**Kristen Marie Bottema-Beutel, Ph.D.**

|  |  |
| --- | --- |
| Professor of Special Education  | 140 Commonwealth Ave. |
| Department of Teaching, Curriculum, and Society  | Chestnut Hill, MA 02467 |
| Lynch School of Education and Human Development  | kristen.bottema-beutel@bc.edu |
| Boston College | Bottemabeutel.com |

**ACADEMIC APPOINTMENTS**

2024- present Professor of Special Education, Boston College, Lynch School of Education and Human Development

2019- 2024 Associate Professor of Special Education, Boston College, Lynch School of Education and Human Development

2013- 2019 Assistant Professor of Special Education, Boston College, Lynch School of Education

2012- 2013 IES Post-doctoral Fellow in Special Education Intervention Research, Vanderbilt University, Department of Special Education. Supervised by Dr. Erik Carter and Dr. Paul Yoder

**EDUCATION**

12/2011 Ph.D. in Special Education, University of California at Berkeley and San Francisco State University. Dissertation title: Adolescents with social disabilities and their peers: Intervention, identity, and judgments about exclusion. Advisors: Dr. Laura Sterponi (University of California at Berkeley) and Dr. Pamela Wolfberg (San Francisco State University)

5/2007 M.A. in Special Education with an emphasis in Autism, San Francisco State University

5/2003 B.S. in Cellular and Molecular Biology, University of Michigan

**PUBLICATIONS**

*PEER REVIEWED ARTICLES*

\*Indicates student author

1. **Bottema-Beutel, K.**, Zisk, A.H., Zimmerman, J., & Yu, B. (in press). Editorial: Conceptualizing and describing autistic language: Moving on from “verbal”, “minimally-verbal”, and “non-verbal”. *Autism.*
2. **Bottema-Beutel, K.** (in press, invited special issue commentary). Methodological considerations for incorporating students with disabilities into educational psychology theory and practice. *Educational Psychologist.*
3. Kim, S.Y., LaPoint, S.C., & **Bottema-Beutel, K.** (in press). Autistic undergraduates’ experiences and intentions to persist in college. *Journal of College Student Development.*
4. Crowley, S., Kim, S.Y., & **Bottema-Beutel, K.** (in press). Barriers to providing transitional support for autistic students: Insights of school professionals. *Journal of Autism and Developmental Disorders.*
5. Cohen, S.R., Wishard Guerra, A., **Bottema-Beutel, K.,** & Oliveira, G. (2025). *Hablando* at home: Examining the interactional resources of a bilingual autistic child. *Journal of Child Language, 52*(1), 135-157.
6. **Bottema-Beutel, K.,** Guo, R.\*, Braun, C.\*, Keceli-Kaysili, B., Dunham-Carr, K.\*, Clark, S.M.\*, Feldman, J.I., Markfeld, J.E.\*, Pulliam, G.\*, & Woynaroski, T. (2025). Considerations for measuring caregiver talk in interactions with infants at elevated-likelihood for autism: Deriving stable estimates. *Journal of Speech, Language, and Hearing Research, 68*(1), 234-247.
7. Sandbank, M., Pustejovsky, J.E., **Bottema-Beutel, K.**, Caldwell, N., Feldman, J.I., LaPoint, S.C., & Woynaroski, T. (2024). Determining associations between intervention amount and outcomes for young autistic children: A meta-analysis. *JAMA Pediatrics, 178*(8), 763-773.
8. **Bottema-Beutel, K.,** Sasson, N.J., McKinnon, R., Braun, C., R.,Guo, R., Hand, B., Kapp, S., Espinas, D.R., Bailin, A., Lester, J.N., & Yu, B. (2024). Recognizing and resisting ableist language in schools: Suggestions for school-based speech language pathologists and related professionals. *Language, Speech, and Hearing Services in the Schools, 55*(4), 1025-1038.
9. **Bottema-Beutel, K.** (2024). Editorial: Putting autism research in social contexts. *Autism, 28*(7), 1597-1601.
10. Sandbank, M., **Bottema-Beutel, K.**, Syu, Y-C., Caldwell, N. Feldman, J.I., & Woynaroski, T. (2024). Evidence-b(i)ased practice: Selective and inadequate reporting in early childhood autism intervention research. *Autism, 28*(8), 1889-1901.
11. **Bottema-Beutel, K.,** McKinnon, R., Mohiuddin, S., LaPoint, S.C., & Kim, S.Y. (2024). Problems with “problem behavior”: A secondary systematic review of intervention research with transition-age autistic youth. *Autism*, *28*(8), 1872-1888.
12. Kim, S.Y., Song, D.Y., **Bottema-Beutel, K**., Gillespie-Lynch, K. (2024). Time to level up: A systematic review of interventions aiming to reduce stigma toward autistic people. *Autism, 28*(4), 798-815.
13. Ferreira, J.M., & **Bottema-Beutel, K.** (2024). The interactional structure of accounts during small group discussions among autistic children receiving special education support in Finland. *Journal of Autism and Developmental Disorders, 54,* 1928-1946.
14. **Bottema-Beutel, K.,** Kim, S.Y., LaPoint, S.C., Mohiuddin, S.\*, Yu, Q.\*, & McKinnon, R.\* (2024). Social validity in autism intervention research for transition age autistic youth. *Exceptional Children, 90*(2), 186-202.
15. Sandbank, M., **Bottema-Beutel, K.,** La Point, S.C., Feldman, J.I., Barrett, D.J., Caldwell, N., Dunham, K., Crank, J., & Woynaroski, T. (2023). Autism intervention meta-analysis (Project AIM) 2: A living systematic review and meta-analysis of each childhood autism intervention studies. *The BMJ, 383,* e076733. doi: <https://doi.org/10.1136/bmj-2023-076733>
16. **Bottema-Beutel, K.,** Kapp, S.K., Sasson, N., Gernsbacher, M.A., & Natri, H. Botha, M. (2023). Anti-ableism and scientific accuracy in autism research: A false dichotomy. *Frontiers in Psychiatry*, 14. <https://doi.org/10.3389/fpsyt.2023.1244451>
17. **Bottema-Beutel, K.**, Sandbank, M., & Woynaroski, T. (2023). Introduction to some ethical issues in autism intervention research: Research design and reporting. *Perspectives of the ASHA Special Interest Groups, 8*(6), 1238-1247.
18. Abubakare, O., Asasumasu, K., Basargekar, A., Favien Beaud, F., Botha, M., **Bottema-Beutel, K.** … & Zisk, A.H. (2023). Anti-ableist language is fully compatible with high-quality autism research: Response to Singer et al. (2022). *Autism Research, 16*(4), 673-676.
19. **Bottema-Beutel, K.** (2023). Editorial: We must improve the low standards underlying ‘evidence-based practice’. *Autism, 27*(2), 269-274.
20. **Bottema-Beutel, K**., Crowley, S.\*, Kim, S.Y., Mohiuddin, S.\*, Yu, Q.\*, & McKinnon, R.\* (2023). An evaluation of intervention research for transition-age autistic youth. *Autism, 27*(4), 890-904.
21. Chow, J., Zhao, H., Sandbank, M., **Bottema-Beutel, K.**, & Woynaroski, T. (2023). Empirically-derived effect size distributions of interventions for young children on the autism spectrum. *Journal of Clinical Child & Adolescent Psychology*, *52*(2), 271-283.
22. Kim, S.Y., Song, D-Y., **Bottema-Beutel, K.**, Gillespie-Lynch, K., & Cage, E. (2023). A systematic review and meta-analysis of associations between non-autistic people’s characteristics and attitudes toward autistic people. *Autism Research, 16,* 441-457.
23. Santapuram, P.\*, Feldman, J.\*, Bowman, S.\*, Raj, S.\*, Suzman, E.\*, Crowley, S.\*, Kim, S.Y., Keceli-Kaysili, B., **Bottema-Beutel, K.**, Lewkowicz, D., Wallace, M., & Woynaroski, T. (2022). Mechanisms by which early eye gaze to multisensory speech influences expressive communication development in infant siblings of children with and without autism. *Mind, Brain and Education, 16*(1), 62-74*.*
24. **Bottema-Beutel, K.**, Crowley, S.\*, & Kim, S.Y. (2022). Sequence organization of autistic children’s play with caregivers: Rethinking follow-in directives. *Autism, 26*(5), 1267-1281.
25. Sasson, N.J., & **Bottema-Beutel, K.** (2022). Letter to the editor: Studies of autistic traits in the general population are not studies of autism. *Autism, 26*(4), 1007-1008.
26. Kim, S.Y., Crowley, S.\*, & **Bottema-Beutel, K.** (2021). Autistic undergraduate students’ transition and adjustment to higher education institutions. *Research in Autism Spectrum Disorders, 89,* 101883*.*
27. Sandbank, M., Chow, J., **Bottema-Beutel, K.**, Woynaroski, T. (2021). Evaluating evidence-based practice in light of the boundedness and proximity of outcomes: Capturing the scope of change. *Autism Research, 14*(8), 1536-1542.
28. **Bottema-Beutel, K.,** Kapp, S., Lester, J. N., Sasson, N., & Hand, B. (2021). Avoiding ableist language: Suggestions for autism researchers. *Autism in Adulthood, 3*(1), 18-29.

