

Hannah H. Schertz

Curriculum Vitae

Department of Curriculum & Instruction
School of Education, 201 N. Rose Ave., Bloomington, IN 47405
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Education

- Ph.D. Indiana University – Bloomington, IN, 2005
Special Education (major); Educational Leadership (minor)
- Ed.S. Indiana University – Bloomington, IN, 1987
School Administration (Special Education)
- M.A., B.S. Indiana University – Bloomington, IN, 1977
Special Education, Elementary Education
- B.A. Goshen College – Goshen, IN, 1974
Interdisciplinary Studies
- License State of Indiana Teacher License, Life license # 533204, 1990
Elementary, Special Education

Appointments

- 2021-present Indiana University – Bloomington, IN
Professor
- 2014-2021 Indiana University – Bloomington, IN
Associate Professor
- 2008-2014 Indiana University – Bloomington, IN
Assistant Professor
- 2005-2008 University of Northern Colorado – Greeley, CO
Program Coordinator and Assistant Professor, Early Childhood Special Education
- 2002-2003 Indiana University – Bloomington, IN.
Associate Instructor, Field Service Supervisor
- 1979-2005 Developmental Services, Inc. – Columbus, IN
Director of Children's Services
- 1977-1979 Developmental Services, Inc. – Columbus, IN.
Preschool Special Education Teacher, Infant/Toddler Interventionist
- 1974 Aux Chandelles – Elkhart, IN.
Preschool Special Education Teacher

RESEARCH FOCUS

- Early intervention to promote social communication for toddlers with autism and their families
- Family capacity-building and self-efficacy
- Early core challenges in autism: Social and instrumental communicative functions
- Mediation approach to supporting parent and toddler learning
- Restrictive and repetitive behaviors in toddlers on the autism spectrum
- Principles of early intervention and their application to toddlers with autism
- Translation of early intervention research for field-based practitioners

HONORS AND AWARDS

- 2021 Nomination: Excellence in Mentoring Award. Office of Graduate Studies, Indiana University.
- 2019 Founders Award for contributions to the “Special Kids Can’t Wait Coalition” for advancing legislation to establish and fund early intervention for infants and toddlers with disabilities in Indiana. Conferred by Indiana’s parent advocacy group, “About Special Kids.”
- 2018 Nomination: 2019 Distinguished Faculty Research Award and Lecture: Office of the Provost and Office of the Vice Provost for Research, Indiana University
- 2017 Recognition for Highly Cited Research from the *Early Childhood Research Quarterly*.
- 2014 Nomination: Luther Dana Waterman Professorship, Office of the Vice Provost for Research, Indiana University
- 2011 Election to the Executive Board of the Division for Early Childhood of the International Council for Exceptional Children
- 2008 Institute of Education Sciences (IES) Research Training Institute: Single-Case Design: Competitive award to participate in seminar.
- 2007 University of Northern Colorado. Grant-writer’s Award
- 2007 University of Northern Colorado, College of Education and Behavioral Sciences. Faculty Award
- 2007 University of Northern Colorado. Nomination as Outstanding Scholar in the College of Education & Behavioral Sciences.
- 2006 University of Northern Colorado, Sponsored Programs and Academic Research Center. Summer Faculty Research Fellowship Award.
- 2006 Council for Exceptional Children, Division for Research: Early Career Research Workshop, competitive award.

- 2005 American Educational Research Association, Special Education Research Special Interest Group. Nomination for Outstanding Student Research Award.
- 2005 Organization of Autism Research. Graduate Research Grant Award.
- 2002 Developmental Services, Inc. Board of Directors. Leadership and Support Award.
- 2001 Developmental Services, Inc. Board of Directors. President's Award.
- 1999 Indiana University. Nancy Kaye Memorial Scholarship for Educational Leadership.

PUBLICATIONS

Note: Underlined names denote student contributors.

Journal Articles: Refereed

- Erden, E. & Schertz, H. H. (2023). Engagement Between Parents and Toddlers with Autism: A Qualitative Multiple-Case Study. *Education and Science*. Early Release prior to print publication.
- Schertz, H. H., Liu, X., Odom, S. L., & Baggett, K. M. (2022). Parents' application of mediated learning principles as predictors of toddler social initiations. *Autism, 16*(6), 1536-1549. <https://doi.org/10.1177/13623613211061128>
- Lee, K., & Schertz, H. H. (2022). Association of turn-taking functions with joint attention in toddlers with autism. *Autism, 26*(5), 1070-1081. <https://doi.org/10.1177/13623613211039945>
- Liu, X., & Schertz, H. H. (2021). Parent Outcomes of Parent-Mediated Intervention for Toddlers with Autism. *Topics in Early Childhood Special Education, 42*(3), 259-268. <https://doi.org/10.1177/02711214211019117>
- Amsbary, J., Able, H., Schertz, H. Odom, S. L. (2021). Parents' voices regarding using interventions for toddlers with autism spectrum disorders. *Journal of Early Intervention, 43*(1) 38-59. <https://doi.org/10.1177/1053815120910744>
- Schertz, H. H., Lester, J. N., Erden, E., Safran, S., & Githens, P. (2020). Challenges and contributors to self-efficacy for parents of toddlers with autism. *Autism: International Journal of Research and Practice, 24*(5), 1260-1272. <https://doi.org/10.1177/1362361319899761>
- Lee, K. & Schertz, H. H. (2020). Analysis of the relationship between turn taking and joint attention for toddlers with autism. *Journal of Autism and Developmental Disorders, 50*(7), 2633-2640. <https://doi.org/10.1007/s10803-019-03979-1>
- Schertz, H. H. & Horn, K. (2018). Supporting early toddler social engagement through parent-mediated interaction. In J. A. McCollum, R. M. Santos, & J. M. Weglarz-Ward, *Interaction: Enhancing children's access to responsive interaction (DEC Recommended Practices Monograph Series No. 5)*, 39-50. Washington, DC: Division for Early Childhood of the Council for Exceptional Children.

