of Education Committee on Assessment and Institutional Effectiveness

12/2013, 12/2014 Scientist Reviewer for the *Congressionally Directed Medical Review Programs of the Department of Defense (CDMRP-DoD)- Autism Review Panel*

Ad hoc Manuscript reviewer: *Autism Research; Child Psychiatry and Human Development; Families, Systems, and Health; Journal of Abnormal Child Psychology; Journal of Autism and Developmental Disabilities; Journal of Classroom Interaction; Pediatric Health, Medicine and Therapeutics; Psychological Review; Journal of Family Psychology; Family Relations; Psychological Review; Child: Care, Health & Development; Research in Intellectual and Developmental Disabilities; Focus on Autism and Other Developmental Disabilities; Psychology in the Schools*

Ad hoc Conference abstract reviewer: *International Meeting for Autism Research; NASP; APA*