+Included in the *Autism in Adulthood* [manuscript guidelines](https://home.liebertpub.com/publications/autism-in-adulthood/646/for-authors)

+Included in the *Autism* [manuscript guidelines](https://journals.sagepub.com/pb-assets/cmscontent/AUT/Autism-terminology-guidance-2021-1626860796.pdf)

+Included in the American Psychological Association [*Equity, Diversity, and Inclusion Toolkit for Journal Editors*](https://www.apa.org/pubs/authors/equity-diversity-inclusin-toolkit-journal-editors.pdf)

1. Sandbank, M., **Bottema-Beutel, K.**, & Woynaroski, T. (2021). Intervention recommendations for children with autism in light of a changing evidence base. *JAMA Pediatrics, 175*(4), 341-342.
2. **Bottema-Beutel, K.**, & Crowley, S.\* (2021). Pervasive undisclosed conflicts of interest in applied behavior analysis autism literature. *Frontiers in Psychology,* *12*, 676303. <https://doi.org/10.3389/fpsyg.2021.676303>
3. Crank, J. E.\*, Sandbank, M., Dunham, K.\*, Crowley, S.\*, **Bottema-Beutel, K**., Feldman, J.\*, & Woynaroski, T. (2021). Understanding the effects of naturalistic developmental behavioral interventions: A Project AIM Meta-analysis. *Autism Research, 14*(4), 817-834.
4. **Bottema-Beutel, K.**, & Kim, S.Y. (2021). A systematic literature review of autism research on caregiver talk. *Autism Research*, *14*(3), 432-449*.*
5. **Bottema-Beutel, K.**, Kim, S.Y.\*, Crowley, S.\*, & Yoder, P.J. (2021). Developmental associations between joint engagement and autistic children’s vocabulary: A cross-lagged panel analysis. *Autism, 25*(2), 566-575.
6. **Bottema-Buetel, K.**, Crowley, S.\*, Sandbank, M., & Woynaroski, T. (2021). Adverse event reporting in intervention research for young autistic children. *Autism*, *25*(2), 322-335.
7. **Bottema-Beutel, K.**, Crowley, S.\*, Sandbank, M., & Woynaroski, T. (2021). Conflicts of interest (COIs) in autism early intervention research: A meta-analysis of COI influences on intervention effects. *Journal of Child Psychology and Psychiatry, 62*(1), 5-15.
8. Sandbank, M., **Bottema-Beutel, K**., Crowley, S.\*, Cassidy, M.\*, Feldman, J.I.\*, Canihuante, M.\*, & Woynaroski, T. (2020). Intervention effects on language in children with autism: A project AIM meta-analysis. *Journal of Speech, Language, and Hearing Research, 63,* 1537- 1560.
9. **Bottema-Beutel, K.,** Cuda, J.\*, Kim, S.Y.\*, & Crowley, S.\*, Scanlon, D. (2020). High school experiences and support recommendations of autistic youth. *Journal of Autism and Developmental Disorders, 50*(9), 3397-3412.
10. **Bottema-Beutel, K**., & Crowley, S.\* (2020). Synthesizing classroom intervention effects for students with autism spectrum disorder: Commentary on Watkins et al., 2019. *Research on Autism Spectrum Disorder, 76*, 101586.
11. Malloy, C.\*, Cuda, J.\*, Kim, S.Y.\*, & **Bottema-Beutel, K.** (2020). “They can even make waiting in line fun”: A quantitative content analysis of autistic children’s friendship conceptualizations. *Psychology in the Schools, 57*(6), 973-989.
12. Sandbank, M., **Bottema-Beutel, K**., Crowley, S.\*, Cassidy, M.\*, Dunham, K.\*, Feldman, J.I.\*, Crank, J.\*, Albarran, S.\*, Raj, S., Mahbub, P.\*, & Woynaroski, T.G. (2020). Project AIM: Autism intervention meta-analysis for studies of young children. *Psychological Bulletin, 146*(1), 1–29.

*+*Selected as one of the 20 Top Advances in Autism Research by the Interagency Autism Coordinating Committee of the U.S. Department of Health and Human Services