- Schertz, H. H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2018). Mediating parent learning to promote social communication for toddlers with autism: Effects from a randomized controlled trial. *Journal of Autism and Developmental Disorder*, 48(3), 853-867. <https://doi.org/10.1007/s10803-017-3386-8>
- Schertz, H. H., Call-Cummings, M., Horn, K., Quest, K., & Law, R. S. (2018). Social and instrumental interaction between parents and their toddlers with autism: A qualitative analysis. *Journal of Early Intervention*, 40(1), 20-38. doi.org/10.1177/1053815117737353
- Schertz, H. H., & Horn, K. (2017). Family capacity-building: Mediating parent learning through guided video reflection. In C. M. Trivette & B. Keilty, *Family: Knowing families, tailoring practices, building capacity (DEC Recommended Practices Monograph Series No. 3)*, pp. 125-134. Washington, DC: Division for Early Childhood of the Council for Exceptional Children.
- Schertz, H. H., Horn, K., Lee, M., & Mitchell, S. (2017). Supporting parents to help toddlers with autism risk make social connections. *Young Exceptional Children*, 20(1), 16-29. <https://doi.org/10.1177/1096250615576808>
- Schertz, H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2016). Parent-reported repetitive behavior in toddlers on the autism spectrum. *Journal of Autism and Developmental Disorders*, 46(10), 3308-3316. <https://doi.org/10.1007/s10803-016-2870-x>
- Siller, M., Morgan, L., Wetherby, A. M., Turner-Brown, L., Baranek, G. T., Crais, E. R., Odom, S. L., Reznick, J. S., Watson, L. R., Baggett, K. M., Brian, J., Roberts, W., Bryson, S. E., Smith, I. M., Carter, A. S., Estes, A., Kasari, C., Landa, R. J., Lord, C., Messinger, D. S., Mundy, P., Rogers, S. J., Schertz, H. H., Stone, W. L., Yoder, P. J., Zwaigenbaum, L. (2013: Accepted in 2014 and published as back issue). Designing studies to evaluate parent-mediated interventions for toddlers with autism spectrum disorder. *Journal of Early Intervention*, 35(4), 355-377. <https://doi.org/10.1177/1053815114542507>
- Schertz, H. H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2013). Effects of Joint Attention Mediated Learning for toddlers with autism spectrum disorders: An initial randomized controlled study. *Early Childhood Research Quarterly*, 28(2), 249-258. <http://dx.doi.org/10.1016/j.ecresq.2012.06.006>
- Schertz, H. H., Reichow, B., Tan, P., Vaiouli, P., & Yildirim, E. (2012). Interventions for toddlers with autism spectrum disorders: An evaluation of research evidence. *Journal of Early Intervention*, 34(3), 166-189. <https://doi.org/10.1177/1053815112470721>
- Schertz, H. H., Baker, C., Hurwitz, S., & Benner, L. (2011). Principles of early intervention reflected in toddler research in autism spectrum disorders. *Topics in Early Childhood Special Education*, 31(1), 4-21. <https://doi.org/10.1177/0271121410382460>
- Schertz, H. H. & Odom, S. L. (2007). Promoting joint attention in toddlers with autism: A parent-mediated developmental model. *Journal of Autism and Developmental Disorders*, 37(8), 1562-1575. <https://doi.org/10.1007/s10803-006-0290-z>

Schertz, H. H. & Robb, M. (2006). Intervention for toddlers with autism: Building on the parent-child relationship to promote early social-communicative competence. *Young Exceptional Children*, 9(3) 20-27. <https://doi.org/10.1177/109625060600900303>

Schertz, H. H. & Odom, S.L. (2004). Joint attention and early intervention with autism: A conceptual framework and promising approaches. *Journal of Early Intervention*, 27, 42-54. <https://doi.org/10.1177/105381510402700104>

Edited Books

Schertz, H. H., Wong, C. & Odom, S. L. (Eds.). (2010). *Young Exceptional Children Monograph No. 12: Supporting young children with autism spectrum disorders and their families*. Allen Press.

Book Chapters

Schertz, H. H., & Horn, K. (2018b, invited). Facilitating toddlers' social communication from within the parent-child relationship: Application of family-centered early intervention and mediated learning principles. In M. Siller & L. Morgan (Eds.), *Handbook of family-centered practice for very young children with autism* (pp. 141-155). Springer.

Schertz, H. H. (2010). Principles of intervention for young children: Implications for toddlers and preschoolers with autism spectrum disorders. In H. H. Schertz, C. Wong, & S. L. Odom (Eds.). *Young Exceptional Children Monograph No. 12: Supporting young children with autism spectrum disorders and their families* (pp. 12-24). Allen Press.

Odom, S. L., Schertz, H. H., & Wong, C. (2010). Autism spectrum disorders in young children. In H. H. Schertz, C. Wong, & S. L. Odom (Eds.). *Young Exceptional Children Monograph No. 12: Supporting young children with autism spectrum disorders and their families* (pp. 1-11). Allen Press.

Odom, S. L., Schertz, H., Munson, L., & Brown, W.H. (2004). Assessing social competence. In M. McLean, D. Bailey, & M. Wolery (Eds.), *Assessing infants and preschoolers with special needs*, (3rd ed.; pp. 412-450). Merrill Publishing.

Work Submitted and in Preparation

Book

Schertz, H. H. & Horn, K. (2024). *Building Interactive Social Communication: A Curriculum for Early Intervention Providers*. Contract with Teacher's College Press.

Journal Articles

Zook, L., Lester, J. N., & Schertz, H. H. (2023). *Parental response to their toddlers' actions to support social communication*. Manuscript in preparation.

Schertz, H. H., Odom, S. L., Baggett, K. M., Horn, K., Liu, X., Zook, L., & Chiang, Y. (2022). *Building Interactive Social Communication: Mediating Parent-Toddler Relationship-Based Learning*. Manuscript in preparation.

Beacham, C., Baggett, K. M., Barger, B., Schertz, H. H., Odom, S. L., Patterson, A., & Moore, D. (2021). *Effects of a parent-mediated intervention on expressive language among toddlers with autism: A randomized controlled trial*. Manuscript submitted for publication.

Schertz, H. H., Odom, S. L., & Brannon, A. M. (202?). *Reliability and validity of the Preverbal and Joint Attention Measure*. Manuscript in preparation.

Reports

Schertz, H. H. (2022). *Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity: Final Performance Report*.