1. **Bottema-Beutel, K.**, Oliveira, G., Cohen, S., & Miguel, J. (2020). Question-response-evaluation sequences in the home interactions of a bilingual child with autism spectrum disorder. *International Journal of Language and Communication Disorders, 55*(2), 216-230.
2. **Bottema-Beutel, K.,** Malloy, C.\*, Cuda, J.\*, Kim, S.Y\*, & MacEvoy, J. (2019). Responses to vignettes depicting friendship transgressions: Similarities and differences in children with and without autism spectrum disorder. *Journal of Autism and Developmental Disorders, 49*(12), 4709-4720.
3. **Bottema-Beutel, K.,** Malloy, C.\*, Cuda, J.\*, Kim, S.Y.\*, & MacEvoy, J. (2019). Friendship expectations may be similar for mental age-matched children with autism spectrum disorder and typically developing children. *Journal of Autism and Developmental Disorders, 49*(10), 4346-4354.
4. Crandall, M.C.\*, **Bottema-Beutel, K.**, McDaniel, J.\*, Watson, L.R., & Yoder, P.J. (2019). Children with autism spectrum disorder may learn from parent verb input better in certain engagement states. *Journal of Autism and Developmental Disorders, 49*(8)*,* 3102-3112.
5. Kim, S.Y.\*, & **Bottema-Beutel, K.** (2019). A meta-regression analysis quality of life correlates in adults with ASD. *Research on Autism Spectrum Disorders*, *63*, 23-33.
6. Kim, S.Y.\*, & **Bottema-Beutel, K.** (2019). The negotiation of individual and collective identities in the online discourse of adults with autism spectrum disorder. *Autism in Adulthood*, *1*(1), 69-78.
7. **Bottema-Beutel, K.**, Kim, S.Y\*., Crowley, S.\*, Augustine, A.\*, Keceli-K.aysili, B., Feldman, J.\*, & Woynaroski, T. (2019). The stability of joint engagement states in infant siblings of children with ASD: Implications for measurement practices. *Autism Research, 12*(3)*,* 495-504.
8. **Bottema-Beutel, K.**, Woynaroski, T., Louick, R.\*, Keefe, E.S.\*, Watson, L.R., & Yoder, P.J. (2019). Longitudinal associations across vocabulary modalities in children with autism and typical development. *Autism, 23*(2), 424-435.
9. **Bottema-Beutel, K**., Kim, S.Y.\*, & Crowley, S.\* (2019). A systematic review and meta-regression analysis of social functioning correlates in autism and typical development. *Autism Research, 12*(2), 152-175.
10. **Bottema-Beutel, K.,** Kim, S.Y.\*, Miele, D. (2019). College students’ evaluations and reasoning about inclusion of students with autism and learning disability: Context, stakes, and contact. *Journal of Autism and Developmental Disorders, 49*(1), 307-323.
11. **Bottema-Beutel, K.**, Lloyd, B., Watson, L., & Yoder, P.J. (2018). Bidirectional influences of caregiver utterances and supported joint engagement in children with and without autism spectrum disorder. *Autism Research, 11,* 755 – 765.
12. **Bottema-Beutel, K.**, Malloy, C.\*, Lloyd, B., Louick, R.\*, Nelson, L.J.\*, Watson, L. R., & Yoder, P.J. (2018). Sequential associations between caregiver talk and child play in autism spectrum disorder and typical development. *Child Development, 89*(3), e157-e166.
13. **Bottema-Beutel, K**., Park, H.\*, & Kim, S.Y.\* (2018). Commentary on social skills training curricula for individuals with ASD: An examination of social interaction, authenticity, and stigma. *Journal of Autism and Developmental Disorders,* *48*(3), 953-964. doi: 10.1007/s10803-017-3400-1
14. **Bottema-Beutel, K.** (2017). Glimpses into the blind spot: Social interaction and autism. *Journal of Communication Disorders, 68,* 24-34.
15. Asmus, J.M., Carter, E.W., Moss, C.K., Biggs, E.E., Bolt, D., Born, T.L., **Bottema-Beutel, K**…. & Weir, K. (2017). Efficacy and social validity of peer network interventions for high school students with severe disabilities. *American Journal on Intellectual and Developmental Disabilities, 122*(2), 118-137.
16. **Bottema-Beutel, K.**, Turiel, E., DeWitt, M., & Wolfberg, P.J. (2017). To include or not to include: Evaluations and reasoning about the failure to include peers with autism spectrum disorder in elementary students. *Autism*, *2*(1), 51-60.
17. **Bottema-Beutel, K.** (2016). The relationship between joint attention and language in autism spectrum disorder and typical development: A systematic review and meta-regression analysis. *Autism Research, 9*(10), 1021-1035.
18. **Bottema-Beutel, K.**, Mullins, T\*., Harvey, M.\*, Gustafson, J. & Carter, E. (2016). Avoiding the “brick wall of awkward”: Perspectives of youth with autism spectrum disorder on social-focused intervention practices. *Autism, 20*(2), 196-206.
19. **Bottema-Beutel, K**., & White, R\*. (2016). By the book: An analysis of adolescents with autism spectrum condition co-constructing fictional narratives with peers. *Journal of Autism and Developmental Disorders*, *46*(2), 361-377.
20. **Bottema-Beutel, K.,** Louick, R.\*, & White, R.\* (2015). Repetition, response mobilization, and face: Analysis of group interactions with a 19-year-old with Asperger syndrome. *Journal of Communication Disorders, 58,* 179-193.
21. **Bottema-Beutel, K.,** & Li, Z**.** (2015). Adolescent judgments and reasoning about the failure to include peers with social disabilities. *Journal of Autism and Developmental Disorders, 45*(6), 1873- 1886.
22. Hochman, J.M., Carter, E.W., **Bottema-Beutel, K.**, Harvey, M., & Redding, J. (2015). Efficacy of peer networks to increase social connections among high school students with and without autism. *Exceptional Children, 82,* 96-116.
23. **Bottema-Beutel, K**., Lloyd, B., Carter, E.W., & Asmus, J. (2014). An application of generalizability and decision studies to plan for observational measurement in classroom settings. *American Journal on Intellectual and Developmental Disabilities, 119,* 589-605.
24. **Bottema-Beutel, K.**, Yoder, P., Hochman, J.M., & Watson, L. (2014). The role of supported joint engagement and parent utterances in language and social communication development in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 44,* 2162-2174.
25. Carter, E.W., Common, E.A., Sreckovic, M.A., Huber, H.B., **Bottema-Beutel, K.**, Gustafson, J.R.,… Hume, K. (2014). Promoting social competence and peer relationships for adolescents with autism spectrum disorders. *Remedial and Special Education, 35,* 91-101.
26. Yoder, P.J., **Bottema-Beutel, K.**, Woynaroski, T., Chandrasekhar, R., & Sandbank, M. (2014). Social communication intervention effects vary by dependent variable type in preschoolers with autism spectrum disorders. *Evidence-Based Communication Assessment and Intervention, 7,* 150-174.
27. **Bottema-Beutel, K.,** & Smith, N\*. (2013). The interactional construction of identity: An adolescent with autism in interaction with peers. *Linguistics and Education, 24,* 197-214.
28. Carter, E.W., Brock, M.E., **Bottema-Beutel, K.**, Bartholomew, A., Boehm, T., & Cook, J. (2013). Methodological trends in secondary education and transition research: Looking backward and moving forward. *Career Development and Transition for Exceptional Individuals, 36,* 15-24.
29. Carter, E.W., Asmus, J., Moss, C.K., Cooney, M., Weir, K., Vincent, L., Born, T., Hochman, J.M., **Bottema-Beutel, K.**, & Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *TEACHING Exceptional Children, 46,* 51-59.
30. Wolfberg, P.J., **Bottema-Beutel, K.,** & DeWitt, M. (2012). Including children with autism in social and imaginary play with typical peers: Integrated play groups model. *The American Journal of Play, 5*(1), 55- 80.
31. **Bottema-Beutel, K.** (2011). The negotiation of footing and participation structure in a social group of teens with and without autism spectrum disorder. *Journal of Interactional Research in Communication Disorders, 2,* 61-83.
32. Pan, Q., Kleer, C. G., Van Golen, K. L., Irani, J., **Bottema, K.** M., Bias, C., ... & Merajver, S. D. (2002). Copper deficiency induced by tetrathiomolybdate suppresses tumor growth and angiogenesis. *Cancer Research*, *62*(17), 4854-4859.

*BOOK*

Vivanti, G., **Bottema-Beutel, K.,** & Turner Brown, L. (2020). *Autism: A clinical guide to early intervention.* New York, NY: Springer.

*BOOK CHAPTERS*

1. **Bottema-Beutel, K.** (accepted). Autistic language and critical metalinguistic engagement. In R.L. Jones and C.P. Proctor (Eds.). *Pursuing language and metalinguistic awareness in K-12 classrooms: A framework for critical engagement.* Routledge.
2. **Bottema-Beutel, K.** (2021). Using discursive psychology to understand everyday interactions in special education and mental healthcare settings (pp. 207-210). In Lester J.N. (Ed.), *Discursive psychology and disability.* Palgrave MacMillan.
3. Kim, S.Y.\*, Louick, R.\*, & **Bottema-Beutel, K**. (2018). Adolescence.In Braaten E.B. (Ed.), *The SAGE encyclopedia of intellectual and developmental disorders.* Thousand Oaks, CA: Sage.
4. Malloy, C.\*, Keefe, E.S.\*, & **Bottema-Beutel, K.** (2018). Social support. In E.B. Braaten (Ed.), *The SAGE encyclopedia of intellectual and developmental disorders.* Thousand Oaks, CA: Sage.
5. **Bottema-Beutel, K.**, Sterponi, L., & Louick, R.\* (2017). Adolescents with autism spectrum disorders animating characters and experiencing selves through co-construction of fictional narratives: A look at peer groups' storyboard creations. In M. O’Reilly, N. Lester, and T. Muskett (Eds.), *A practical guide to social interaction research in autism spectrum disorder* (pp. 325-350).London, UK: Palgrave MacMillan.
6. Hauser-Cram, P., Heyman, M.\*, & **Bottema-Beutel, K.** (2017). Early childhood education and care for children with disabilities. In E. Votruba-Drzal and E. Dearing (Eds.), *Handbook of early childhood development programs, practices, and policies: Theoretically and empirically-supported strategies for promoting young children’s growth in the United States* (pp. 211-236).Chichester, UK: John Wiley & Sons.
7. **Bottema-Beutel, K.**, Yoder, P., Woynoroski, T., & Sandbank, M. (2014). Targeted intervention for social-communication symptoms in preschoolers. In F. R. Volkmar, R. Paul, S. J. Rogers, and K. A. Pelphrey (Eds.), *Handbook of autism and pervasive developmental disorders*. Hoboken, NJ: Wiley & Sons.
8. Carter, E. W., **Bottema-Beutel, K.**, & Brock, M. (2013). Chapter 10: Social and peer relationships. In M. Agran, F. Brown, Hughes, C., Quirk, C. and D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future.* Baltimore, MD: Paul H. Brookes.

*POPULAR PRESS*

**Bottema-Beutel, K.**, Crowley, S.\*, Sandbank, M., & Woynaroski, T. (2020, November 24). *Errors of omission: Why we are deeply concerned about research on autism therapies*. Spectrum. <https://www.spectrumnews.org/opinion/errors-of-omission-why-we-are-deeply-concerned-about-research-on-autism-therapies/>

*PREPRINTS*

Bottema-Beutel, K., & Pavlopoulou, G. (2021, December 3). Response to Leaf et al., 2021. <https://doi.org/10.31219/osf.io/chgx6>

*MANUSCRIPTS IN REVIEW*

**Bottema-**Beutel, K., Guo, R., Hinson-Williams, J., Shen, Y., LaPoint, S.C., Woynaroski, T., & Sandbank, M. (in review). Conceptualizing and measuring “problem behavior” in early intervention autism research: A Project AIM secondary systematic review. *Journal of Child Psychology and Psychiatry.*

**RESEARCH GRANTS**

*EXTERNAL*

In review **Principal Investigator.** Cultivating Disability Scholars in Critical, Asset-Based Approaches to Addressing Mental Health, Inclusion, and Behavior in Urban Education: A Boston Personnel Preparation Partnership. Office of Special Education Programs ($5,00,000).

2025 – 3030 **Co-Principal Investigator.** Effectiveness of Caregiver Mediated Interventions: A Culturally Inclusive Trial of Toddlers with DD. Patient Centered Outcomes Research Institute ($13,699,014). PI: Megan Y. Roberts

2022 - 2027 **Co-Investigator.** **S**ensory **P**roject in **I**nfant/Toddler **S**iblings of Children with Autism (Project SPIS). National Institutes of Health ($3,155,239). PI: Tiffany Woynaroski

2018- 2020 **Principal Investigator.** Developmental Relationships between Joint Engagement and Vocabulary in Children with Autism Spectrum Disorder. National Institutes of Health ($156,500)

*INTERNAL*

2024 – 2025 **Principal Investigator.** Refinement and Validation of Neurodiversity Knowledge and Attitudes Assessments for School-age Children. Boston College IGNITE Grant ($30,000)

2023 – 2025 **Principal Investigator.** Using Conversation Analysis to Understand Interactions between School Professionals and Autistic Students in Inclusive Classrooms – Extension to Boston Public Schools. Argyelan Family Foundation Award, Lynch School of Education and Human Development, Boston College ($35,000)

2021- 2022 **Principal Investigator.** Using Conversation Analysis to Understand Interactions between School Professionals and Autistic Students in Inclusive Classrooms.Argyelan Family Foundation Award, Lynch School of Education and Human Development, Boston College ($30,000)

2020- 2023 **Co-Principal Investigator.** Developing Team Leader Certificate Program: A Collaborative Project with Newton Public Schools. Collaborative Fellows Grant, Lynch School of Education and Human Development ($120,000)

2020 – 2021 **Principal Investigator.** Developing Distal Supports for Classroom Engagement: Administrator and Paraprofessional Perspectives. Argyelan Family Foundation Award, Lynch School of Education and Human Development, Boston College ($30,000)

2018-2019 **Co-Principal Investigator.** Highlighting Marginalized Voices in Course Syllabi in the Lynch School. Affordable Course Materials Initiatives, Boston College ($2,000)

2018 – 2019 **Principal Investigator.** Using Conversation Analysis to Understand Caregiver-Child Interactions in Autism Spectrum Disorder. Argyelan Family Foundation Award, Lynch School of Education, Boston College ($30,000)

2017 -2019 **Principal Investigator.** Building Capacity for Geospatial Mapping Research in the Lynch School of Education. Academic Technology Innovation Grant, Boston College ($11,720)

2017 -2018 **Co-Principal Investigator.** Developing Support Materials for High School Students with Autism Spectrum Disorder and Learning Disabilities: A Community-based Participatory Research Project. Argyelan Family Foundation Award, Lynch School of Education, Boston College ($25,000)

2016-2019 **Principal Investigator.** Facilitating Classroom Engagement in Elementary Students with Autism Spectrum Disorder in Newton Public Schools. Collaborative Fellows Grant, Lynch School of Education, Boston College ($104,400)

2016 – 2017 **Principal Investigator.** Understanding Reasoning Patterns about Exclusion in Undergraduate Students. Argyelan Family Foundation Award, Lynch School of Education, Boston College ($25,000)

2015-2017 **Principal Investigator.** Affordable Course Materials Awards. Boston College ($4,000)

2015 **Principal Investigator.** Training on Classroom Measures of Joint Engagement. Incentive Funding, Lynch School of Education, Boston College ($3,200)

2014 - 2015 **Principal Investigator.** The Influence of Parent- Child Engagement on Language and Social Communication in Infants with and without Autism Spectrum Disorder. Argyelan Family Foundation Award, Lynch School of Education, Boston College ($25,000)

2014 **Principal Investigator.** The Influence of Parent- Child Engagement on Language and Social Communication in Infants with and without Autism Spectrum Disorder. Research Expense Grant, Lynch School of Education, Boston College ($2,000).