Published Conference Abstracts & Papers: Refereed

Schertz, H. H. & Lester, J. N. (2020). Self-efficacy for parents of toddlers with autism: Considerations for early intervention. *2020 International Society for Autism Research Abstract Book* (p. 450). <https://insar.confex.com/insar/f/noxeeosbroze>

Sun, L. & Schertz, H. H. (2020). Interventions for individuals with autism spectrum disorders in low- and middle-income countries: A systematic review. *2020 International Society for Autism Research Abstract Book* (p. 512). <https://insar.confex.com/insar/f/noxeeosbroze>

Liu, X. & Schertz, H. H. (2020). Parents' education levels and parent-mediated intervention outcomes for children with autism. *2020 International Society for Autism Research Abstract Book* (p. 469). <https://insar.confex.com/insar/f/noxeeosbroze>

Baggett, K. M., Barger, B., Beacham, C., Schertz, H. H., & Odom, S. L. (2020). Monitoring parent facilitators, child social behavior, and expressive language within a randomized controlled trial of a parent-mediated intervention for toddlers with autism: Implications for Part C early intervention. *2020 International Society for Autism Research Abstract Book* (p. 533). <https://insar.confex.com/insar/f/noxeeosbroze>

Liu, X. & Schertz, H. H. (2019). Family capacity-building through parent-mediated intervention for toddlers with autism. *2019 International Society for Autism Research Abstract Book* (p. 931). <https://insar.confex.com/insar/2019/webprogram/start.html>

Schertz, H. H., Lee, K., Liu, X., & Sun, L. (2019). Intervention content and process for toddlers with autism: Trends and current status. *International Society for Autism Research Abstract Book* (p. 300). <https://insar.confex.com/insar/2019/webprogram/start.html>

Lee, K., Safran, S., & Schertz, H. H. (2019). The relationship between turn taking and joint attention in interactions between caregivers and young children with autism. *2019 International Society for Autism Research Abstract Book* (p. 890). <https://insar.confex.com/insar/2019/webprogram/start.html>

- Schertz, H. H. & Lester, J. N. (2019). Parent perspectives on facilitating social communication learning for their toddlers with autism. *American Educational Research Association Online Paper Repository, 2019*.
<https://insar.confex.com/insar/2018/webprogram/start.html>
- Baggett, K. M., Barger, B., Schertz, H. H., & Odom, S. L. (2018). Effects of a parent-mediated intervention on parent facilitators and positive social behavior of toddlers with autism: A randomized controlled trial. *2018 International Society for Autism Research Abstract Book* (p. 318).
<https://insar.confex.com/insar/2018/webprogram/start.html>
- Schertz, H. H., Odom, S. L., Baggett, K. B., & Sideris, J. H. (2017). Randomized controlled trial: Joint Attention Mediated Learning. In *2017 International Society for Autism Research Abstract Book* (pp. 157-158).
<https://imfar.confex.com/imfar/2017/webprogram/start.html#srch=words|schertz|met|hod|and|pge|1>
- Amsbary, J., Odom, S. L., Schertz, H. H., Baggett, K. M., & Able, H. (2017). Caregivers' voices regarding implementation of a parent-mediated early intervention for toddlers with ASD. In *2017 International Society for Autism Research Abstract Book* (pp. 683-684).
<https://imfar.confex.com/imfar/2017/webprogram/start.html#srch=words|schertz|met|hod|and|pge|1>
- Schertz, H. H., Odom, S. L., & Baggett, K. B. (2012). A developmental framework for promoting joint attention in toddlers with ASD: Formative analysis of an intervention. *2012 International Society for Autism Research Abstract Book* (pp. 453-454). <https://imfar.confex.com/imfar/2012/webprogram/start.html>
- Vaiouli, P. & Schertz, H. H. (2012). Promoting social engagement for young children with autism: A music therapy approach. *Triennial Conference of the European Society for the Cognitive Sciences of Music* (pp. 23-28).
- Schertz, H. H., Odom, S. L., & Baggett, K. B. (2011). Results of a group comparison study of the Joint Attention Mediated Learning early intervention for toddlers with autism spectrum disorders. *2011 International Society for Autism Research Abstract Book, 2011*.
- Odom, S. L., Schertz, H. H., & Baggett, K. B. (2011). Single case design and growth curve analysis of an intervention to promote joint attention for toddlers with autism spectrum disorders. *2011 International Society for Autism Research Abstract Book*.
- Schertz, H. H., Baker, C., Hurwitz, S., & Benner, L. (2010). Recommended practices for toddler autism intervention: Current research and future needs. *2010 International Society for Autism Research Abstract Book*.
- Vo, A. K., Conroy, M. A., & Schertz, H. H. (2010). Joint attention interventions for young children with autism spectrum disorders: Caregiver and child actions and transactions. *2010 International Society for Autism Research Abstract Book*.

Schertz, H. H., Baggett, K. M., & Odom, S. L. (2009). Promoting joint attention for toddlers with early indicators of autism: A parent-mediated approach. *2009 International Society for Autism Research Abstract Book*.

Book Reviews

Schertz, H. H. (2010). Invited review of a proposal for *Parent training for children with autism: The RUPP Autism Network Parent Training Program*.

Schertz, H. H. (2009). Invited refereed review of *Building blocks for teaching preschoolers with special needs* by S. R. Sandal and I. S. Schwartz. *Focus on Autism & Other Developmental Disabilities*, 24(3), 190-192.

Reviews

Bloem, M. (2022). Parent-mediated vs. parent-implemented...tomAto toMAHto? [*The Informed SLP*](#). January, 2022.

Minor Publications

Kasper, J. & Weaver, E. (April 27, 2022). Interventions for autism spectrum disorder in early childhood: Preliminary and long-term impacts: Assisting early interventionists in facilitating parent mediation of learning. *Inside IES Research: Notes from NCER & NCSEER*. <https://ies.ed.gov/blogs/research/post/interventions-for-autism-spectrum-disorder-in-early-childhood-preliminary-and-long-term-impacts>

McGrath, C (Executive Producer). *Promoting Social Skills in Toddlers with Autism*. Video produced to highlight Institute for Education Sciences (IES) research by Child Trends News Service. Material drawn from my current IES research study. 34,876,988 views were generated as of 9/21/2021. <https://positiveparentingnews.org/news-reports/promoting-social-skills-in-toddlers-with-autism/>

Schertz, H. H. (2013). Message from the DEC Board (journal issue introduction). *Young Exceptional Children*, 16(2), 3.

Schertz, H. H. (2011, February through July issues). Five articles: What is joint attention? Why is joint attention important in child development? What are precursors to joint attention? Why focus on joint attention before verbal language? What are effective intervention strategies for teaching/facilitating joint attention? *Keeping In Touch: A Publication of the U.S. Army Educational & Developmental Intervention Services CSPD*.

Schertz, H. H. (2010). Early intervention for toddlers with autism: Principles and practices. *Infant-Toddler Specialists of Indiana: Research briefs*. Re-printed in First Steps UTS Training Times, November, 2010, 13-15

Tomlin, A. & Schertz, H. H. (2010). *Enhancing joint attention skills* (research brief). *Indiana Association for Infant and Toddler Mental Health Newsletter*. Re-printed in First Steps UTS Training Times, November, 2010, 12.