2014 **Principal Investigator.** Establishment of a Quantitative Video Coding Station in the Lynch School of Education. Educational Technology Expense Grant, Boston College ($3,000).

**RESEARCH PRESENTATIONS**

*INVITED*

Bottema-Beutel, K. (2024, September). *Keynote: The Involvement of Caregivers in Understanding Communication in Autistic Children and Youth.* Eleanor M Saffran Conference on Cognitive Neuroscience & Rehabilitation of Communication Disorders. Temple University, Philadelphia, PA.

Bottema-Beutel, K. (2024, April). *Ableism, Language, and Autism Research.* Human Diversity Issues in Psychology lecture series, Clinical Psychology Program at Stony Brook University. Presented Virtually.

Bottema-Beutel, K. (2023, November). *Understanding Adverse Event Monitoring and Reporting in Non-Pharmacological Intervention Research for Autistic Children, Youth, and Adults.* Marcus Grand Rounds, Marcus Autism Center, Emory University. Atlanta, GA. Presented Virtually.

Bottema-Beutel, K., Emerick, J., Roberts, J., & Zimmerman, J. (2023, September). *Beyond Behaviorism Ages 0-22: What Does the Future of Services Research Look Like for Autistic Youth.* Autism Research for Us, Hosted by the Autistic Self Advocacy Network and Drexel University. Presented Virtually.

Bottema-Beutel, K., Chow, J., Jones, N., & Toste, J. (2023, May). *Future of Special Education Panel*. LINC (Preparing Scholar Leaders to Study Interventions and Complex Systems) Spring Biannual Meeting. University of Connecticut, Storrs, Connecticut.

Bottema-Beutel, K. (2023, April). *Autistic Advocacy and “Evidence-based Practice”: Conflicts and Opportunities*. Presentation for the San Diego State University Chapter of the National Student Speech Language Hearing Association Speech-Language-Hearing Information Day. San Diego, CA. Presented Virtually.

Bottema-Beutel, K. (2023, February). *Reflections on Ableism, Language, and Autism Research.* Presentation for the Duke Center for Autism. Durham, NC. Presented Virtually.

Bottema-Beutel, K. (2022, November). *Researcher Ethics in Autism Intervention Research: Conflicts of Interest, Adverse Events, and Research Quality*. 2022 American Speech Hearing Association Convention. New Orleans, Louisiana.

Wood, R., & Bottema-Beutel, K. (2022, November). *What Can We Learn From Autistic Teachers? The Autistic School Staff Project.* Virtual Daniel W. Rosenn Connections Conference, Asperger/Autism Network New England. Boston, MA. Presented Virtually.

Bottema-Beutel, K., Lester, J.N., Kapp, S., Sasson, N., & Hand, B. (2022, April). *Policy Power Lunch: Avoiding Ableism in Research and Policy, Focus on Researcher Language.* Presentation for the AJ Drexel Autism Institute, Drexel University. Philadelphia, PA. Presented Virtually.

Bottema-Beutel, K., Lester, J.N., & Bailin A. (2022, February). A. *Avoiding Ableist Language*. Boltwood Project Seminar, University of Massachusetts- Amherst. Presented Virtually.

Bottema-Beutel, K. (2021, December). *Sequence Organization in Autistic Children’s Play with Caregivers.* Presentation for the Centre for Interaction, Development, and Diversity, University of Portsmouth, Portsmouth, UK. Presented virtually.

Bottema-Beutel, K., & Crowley, S. (2021, November). *Evaluating Intervention Research for Transition-age Autistic Youth.* Webinar for the Centre for Research in Autism and Education at University College London, London, UK. Presented virtually.

Bottema-Beutel, K. (2021, October). *Why Does Scientific Language About Autism Matter?* Meeting on Inclusive Research in Autism (MIRA). Brije Universiteit Brussels, Brussels, Belgium. Presented virtually. <https://youtu.be/ljx0ea_JZEI>

Bottema-Beutel, K. (2021, October). *Language Matters: How the Words Researchers Use in Autism Research Can Impact Autistic People*. The MIND Institute, UC Davis. Sacramenta, CA. Presented virtually. <https://youtu.be/D3jf0ZRln5c>

Bottema-Beutel, K. (2021, June). *Autism Intervention Research Needs an Ethics Overhaul: Conflicts of Interest and Adverse Event Reporting.* New Jersey Autism Center of Excellence, Rutgers University. New Brunswick, New Jersey. Virtual webinar <https://www.youtube.com/watch?v=mHzM_5bQHgI>

Bottema-Beutel, K. (2021, May). *Social Skills Training Interventions, Research Quality, and Stigma.* Stirling Autism Research. University of Stirling, Scotland. Presented virtually.

Homza, A., & Bottema-Beutel, K. (2021, March). *Teaching on Days After: Pedagogies for Equity and Justice*. Lynch School of Education and Human Development, Boston College. Chestnut Hill, MA. Presented virtually.

Bottema-Beutel, K., Lowenhaupt, R. Martinez- Aleman, A., Smith, B. (2021, February). *Panel Discussion: How COVID-19 Has Changed the Landscape of Education*. Boston College Alumni Event. Presented virtually. <https://bcgroups.org/bcevents/panel-discussion-how-covid-19-changed-the-landscape-of-education/>

Bottema-Beutel, K., Kapp, S., Lester, J.N., Sasson, N., & Hand, B. (2020, December). *Ableist Language: What it is, what it does, and how to change it.* Neurodiverse Self Advocacy, UK. Presented virtually.

Bottema-Beutel, K. (2018, March). *Associations between Joint Engagement, Caregiver Talk, and Language Development in Children with ASD*. Center for Autism Research Excellence, Boston University, Boston, MA.

Bottema-Beutel, K. (2016, December). *Examining Social Interaction Dynamics in ASD: Discourse and conversation analytic approaches.* UConn Developmental Colloquium, University of Connecticut, Storrs, CT.

Bottema-Beutel, K., Malloy, C.\*, & Kim, S.\* (2015, November). *New Insights into Language Development and Social Inclusion in Children with Autism Spectrum Disorder.* Colloquium, Department of Psychology, Boston College, Chestnut Hill, MA.

Bottema-Beutel, K. (2015, March). “*Avoiding the Brick Wall of Awkward:” Perspectives of Youth with Autism Spectrum Disorder on Socialization-focused Intervention Practices.* 10th Annual Faculty Scholars Luncheon, Lynch School of Education, Boston College, Chestnut Hill, MA.

Bottema, K. (2010, April). *Teen Peer Socialization Groups: Strategies for Building Social Networks for Adolescents with ASD*. Paper presented at the annual National Student Speech Language Hearing Association, San Francisco, CA.

Bottema, K. (2008, December). *Integrated Teen Social Groups.* Paper presented at Autism Social Connection Conference, San Francisco, CA.

*CONFERENCE SUBMISSIONS*

Markfeld, J. E., Feldman, J. I., Pulliam, G., Braun, C., Clark, S. M., Guo, R., Kim, I., Kuhlmann, S. D., McClurkin, K., Bush, C., Bottema-Beutel, K., Keçeli-Kays[ı](https://www.nobelyayin.com/yazar-bahar-keceli-kaysili/?yazar=Bahar%20Ke%C3%A7eli%20Kays%C4%B1l%C4%B1)l[ı](https://www.nobelyayin.com/yazar-bahar-keceli-kaysili/?yazar=Bahar%20Ke%C3%A7eli%20Kays%C4%B1l%C4%B1), B., Woynaroski, T. G. (2025, May). Comparing Approaches to Evaluating Caregiver Talk as a Predictor of Expressive Language Growth in Infants at High and Low Familial Likelihood for Autism. In Ramirez, A. (Chair), *Methodological Insights for Analyzing Children’s Diverse Language Environments and Development with Daylong Audio Recordings* [Symposium]. Society for Research in Child Development Biennial Meeting, Minneapolis, MN, United States.

Bottema-Beutel, K., Guo, R., & Braun, C. (2024, April). *Achieving stable estimates of caregiver talk in interactions with young children with elevated likelihood of autism diagnoses.* Symposium presentation at the Gatlinburg Conference. Kansas City, MO.

Green, J., LaPoint, S.C., Sandbank, M., Bottema-Beutel, K., Fletcher-Watson, S., & Anagnostou, E. (2023, May). *Raising the bar for quality reporting standards of autism intervention science*. Special Interest Group Panel at the International Society for Autism Research. Stockholm, Sweden.

Bottema-Beutel, K., Kim, S.Y., Lapoint, S.C., Mohiuddin, S., Yu, Q., & McKinnon, R. (2023, May). *How is social validity measured in intervention research on transition-age autistic youth?* Poster presentation at the International Society for Autism Research. Stockholm, Sweden.

Bottema-Beutel, K., & LaPoint, S.C. (2023, May). *Exploring interactions in inclusion classrooms: The case of vicarious accounts.* Poster presentation at the International Society for Autism Research. Stockholm, Sweden.

Lapoint, S.C., Kim, S.Y., & Bottema-Beutel, K. (2023, May). *Barriers to providing quality transition supports to autistic students.* Poster presentation at the International Society for Autism Research. Stockholm, Sweden.

Kim, S.Y., Song, D.Y., Bottema-Beutel, K., Gillespie-Lynch, K., & Cage, E. (2023, May). *A systematic review and meta-analysis of associations between primarily non-autistic people’s characteristics and attitudes toward autistic people.* Poster presentation at the International Society for Autism Research. Stockholm, Sweden.

Bottema-Beutel, K., Crowley, S., Kim, S.Y., Mohiuddin, S., Yu, Q. & McKinnon, R. (2022, May). *Quality assessment of intervention studies for transition age autistic youth.* Poster presentation at the International Society for Autism Research. Presented virtually.

Crowley, S., Bottema-Beutel, K., Kim, S.Y., Mohiuddin, S., Yu, Q. & McKinnon, R. (2022, May). *A quality evaluation of intervention outcomes for transition-age autistic youth.* Poster presentation at the International Society for Autism Research. Presented virtually.

Bottema-Beutel, K., Crowley, S., Sandbank, M., & Woynaroski, T. (2021, May). *Ethical concerns in autism research: Pervasive undisclosed conflicts of interest.* Panel presentation at the International Society for Autism Research. Presented virtually.

Bottema-Beutel, K., & Kim, S.Y. (2021, May). *A systematic literature review of autism research on caregiver talk.* Poster presented at the International Society for Autism Research. Presented virtually.

Crowley, S., & Bottema-Beutel, K. (2021, May). *Making autistic children’s behavior accountable: A conversation analytic study of classroom interactions.* Poster presented at the International Society for Autism Research. Presented virtually.

Crandall, M., Stone, W., Bottema-Beutel, K., & Yoder, P. (2020). *Is the strength of the relation between early parent follow-in input and later child vocabulary size in infant siblings of children with ASD conditional on engagement state or communication disorders?* Poster presented at the 54th Gatlinburg Conference. Presented virtually.

Bottema-Beutel, K., Cuda, J., Kim, S.Y., & Crowley, S. (2019, May). *Student voices: The perspectives of autistic youth on high school experiences.* Poster presented at the International Society for Autism Research. Montreal, CA.

Bottema-Beutel, K., Oliveira, G. Cohen, S., & Miguel, J. (2019, May). *Question-response evaluation sequences in the home interactions of a bilingual child with autism spectrum disorder.* Poster presented at the International Society for Autism Research. Montreal, CA.

Sandbank, M., Crowley, S., Woynaroski, T., & Bottema-Beutel, K. (2019, May). *Project aim: Autism intervention meta-analysis for studies of young children.* Poster presented at the International Society for Autism Research. Montreal, CA.

Bottema-Beutel, K., Malloy, C., Cuda, J., Kim, S.Y., & MacEvoy, J. (2019, April). *Responses to friendship transgressions: Similarities and differences in children with and without autism spectrum disorder.* Poster presented at the International Meeting for the Society of Research on Child Development. Baltimore, MD.

Yoder, P., Bottema-Beutel, K., Watson, L.R. (2018, June). *Early intentional communication is the predictor of the later engagement state in which children with ASD process parental linguistic input.* Poster presented at the Society for Research on Child Language Development Conference. Madison, WI.

Bottema-Beutel, K., Kim, S.Y., Crowley, S., & Cuda, J. (2018, May). *Correlates of Social Functioning in Autism Spectrum Disorder and Typical Development: A Systematic Review and Meta-Regression Analysis.* Poster presented at the International Society for Autism Research. Rotterdam, NL.

Bottema-Beutel, K., Lloyd, B., Watson, L.R., & Yoder, P. (2018, May). *Sequential associations between supported joint engagement and parent talk in children with autism spectrum disorder and typical development.* Poster presented at the International Society for Autism Research. Rotterdam, NL.

Kim, S.Y., Bottema-Beutel, K., Cuda, J., Crowley, S., & Miele, D. (2018, April). *Undergraduate students' judgments and reasoning about exclusion of students with autism spectrum disorder*. Poster presented at the American Educational Research Association Conference, New York, NY.

Bottema-Beutel, K. (2018, April). *Sequential associations between supported joint engagement and parent talk in children with autism spectrum disorder and typical development.* Paper presented at the American Educational Research Association Conference, New York, NY.

Bottema-Beutel, K., Sterponi, L., & Louick, R. (2017, May). *Animating characters and experiencing audiences: A look at peer groups’ storyboard creations.* Poster presented at the International Meeting for Autism Research. San Francisco, CA.

Bottema-Beutel, K., Malloy, C., Lloyd, B.P., Louick, R., Joffe-Nelson, L., Watson, L., & Yoder, P. (2017, May). *Sequential associations between caregiver talk and child play in autism spectrum disorder and typical development.* Poster presented at the International Meeting for Autism Research.San Francisco, CA.