- Schertz, H. H. (2005a). Joint attention. In J. T. Neisworth and P. S. Wolfe, (Eds.), *The autism encyclopedia* (p. 115). Baltimore: Paul H. Brookes.
- Schertz, H. H. (2005b). Retrospective infant video studies. In J. T. Neisworth and P. S. Wolfe, (Eds.), *The autism encyclopedia* (p. 178). Baltimore: Paul H. Brookes.
- Schertz, H. (2000). Voting patterns of U.S. Supreme Court justices: Cases involving rights of individuals with disabilities, 1990-2000, *INAPSE Newsletter*, 7, 5-7.
- Schertz, H. & Wilber, D. (1992). Parent Support Program. In Goetz, K. (ed.), *Programs to strengthen families* (pp. 128-129). Chicago: Family Resource Coalition.

Manuals and Assessments

- Schertz, H. H., Liu, X., & Ruschman N. (2019). *Coding manual: Observational assessment, parent fidelity assessment, interventionist fidelity assessment, and interobserver reliability*. Unpublished manual: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn (2019f). *Early Intervention Provider Follow-up Assessment*. Unpublished assessment measure. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Building interactive social communication for toddlers through play (BISC) parent manual: Social reciprocity*. Unpublished manual: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Building interactive social communication for toddlers through play (BISC) parent manual: Joint attention*. Unpublished manual: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Building interactive social communication for toddlers through play (BISC) parent manual: Social-interactive play*. Unpublished manual: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Building interactive social communication for toddlers through play (BISC) parent manual: Positive social behavior*. Unpublished manual: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Building Interactive Social Communication for Toddlers Through Play (BISC): Early Interventionist manual*. Unpublished manual: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Positive social behavior assessment (PSBA)*. Unpublished assessment: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.

- Schertz, H. H. & Horn, K. (2019). *Early Interventionist Appraisal of Building Interactive Social Communication for Toddlers Through Play (BISC): Assessment of social validity*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2019). *Parent Appraisal of Building Interactive Social Communication for Toddlers Through Play (BISC): Assessment of social validity*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H., Lee, K., & Horn, K. (2018). *Social Reciprocity Observational Assessment Measure (SRM)*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2018). *Social Interactive Observational Play Assessment (SIPA)*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2018). *Building Interactive Social Communication for Toddlers Through Play (BISC) Intervention Consultant manual*. Unpublished manual. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2018). *Assessment of Intervention Consultant Fidelity with the BISC protocol*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2018). *Assessment of Early Interventionist Fidelity with the BISC protocol*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H. & Horn, K. (2018). *Assessment of Parent Fidelity with BISC protocol*. Unpublished assessment protocol: Supporting Early Interventionists for Toddlers with Autism (SEITA) project. Bloomington, IN: Indiana University.
- Schertz, H. H., Horn, K., & Liu, X. (2018). *Mediation of Social and Transactional Engagement (MOSTE) Measure*. Unpublished observational assessment protocol. Bloomington, IN: Indiana University.
- Schertz, H. H. & Lee, K. (2018). *Precursors of Joint Attention Measure (PJAM; 3rd ed.)*. Unpublished coding protocol: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Schertz, H. H., Brannan, A. M., & Githens, P. (2018). *Self-Efficacy for Parents of Toddlers with Autism (SEPTA) Questionnaire*. Unpublished assessment. Bloomington, IN: Indiana University.
- Schertz, H. H. and Horn, K. L. (2014). *Joint Attention Mediated Learning Intervention Coordinator Manual (3rd ed.)*. Unpublished manual: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.

- Schertz, H. H., Horn, K. L., Baggett, K. M., Lee, M., & Mitchell, S. (2014). *Joint Attention Mediated Learning Parent Manual: Promoting social communication for toddlers* (3rd ed.). Unpublished manual. Bloomington, IN: Indiana University.
- Schertz, H. H. (2013). *Parent Assessment of Intervention (2nd Edition)*. Unpublished assessment measure: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Schertz, H. H. (2013). *Precursors of Joint Attention Measure (2nd ed.)*. Unpublished assessment protocol: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Schertz, H. H. and Githens, P. (2013). *Joint Attention Mediated Learning (JAML) coding handbook (2nd ed.)*. Unpublished research manual: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Schertz, H. H. and Horn, K. L. (2013). *Assessment of Other Services Received (2nd ed.)*. Unpublished assessment measure: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Schertz, H. H. and Horn, K. L. (2013). *Joint Attention Mediated Learning: Intervention coordinator manual (2nd ed.)*. Unpublished research manual. Bloomington, IN: Indiana University.
- Schertz, H. H., Horn, K. L., and Baggett, K. M. (2013). *Assessment of Intervention Coordinator Fidelity: Rating scale and scoring criteria. (2nd ed.)*. Unpublished assessment measure: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Schertz, H. H., Horn, K. L., and Baggett, K. M. (2013). *Assessment of Parent Intervention Fidelity: Rating scale and scoring criteria. (2nd ed.)*. Unpublished assessment measure: Joint Attention Mediated Learning (JAML) project. Bloomington, IN: Indiana University.
- Division for Early Childhood, Council for Exceptional Children (2012). *Executive Board Policy Manual*. Missoula, MT: Division for Early Childhood.
- Danns, D., Erwin, B., Schertz, H., & Weltsek, G. (2011). *Suggested practices for online instructors: Spring 2011 Innovative Pedagogies Initiative*. Bloomington, IN: Indiana University School of Education.
- Schertz, H. H. (2009). *Joint Attention Mediated Learning intervention coordinator handbook (1st ed.)*. Unpublished research manual. Bloomington, IN: Indiana University.
- Schertz, H. H. (2009). *Assessment of Other Services Received (1st ed.)*. Unpublished assessment measure. Bloomington, IN: Indiana University.
- Schertz, H. H. (2009). *Joint Attention Mediated Learning coding handbook (1st ed.)*. Unpublished research manual. Bloomington, IN: Indiana University.

- Schertz, H. H. and Baggett, K. M. (2009). *Assessments of Parent and Interventionist Fidelity*. (1st ed.). Unpublished assessment measure. Bloomington, IN: Indiana University.
- Schertz, H. H., Baggett, K. M., Lee, M., & Mitchell, S. (2009). *Joint Attention Mediated Learning: Promoting social communication for toddlers* (2nd ed.). Unpublished research parent manual. Bloomington, IN: Indiana University.
- Schertz, H. H. (2006). *Precursors of Joint Attention Measure* (1st ed.). Unpublished coding protocol.
- Schertz, H. H. (2005). *Joint Attention Mediated Learning: Promoting social communication for toddlers* (1st ed.). Unpublished research parent manual. Bloomington, IN: Indiana University.
- Schertz, H. H. (2005). *Parent Assessment of Intervention*. Unpublished assessment measure. Bloomington, IN: Indiana University.
- Schertz, H. H. (2003). *Reliability study: Infant Social-Communication Questionnaire*. Unpublished assessment measure. Bloomington, IN: Indiana University.

GRANTS

Research Grants Awarded

- Schertz, H. H., Principal Investigator, Lester, J., & Co-PI, Muller, P. Co-PI (2023-2028). *Building Interactive Social Communication for Toddlers with Autism in Community-Based Early Intervention Systems: RCT*. #R324A230213 U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research. \$3,791,926 awarded.
- Schertz, H. H., Principal Investigator & Baggett, K.M., Co-PI (2018-2021 [no-cost extension through July 31, 2022]). *Supporting early interventionists of toddlers with autism to build family capacity (SEITA): A Goal 2 development project*. #R324A180083. U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research. \$1,399,772 awarded.
- Schertz, H. H., Principal Investigator. (2017-2019). *Bridge funding*. # 2241754, Office of the Vice Provost for Research, Indiana University. \$51,619 awarded.
- Schertz, H. H., Principal Investigator (2016-2018). *Promoting toddlers' social engagement: A parent questionnaire*. # 1603265045. Institute for Advanced Study, Indiana University. \$3,000 awarded.
- Schertz, H. H., Principal Investigator; Odom, S. L., Co-principal Investigator; & Baggett, K. M., Co-principal Investigator (2012-2016 [no-cost extension through June 30, 2017]). *Joint Attention Mediated Learning intervention for toddlers with autism spectrum disorders and their families: A three-site early intervention research project. (JAML project)* #R324A120291. U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research. \$3,499,710 awarded.

Schertz, H. H., Principal Investigator; Odom, S., Co-principal Investigator; & K. M. Baggett, Co-principal Investigator (2007-2010). *Promoting early social-communicative competency in toddlers with autism*. A multi-site intervention research grant. Autism Speaks Foundation, #2007/1735. \$968,145 awarded.

Schertz, H. H. (2006). *Summer Faculty Research Fellowship*. University of Northern Colorado. Competitive grant to support development of external research grant proposal. \$4,500 awarded.

Schertz, H. H. (2005). *Promoting joint attention in toddlers with autism: A parent-mediated developmental model* (dissertation research). Organization for Autism Research. \$2,000 awarded.

Teaching Grants Awarded

Schertz, H. H., Principal Investigator & Chiang, M., Co-principal Investigator (2009-2012). *Preparing Educators of Students with Autism (PESA)*. Indiana University, School of Education. New Initiative for Distance Education Advancement (New IDEA): Development & implementation. \$74,078.

Mueller, T., Principal Investigator & Schertz, H. H., Co-principal Investigator (2006-2007). *Promoting effective parent/teacher partnerships*. Colorado Department of Education. \$37,439.

Requests for Grant Mentorship and Advisory Support

Mentor for Tina O'Neal's proposal to develop an Assistive Technology certificate (2020). Indiana University.

Mentor for NIMH student grant. Kellerman, A. M. (2017-present). *Development of temporal measurement of dyadic interaction and measurement in parent-mediated intervention*. Ph.D. student, Department of Human Development, Purdue University.

Mentor for Autism Speaks student grant competition. Lee, D. (2019). *Technology Guided Physical Activity for Improving Sleep Quality in Adults with ASD*. Ph.D. student, Department of Kinesiology, School of Public Health, Indiana University.

Mentor for Institute for Education Sciences Early Career Grant. Williams, K. (2019). *Reading/Spelling Intervention for Middle School Students With Reading Disabilities*. Assistant Professor, Indiana University.

Advisory Board member for Institute for Education Sciences grant application. Hume, K. (2018). *Project REACH (Reaching Educators of Students with ASD through AFIRM and Coaching)*. University of North Carolina.

Advisor Board member for Institute for Education Sciences Early Career grant application. Hansen, S. (2018). *Project ESSC (Early Social Skills Curriculum)*. Assistant Professor, Georgia State University.

Collaborator in large-scale research funded by the Institute for Education Sciences (#R324U190001). Cook, B. (2019-2020). *Grant to promote science learning for students with autism*. University of Virginia.

Service Grants Awarded

- Schertz, H., Project Director (2002-2003). *On-site support to child care providers to expand capacity for children with special needs*. Indiana Family and Social Services Agency. \$63,500.
- Schertz, H., Team Leader and Grant Coordinator (2001). *Planning for a coordinated, countywide transportation system*. Indiana Governor's Planning Council funding for a local leadership team's participation in a yearlong Academy.
- Schertz, H. Project Director (1996-1999), *First Steps Early Intervention System Point of Entry*. Indiana Family and Social Services Administration. Approximately \$100,000/year.
- Schertz, H., Project Director (1993-1996). *Local planning and coordinating councils (LPCCs) for the Part C Early Intervention system. Seven local county grants*. Indiana Family and Social Services Administration. Up to \$143,088/year.
- Schertz, H., Project Director (1995-1996). *Expansion of service providers and choice in the First Steps early intervention system (seven local county grants)*. Bureau of Child Development, Indiana Family and Social Services Administration. \$84,584.
- Schertz, H., Co- Director (1994-1995). *Healthy Families local collaborative project*. Bureau of Child Development, Indiana Family and Social Services Administration. \$11,000.
- Schertz, H., Project Director (1979-1995). *Preschool special education, early intervention services for infants and toddlers, specialized therapy services, adult education, assistive technology, and personnel training*. Division of Special Education, Indiana Department of Education, Chapter I. \$40,000-\$96,320/year.
- Schertz, H., Project Director (1988-1993). *Parenting support services for parents with developmental disabilities and other parenting challenges*. Indiana Department of Mental Health. Up to \$130,000/year.
- Schertz, H., Project Director (1986-1987). *Model project to support preschoolers in integrated community-based settings*. Indiana Dept. of Mental Health. \$45,152.
- Schertz, H., Project Director (1985). *Conference for Educators of Adults with Disabilities*. Division of Special Education, Indiana Department of Education, Chapter I, ECIA. \$14,000.
- Schertz, H., Project Director (1982-1983). *Preschool special education expansion project*. Division of Special Education, Indiana Department of Education, Chapter I, ECIA. \$40,055.

PROFESSIONAL PRESENTATIONS

Invited Presentations

- Lombardi, A., Karvonenm, M., Pellechia, M., Shogren, K., & Schertz, H. (2022, January). *COVID-19 research pivots: Lessons learned*. Annual IES Principal Investigators Meeting. Washington, D.C. ([virtual](#)).