Bottema-Beutel, K. (2017, May). *Using CA to Re-examine Social Skills Curricula for Students with Autism Spectrum Disorder.* Working Conference on Discourse Analysis in Education. Bloomington, IN.

Bottema-Buetel, K., Sterponi, L., & Louick, R. (2016, July). *Animating characters and experiencing selves through co-construction of fictional narratives: A look at peer groups' storyboard creations.* Paper presented at the Atypical Interaction Conference. Odense, Denmark.

Bottema-Beutel, K. (2016, May). *The relationship between joint attention and language in ASD and typical development: A systematic review and meta-regression analysis.* Poster presented at International Meeting for Autism Research. Baltimore, MD.

Bottema-Beutel, K., Woynaroski, T., Yoder, P., & Watson, L. (2016, May). *Longitudinal, cross-modal vocabulary associations appear to differ between young children with ASD as compared to typically developing toddlers.* Poster presented at International Meeting for Autism Research. Baltimore, MD.

Bottema-Beutel, K., & Li, Z. (2015, May). *Adolescent judgments and reasoning about the failure to include peers with social disabilities.* Poster presented at International Meeting for Autism Research. Salt Lake City, UT.

Bottema-Beutel, K., Yoder, P., Hochman\*, J., & Watson, L. (2014, May). *The role of supported joint engagement and parent utterances in language and social communication development in children with autism spectrum disorder*. Paper presented at the 44th annual meeting of the Jean Piaget Society, San Francisco, CA.

Bottema-Beutel, K., & Li, Z. (2014, May). *Adolescent judgments and reasoning about the exclusion of peers with social disabilities.* Poster presented at the 44th annual meeting of the Jean Piaget Society, San Francisco, CA.

Bottema-Beutel, K., Mullins, T.\*, Harvey, M.\*, Gustafson J.R., & Carter, E. (2014, May). *Avoiding the “brick wall of awkward”: Perspectives of youth with ASD on social competence, friendships, and interventions efforts.* Paper presented at the International Meeting for Autism Research. Atlanta, GA.

Bottema-Beutel, K., Yoder, P., Hochman, J.M.\*, & Watson, L. (2014, May). *The role of supported joint engagement and parent utterances in language and social communication development in children with autism spectrum disorder.* Poster presented at the International Meeting for Autism Research. Atlanta, GA.

Bottema-Beutel, K., Yoder, P., Woynaroski, T., Chandrasekhar, R., & Sandbank. M. (2013, August). *Social-communication outcomes in preschoolers with autism spectrum disorders: A Best-evidence review.* Poster presented at the 121st Annual Convention of the American Psychological Association, Honolulu, HI.

Lloyd, B. P., Bottema-Beutel, K., Carter, E. W., & Asmus, J. M. (2013, March). *An application of generalizability and decision studies to plan for observational measurement in classroom settings*. Poster presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

Bottema-Beutel, K. (2012, May). *A mixed methods analysis of a social group intervention for adolescents with social disabilities and their typically developing peers.* Poster presented at the International Meeting for Autism Research. Toronto, Canada.

DeWitt, M., Wolfberg, P., Bottema, K., Nedungadi, S., & Nguyen, T. (2011, April). *Promoting peer socialization, communication and play in children with autism: A large-scale study of integrated play groups.* Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Bottema, K. (2009, April). *The role of supported experience in the social communication of teens with autism spectrum disorders (ASD) and their typical peers: A qualitative study in urban California.* Poster presented at the annual workshop of the University of California Humanities Research Institute, Vox California: Cultural Meanings of Linguistic Diversity, Santa Barbara, CA.

Bottema, K. (2009, January). *The role of supported experience and context in the social engagement of teens with autism spectrum disorders (ASD).* Paper presented at the annual University of CaliforniaSpecial Education and Developmental Risk Conference. Santa Barbara, CA.

Wolfberg, P.J., Bottema, K., & Neufeld, D. (2008, November). *Guiding peer socialization and imagination: Integrated play, drama, film, and other creative social groups for children and teens.* Paper presented at the annual conference of Network of Autism Training and Technical Assistance Programs, Columbus, Ohio.

**TEACHING AND MENTORING**

*ADVISORY BOARDS FOR DOCTORAL AND POSTDOCTORAL RESEARCH FELLOWSHIPS*

Skovholt, K. (2023, unfunded). Autism in interaction (AutIn). Shaping perceptions about autism and enhancing communication quality between teachers and autistic students. The Research Council of Norway.

Botha, M. (2021, funded). Fragile knowledge: Dehumanisation and interpretation bias in autism research. Leverhulme Trust.

*COURSES TAUGHT*

EDUC9737: Neurodiversity, Ableism, and Learning (Doctoral)

EDUC9201: Discourse Analysis (Doctoral)

EDUC9951: Dissertation Seminar in Curriculum and Instruction (Doctoral)

EDUC6496: Foundations of Autism (Graduate)

EDUC6497: Educating Autistic Students (Graduate)

EDUC6373: Classroom Management (Graduate)

EDUC675: Collaboration and Consultation in Education (Graduate)

EDUC1044: Educating Students with Disabilities (Undergraduate)

EDUC3980: Working with Families and Human Service Agencies (Graduate)

SPED 791: The Nature of Autism (Co-instructor at SFSU; Graduate)

SPED794: Communication, Socialization, and Imagination in Autism (SFSU; Graduate)

*ADVISEES AND STUDENTS’ COMMITTEES*

Undergraduate Senior Theses

 Katherine Hendrickson (class of 2019)

 Chelsey Carroll (class of 2016)

Current Doctoral Advisees

 Jessica Hinson-Williams

 Yueyang Shen

 Caroline Braun

 Ruoxi Guo

Dissertation Committees for Doctoral Students

Jessica Hinson-Williams, Chair

Kayla August, Reader

Kyle Shachmut, Reader

Muanjing Wang, Reader

Ali Blake, Reader

Joseph Madres, Reader

Jeremy Brown, Reader (Simmons University, graduated Fall 2024)

Marisa Lally, Reader (graduated Spring, 2024)

Lana Andioli, Reader (U Mass Boston, graduated Spring 2024)

Lena Warnke, Reader (Tufts University, graduated Fall 2023)

Stephanie Carroll, Reader (graduated Fall, 2023)

Alexander Corbitt, Reader (graduated Spring, 2023)

Josephine Cuda, Chair (graduated Fall, 2022)

Shannon Crowley, Chair (graduated Fall, 2022)

Min Jung Chen, Reader (graduated Spring 2022)

Ariadne Nelson, Reader (graduated Summer 2021)

Kevin Cherbow, Reader (graduated Spring 2021)

Melanie Feldman, Reader (U Mass Boston, graduated Spring 2020)

Jennifer Chen, Reader (Boston University, graduated Spring 2020)

So Yoon Kim, Chair (graduated Spring 2020)

Caitlin Malloy, Reader (graduated Spring 2019)

Elizabeth Stringer Keefe**,** Reader (graduated Spring 2018)

Maria Gonzales-Howard, Reader (graduated Spring 2017)