- Horn, K. Liu, X., & Schertz, H. H. (2019, June). *Promoting toddler social communication*. Indiana First Steps Conference. Bloomington, IN.
- Schertz, H. H. (2019, March). *Formulating a research agenda: A developmental approach*. Indiana University Special Education Research Seminar. Bloomington, IN.
- Schertz, H. H. & Horn (2018, October). *Introduction to the release of the DEC Recommended Practices Monograph Series No. 5 -- Interactions: Responsive interactions to support child development and learning*, Invited panel presentation at the Division for Early Childhood (DEC) International Conference on Young Children with Special Needs and Their Families, Orlando, FL.
- Schertz, H. H. (2017, February). *Student research funding opportunities*. Presentation at Curriculum and Instruction Research and Creative Activity Symposium (CIRCAS), Bloomington, IN.
- Schertz, H. H. (2015, May). *Integration of current ASD toddler research, family-centered care, and parent coaching*. Invited panel presentation at the Autism Speaks Toddler Treatment Network Conference, Salt Lake City, UT.
- Schertz, H. H. (2012, September). *Joint Attention Mediated Learning: Rationale, intervention content, intervention process, and research plan*. Developmental seminar at the School of Psychology and Brain Sciences, Indiana University.
- Schertz, H. H. (2010, August). *Early intervention for toddlers with autism: Is it a special case?* Invited keynote session presented at the Sixth Annual Infant-Toddler Specialists of Indiana (ITSI) Institute. Indianapolis, IN.
- Schertz, H. H. (2007, February). *Parent mediation to promote early social-communication development for toddlers with autism in natural environments*. Invited conference session presented at the Conference on Inclusive Education. Denver, CO.
- Schertz, H. H. (2006, September). *Toddlers with autism: Promoting joint attention through the parent-child relationship*. Invited conference session presented at the Denver Autism Conference, Denver, CO.
- Schertz, H. H. (2006, September). *Intervention for toddlers with autism: Promoting joint attention through the parent-child relationship*. Invited presentation to the Frank Porter Graham Child Developmental Institute, University of North Carolina, Chapel Hill, NC
- Schertz, H. H. (2006, September). *Early childhood teacher preparation programs*. Invited facilitation of panel discussion at the Colorado Consortium of Special Education Teacher Educators' fall conference, Advancing the Profession through Inquiry and Advocacy. Breckenridge, CO.
- Schertz, H. H. (1988, October). *Integrated preschool supports*. Invited symposium presentation for the Charting New Courses Conference, Indianapolis.

Refereed Presentations

- Schertz, H. H., Horn, K., Zook, L., & Liu, X. (2023, November). *Supporting Early Intervention Providers of Toddlers with Autism to Build Family Capacity*. Division for Early Childhood of the Council for Exceptional Children. Minneapolis, MN.
- Zook, L., Horn, K., & Schertz, H.H. (2023, June). *Promoting Positive Social Behavior for Toddlers with Autism*. Indiana First Steps Conference. Bloomington, IN.
- Zook, L. & Schertz, H. (2023, March). *Parental responses to toddlers' social actions to support social communication*. International Council for Exceptional Children 2023 Convention. Louisville, KY.
- Horn, K, Liu, X., Zook, L., & Schertz, H.H. (2022, June). *Talking with parents about autism: Strategies for more comfortably and effectively supporting families*. Indiana First Steps Conference (virtual).
- Schertz, H. H. & Liu, X. (2022, February). *Parents' application of mediated learning principles as predictors of toddler social initiations*. Conference on Research Innovations in Early Intervention. San Diego, CA.
- Ozkaya, O., Zook, L., & Schertz, H. H. (2022, February). *Perspectives on building interactive social communication for providers and parents of toddlers with autism*. Conference on Research Innovations in Early Intervention. San Diego, CA.
- Liu, X. & Schertz, H. H. (2022, February). *Parents' competency in mediating social learning for toddlers with autism*. Conference on Research Innovations in Early Intervention. San Diego, CA.
- Chiang, Y & Schertz, H. H. (2022). *Parent fidelity in the context of parent-mediated intervention*. Conference on Research Innovations in Early Intervention. San Diego, CA.
- Horn, K, Schertz, H.H., Liu, X., Sultzer, S., & Gehring, E. (2021). *Guided video reflection: An early intervention strategy to promote parent leadership, learning, and accountability*. Indiana First Steps Conference. (virtual)
- Schertz, H. H. & Liu, X. (2021, May). *Parents' Application of Mediated Learning Principles as Predictors of Toddler Preverbal Social Communication Outcomes*. International Society for Autism Research (INSAR), Boston, MA. (virtual)
- Sun, L, Li, M., Chen, R. & Schertz, H. H. (2021, May). *Impact of COVID-19 on Parents of Children with Autism: A Preliminary Investigation into a School Sample in Mainland China*. International Society for Autism Research (INSAR), Boston, MA. (virtual)
- Horn, K. & Schertz, H. H. (2020, June, accepted). *Guided video reflection: An early intervention strategy to promote parent leadership, learning and accountability* [poster presentation]. Indiana First Steps Conference. Bloomington, IN.
- Sun, L. & Schertz, H. H. (2020, May). *Interventions for individuals with autism spectrum disorders in low and middle-income countries: A systematic review* [Poster presentation]. International Society for Autism Research (INSAR), Seattle, WA (moved online).

- Liu, X. & Schertz, H. H. (2020, May). *Parents' education levels and parent-mediated intervention outcomes for children with autism*. [Poster presentation]. International Society for Autism Research (INSAR), Seattle, WA (moved online).
- Baggett, K. M., Barger, B., Beacham, C., Schertz, H. H., & Odom, S. L. (2020, May). *Monitoring parent facilitators, child social behavior, and expressive language within a randomized controlled trial of a parent-mediated intervention for toddlers with autism: Implications for Part C early intervention*. [Poster presentation]. International Society for Autism Research (INSAR), Seattle, WA (moved online).
- Schertz, H. H. & Lester, J. N. (2020, May, 2020, May). *Self-efficacy for parents of toddlers with autism: Considerations for early intervention*. [Poster presentation]. International Society for Autism Research (INSAR), Seattle, WA (moved online).
- Erden, E. & Schertz, H. H. (2020, May). *What promotes and what hinders social engagement in toddlers with autism* [Paper presentation]. 16th International Congress of Qualitative Inquiry. Urbana-Champaign, IL. (Conference cancelled).
- Erden, E. & Schertz, H. H. (2020, April). *Social engagement in toddlers with autism?* 2020 Purdue Autism Research Center Conference, Lafayette, IN. (Conference cancelled).
- Liu, X., Schertz, H. H., Odom, S. L., & Baggett, K. M. (2020, February). *Predicting language growth from preverbal social communication outcomes for toddlers with autism* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Ozkaya, O., Mwingira, M. P., & Schertz, H. H. (2020, February). *Perspectives on early intervention from providers and parents of toddlers with autism* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Lee, K., & Schertz, H. H. (2020, February). *Analyzing the relationship of social and instrumental turn taking to joint attention in interactions between caregivers and toddlers with autism* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Beacham, C., Baggett, K. M., & Schertz, H. H., Barger, B., & Odom, S. L. (2020, February). *Effects of a parent-mediated intervention on expressive communication of toddlers with autism* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Erden, E. & Schertz, H. H. (2020, Feb.). *Facilitators of social engagement in toddlers with autism* [Session presentation]. Curriculum & Instruction Research and Creative Activity Symposium (CIRCAS). Bloomington, IN.
- Schertz, H. H. & Lester, J. N. (2019, April). *Parent perspectives on facilitating social communication learning for their toddlers with autism* [Roundtable presentation]. American Educational Research Association, Toronto, Ontario, Canada

- Liu, X., & Schertz, H. H. (2019, May). *Family capacity-building through parent-mediated intervention for toddlers with autism* [Poster presentation]. International Society for Autism Research (INSAR), Montreal, Quebec, Canada.
- Schertz, H. H., Liu, X., Lee, K., & Sun, L. (2019, May). *Intervention content and process for toddlers with autism: Trends and current status* [Poster presentation]. International Society for Autism Research (INSAR), Montreal, Quebec, Canada.
- Lee, K., Safran, S., & Schertz, H. H. (2019, May). *The relationship between turn taking and joint attention in interactions between caregivers and young children with autism* [Poster presentation]. International Society for Autism Research (INSAR), Montreal, Quebec, Canada.
- Moore, D.M., Baggett, K.M., Barger, B., Schertz, H.H., DiPetrillo, B. (2019, May). *Targeted parent support of social behavior among toddlers with autism* [Poster presentation]. International Society for Autism Research (INSAR), Montreal, Quebec, Canada.
- Baggett, K. M., Barger, B., Schertz, H. H., & Odom, S. L. (2018, May). *Effects of a parent-mediated intervention on parent facilitators and positive social behavior of toddlers with autism: A randomized controlled trial.* [Poster presentation]. International Meeting for Autism Research (IMFAR), Rotterdam, The Netherlands.
- Schertz, H. H., & Brannan, A.M. (2018, March). *Assessing parent self-efficacy for parents of toddlers with autism.* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Schertz, H. H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2017, May). *Randomized controlled trial: Joint Attention Mediated Learning* [Session presentation] International Meeting for Autism Research (IMFAR), San Francisco, CA.
- Amsbary, J., Odom, S. L., Schertz, H. H. Baggett, K. M., Able, H. (2017, May). *Caregivers' voices regarding implementation of a parent-mediated early intervention for toddlers with ASD* [Poster presentation]. International Meeting for Autism Research (IMFAR), San Francisco, CA.
- Schertz, H. H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2016, Oct.) *Mediating preverbal social communication learning for toddlers with autism: Intervention effects* [Session presentation]. Division for Early Childhood (DEC) International Conference on Young Children with Special Needs and Their Families, Louisville, KY.
- Schertz, H. H., & Horn, K. (2016, June). *Social communication learning for toddlers with autism and their families: A framework blending early intervention and mediated learning principles* [Session presentation]. International Society on Early Intervention (ISEI) Conference/Stockholm University: Children's Rights and Early Intervention, Stockholm, Sweden.
- Schertz, H. (2016, Feb.). *Fireside chat: Research* [Session presentation]. Curriculum & Instruction Research and Creative Activity Symposium (CIRCAS). Bloomington, IN.

- Yildirim, E., & Schertz, H. (2016, May). *A case study of a child with autism: Promoting social engagement in an inclusive setting* [Paper presentation]. International Congress of Qualitative Inquiry, Illinois.
- Lee, K., Yildirim, E., & Schertz, H. (2016, February). *Social communication at the pre-verbal level for toddlers with autism: Analysis of the relationship between turn-taking and joint attention* [Session presentation]. Curriculum and Instruction Research and Creative Activity Symposium (CIRCAS), Bloomington, IN.
- Yildirim, E., & Schertz, H. (2016, February). *Social engagement in free play for a preschool child with autism in an inclusive classroom setting* [Paper presentation]. Curriculum and Instruction Research and Creative Activity Symposium (CIRCAS), Bloomington, IN.
- Schertz, H. H., Baggett, K. M., & Odom, S. L. (2016, February). *Repetitive behavior in toddlers on the autism spectrum: Relationship to social communication, age-related patterns, and instrument reliability.* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Lee, K., Yildirim, E., & Schertz, H. (2016, February). *Analysis of the relationship between turn-taking and joint attention for toddlers with autism* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Schertz, H. H., Horn, K., Lee, M., Mitchell, S., & Goodwin, T. (2014, October). *Parent-child interaction: A powerful learning venue for toddlers with autism* [Session presentation]. Division for Early Childhood (DEC) 30th Annual International Conference on Young Children with Special Needs and Their Families. St. Louis, MO.
- Yildirim, E. & Schertz, H. (2014, February). *Inclusion and academic instruction profile in ASD: An example of kindergarten boy with ASD* [Poster presentation]. Indiana Council for Exceptional Children (CEC) Conference, Indiana, USA.
- Yildirim, E., Schertz, H., & Ozdemir, S. (2014, February). *Analysis of maternal approach behaviors that increase the likelihood of social responsiveness among young children with autism and typical development* [Poster presentation]. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, USA.
- Vaiouli, P. & Schertz, H. H. (2013, February). *When music meets teaching: Promoting engagement and early literacy skills through music.* Curriculum & Instruction Research and Creative Activity Symposium (CIRCAS). Bloomington, IN.
- Reichow, B. R., Schertz, H. H., & Barton, E. E. (2012, October). *Everything you wanted to know about reviews but were afraid to ask.* Conference session presented at the Division for Early Childhood (DEC) 28th Annual International Conference on Young Children with Special Needs and Their Families. Minneapolis, MN.
- Schertz, H. H., Odom, S. L., & Baggett, K. B. (2012, May). *A developmental framework for promoting joint attention in toddlers with ASD: Formative analysis of an intervention.* Poster presented at the International Meeting for Autism Research (IMFAR). Toronto, Ontario: Canada.