Graduate Research Assistants

Jessica Hinson-Williams\*

Yueyang Shen\*

Ruoxi Guo\*

Caroline Braun\*

Qun (Vicky) Yu

Hangil Kim

Josephine Cuda

Haerin Park

Rebecca Louick

Elizabeth Stringer Keefe

Caitlin Malloy

So Yoon Kim

Racheal (White) McKinnon

Linnea Joffe-Nelson\*\*

Shannon Crowley

Kana Unagami\*\*

Maryam Moravej Farshi\*\*

Undergraduate Research Assistants

Audrey Bond\*\*

Sarah Mohiuddin

Philip Postek\*\*

Chelsey Carroll

Jessica Barnes

David Schatz\*\*

Ashley Antwi

Jennifer Byron

Christopher Cruz\*\*

\*Indicates current assistant

\*\*Indicates volunteer

**CONSULTING/PROFESSIONAL DEVELOPMENT**

2023 Boston Public Schools Inclusion Initiative: Embracing Neurodiversity

2021 Lynch School of Education and Human Development Professional and Continuing Education: Engaging Autistic Students in Classrooms

2016-2017 Newton Public Schools: Workshop for Elementary School Professionals on Distal Support Strategies

2017 Rockman et al.: Dissertation auditing

2015-2016 Newton Public Schools: Autism: Issues and Interventions, professional development series for special educators, speech-language pathologists, and behavior support personnel

2014 Newton Public Schools and Campus School: Trained Special Education faculty on current best practices in educating autistic students

**MEDIA APPEARANCES/MEDIA MENTIONS**

2025 Salon

 <https://www.salon.com/2025/02/05/a-controversial-autism-therapy-is-gaining-prominence-but-some-say-it-hurts-neurodiverse-people/>

2024 US News and World Report

 <https://health.usnews.com/wellness/articles/what-to-know-about-autism-in-children>

2024 The Transmitter

 <https://www.thetransmitter.org/spectrum/sensitive-test-of-autism-treatment-effects-could-enable-comparison-of-different-interventions/>

2024 Autism et Société. French Translation of Interview Published on Thinking Person’s Guide to Autism

 <https://autisme.social/art/35>

2023 Scientific American

 <https://www.scientificamerican.com/article/autism-human-connection-and-the-double-empathy-problem/>

2023 Nature News Feature

 <https://www.nature.com/articles/d41586-023-01549-1>

2023 Science Magazine

 <https://www.science.org/content/article/disorder-or-difference-autism-researchers-face-over-field-s-terminology>

2023 Thinking Person’s Guide to Autism

 <https://thinkingautismguide.com/2023/05/explaining-the-pitfalls-of-profound-autism-with-dr-kristen-bottema-beutel.html>

2023 The Behaviour Speak Podcast

 <https://www.behaviourspeak.com/e/episode-72-breaking-the-mold-dr-kristen-bottema-beutel-s-quest-for-high-quality-and-ethical-aba-research/>

2022 SpectrumNews

 <https://www.spectrumnews.org/news/why-autism-therapies-have-an-evidence-problem/>

2021 Noncompliant Podcast

 <https://noncompliantpodcast.com/2021/06/21/on-conflicts-of-interest-in-autism-research-interview-with-kristen-bottema-beutel-and-micheal-sandbank/>

2020 Weaver, J. (2020). Baat het niet, schaadt het wel? *Autisme Magazine, 4,* 22-23.

 <https://www.autisme.nl/wp-content/uploads/2021/09/SovaTrainingNadelen-kopie.pdf>

2020 VeryWellMind

 <https://www.verywellmind.com/avoiding-ableist-language-in-autism-research-5083781>

2020 Forbes

 <https://www.forbes.com/sites/drnancydoyle/2020/09/30/words-have-power-how-to-get-comfortable-talking-about-disability/#45f95f0c5e01>

2020 Thinking Person’s Guide to Autism

 <http://www.thinkingautismguide.com/2020/05/conflicts-of-interest-in-early-autism.html>

2020 SpectrumNews

 <https://www.spectrumnews.org/news/studies-find-thin-evidence-for-early-autism-therapies/>

2020 MSNBC Live with Joshua Johnson

 <http://us.wildmoka.com/c/clip/0xh044>

**PROFESSIONAL SERVICE**

*SERVICE TO THE DEPARTMENT*

2022-2023 Department Review Committee

2020-2024 Director, Doctoral Program in Curriculum & Instruction

2015-ongoing Director, Autism Certificate and Specialization

2014-2020 Member, Doctoral Advisory Committee, Curriculum & Instruction

2018 Lynch School Innovations Initiative- Dual Licensure Programs Development

2016-2018 Council for the Accreditation of Educator Preparation (CAEP), State and

 Institutional Data Committee

2015 - Present Faculty Advisor, Discourse and Conversation Analysis Working Group

2014-2015 Specialization in Autism Spectrum Disorders Development Committee

2014-2015 Technology Badge Committee

*SERVICE TO THE LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT*

2024-2025 Awards Committee

2024-2025 Member, Higher Education Department, Search Committee

2022-2023 Member, LSEHD Doctoral Task Force, Vision Committee

2020-2022 Member, Promotion and Tenure Committee

2019-2021 Member, Undoing Oppression Committee

2018-2019 Chair, Undoing Oppression Committee

2017-2019 Awards Committee

2017-2019 Educational Policy Committee

*EDITORSHIPS*

2020-ongoing *Autism in Adulthood*, Editor

2022-ongoing *Autism,* Associate Editor

*EDITORIAL BOARDS*

2023-ongoing *Autism Research*

*AD-HOC REVIEWER*

*Autism*

*Autism in Adulthood*

*American Journal of Speech-Language Pathology*

*American Journal on Intellectual and Developmental Disabilities*

*Autism Research*

*Child Development*

*Exceptional Children*

*Frontiers in Psychiatry*

*Frontiers in Psychology*

*International Journal of Applied Linguistics*

*Journal of Autism and Developmental Disorders*

*Journal of Child Psychology and Psychiatry*

*Journal of Communication Disorders*

*Journal of Education Policy*

*Journal for Intellectual Disability Research*

*Journal of Speech, Language, and Hearing Research*

*Molecular Autism*

*Psychiatry Research*

*Research and Practice for Persons with Severe Disabilities*

*Research in Autism Spectrum Disorders*

*Remedial and Special Education*

*Topics in Language Disorders*

*Topics in Early Childhood Special Education*

*REVIEW CONFERENCE PROPOSALS*

American Psychological Association Annual Convention, Division 33

International Meeting for Autism Research

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

International Society for Autism Research

Society for Research in Child Development

**HONORS AND AWARDS**

2023 Ally to the Autistic Community Award, Autistic Self Advocacy Network

2011 William T. and Helen S. Halstead Fellowship, administered by the Graduate Division, UC Berkeley

2011 Institute of Human Development Graduate Student Fellowship, UC Berkeley

2007-2011 Special Education Leadership Preparation Fellowship, San Francisco State University

2010 University Research Fellowship Award, UC Berkeley

2009 Shea Family Fellowship, UC Berkeley

2009 Graduate Division Mentored Research Award, Alternate, UC Berkeley

**PROFESSIONAL TRAINING ATTENDED**

2023 Optimizing Mentoring Relationships Workshop, Center for the Improvement of Mentored Experience (CIMER)

2019 Faculty Cohort on Undoing Oppression, Center for Teaching Excellence, Boston College

2012 Institute of Educational Sciences/National Center for Education Research

 Summer Research Training Institute: Cluster-Randomized Trials (CRT).