- Reichow, B. R. & Schertz, H. H. (2012, May). *Systematic review of interventions for toddlers with or at risk for an autism spectrum disorder*. Poster presented at the Autism Speaks Toddler Treatment Network (ASTTN) Conference. Toronto, Canada.
- Schertz, H. H., Trivette, C., & Wood, J. (2012, May). *Principles of practice in early intervention for toddlers with autism spectrum disorders*. Webinar sponsored by the Division for Early Childhood (DEC), Council for Exceptional Children, from Bloomington, IN.
- Schertz, H. H., Odom, S. L., & Baggett, K. M. (2012, February). *Formative analysis of an intervention design*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.
- Schertz, H. H., Odom, S. L., & Baggett, K. B. (2011, May). *Results of a group comparison study of the Joint Attention Mediated Learning early intervention for toddlers with autism spectrum disorders*. Conference session presented at the International Meeting for Autism Research (IMFAR). San Diego, CA.
- Schertz, H. H. & Odom, S. L., (2011, May). *Findings from research of the Joint Attention Mediated Learning model*. Presentation to the Autism Speaks Toddler Treatment Network (ASTTN). San Diego, CA.
- Schertz, H. H. (2011, November). *Intervention research for toddlers with autism: Early intervention principles and reported practices*. Poster presented at the Division for Early Childhood (DEC) 27th Annual International Conference. Washington, D.C.
- Schertz, H. H., Baggett, K. M., & Odom, S. L. (2011, November). *Exploring effects of the Joint Attention Mediated Learning intervention for toddlers with autism spectrum disorders*. Poster presented at the Division for Early Childhood (DEC) 27th Annual International Conference. Washington, D.C.
- Vaiouli, P. & Schertz, H. (2011, November). *Join in the joy of music: Promoting joint attention for young children with autism*. Poster presented at the 14th Annual American Music Therapy Association. Atlanta, GA.
- Odom, S. L., Schertz, H. H., & Baggett, K. B. (2011, May). *Single case design and growth curve analysis of an intervention to promote joint attention for toddlers with ASD*. Poster presented at the International Meeting for Autism Research (IMFAR), San Diego, CA.
- Schertz, H.H. (2011, February). *Online course organization and content example*. Presentation to the Innovative Pedagogies Initiative, Indiana University School of Education. Bloomington, IN.
- Vaiouli, P. & Schertz, H. (2011, February). *Promoting social interaction in children with autism: A music therapy approach*. Curriculum and Instruction Research and Creative Activity Symposium (CIRCAS), Indiana University. Bloomington, IN.
- Schertz, H. H., Odom, S. L., & Baggett, K. M. (2010, October). *The Joint Attention Mediated Learning Model*. Conference session presented at the Division for Early Childhood (DEC) 26th Annual International Conference. Kansas City, MO.

- Baggett, K. M., Hemmeter, M. L., Squires, J., Schertz, H. H., & Odom, S. L. (2010, October). *Interventions for promoting social-emotional competency in young children: Monitoring progress*. Roundtable panel presentation at the Division for Early Childhood (DEC) 26th Annual International Conference. Kansas City, MO.
- Odom, S. L., Peterson, C. & Schertz, H. H. (2010, October). *Supporting young children with autism and their families*. Conference session presented at the Division for Early Childhood (DEC) 26th Annual International Conference. Kansas City, MO.
- Schertz, H. H. & Horn, K. (2010, August). *Parent-mediated intervention for toddlers with autism: Strategies that work*. Invited conference session presented at the Sixth Annual Infant-Toddler Specialists of Indiana (ITSI) Institute. Indianapolis, IN.
- Schertz, H. H., Baker, C., Hurwitz, S., & Benner, L. (2010, May). *Principles of practice in toddler autism intervention: Current research and future needs*. Poster presentation to the International Meeting for Autism Research (IMFAR). Philadelphia, PA
- Vo, A., & Schertz, H. H. (2010, May). *Joint attention interventions for young children with autism spectrum disorders: Caregiver and child actions and transactions*. Poster presented at the International Meeting for Autism Research (IMFAR). Philadelphia, PA.
- Schertz, H. H., Baker, C., Hurwitz, S., & Benner, L. (2010, Feb.). *Recommended practices in early intervention with autism*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.
- Schertz, H. H., Lee, M., Baggett, K. M., Horn, K., & Odom, S. L. (2009, October). *Intervention for toddlers with autism and their families: The Joint Attention Mediated Learning model*. Poster presented at the Division for Early Childhood (DEC) 25th Annual International Conference on Young Children with Special Needs & Their Families. Albuquerque, NM.
- Schertz, H. H., Odom, S. L., & Baggett, K. M. (2009, May). *Promoting joint attention for toddlers with early indicators of autism: A parent-mediated approach* (Paper #3812). Poster presented at the International Meeting for Autism Research (IMFAR). Chicago, IL.
- Schertz, H. H. & Baggett, K. M. (2009, January). *Early intervention research for toddlers with autism: Preliminary findings and issues of appropriate early intervention practice*. Presentation at the Autism Speaks Toddler Treatment Network (ASTTN). Miami, FL.
- Schertz, H. H. & Eckerle, L. (2008, October). *Online course delivery for Early Childhood Special Education graduate students*. Conference session presented at the Division for Early Childhood (DEC) 24th Annual International Conference on Young Children with Special Needs & Their Families. Minneapolis, MN.
- Odom, S., Schertz, H. H., & Rogers, S. (2008, February). *Starting early: Conducting intervention research with infants/toddlers with autism and their caregivers*. Panel presentation at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.

- Schertz, H. H. & Odom, S. (2008, February). *Promoting early social-communicative competency in toddlers with autism*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.
- Schertz, H. H. (2007, March). *Planned research design and outcome measures for early intervention autism research*. Presentation to the Autism Speaks-funded early intervention research and NIH-funded Baby Siblings Research Consortium. Boston, MA.
- Schertz, H. H. (2006, December). *Using parents as mediators to promote early social communication for toddlers with early-identified autism*. Conference session presented at the Zero to Three 21st National Training Institute (NTI). Albuquerque, NM.
- Schertz, H. H. & Robb, M. (2006, October). *Parents as mediators to promote joint attention in toddlers with autism*. Poster presented at the Division for Early Childhood (DEC) 22nd Annual International Conference on Young Children with Special Needs and Their Families. Little Rock, AK.
- Schertz, H. H., & Odom, S. L. (2006, February). *Promoting joint attention in toddlers with autism*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.
- Schertz, H. H., & Robb, M. (2005, April). *Parent-implemented relationship-based intervention: Effects on joint attention in toddlers with autism*. Conference session presented at the Annual Convention, Council for Exceptional Children (CEC). Baltimore, MD.
- Schertz, H. H. (2004, October). *A parent-implemented mediated learning approach to early intervention with autism*. Conference session presented at the International Association for Cognitive Education and Psychology. Vancouver, British Columbia.
- Schertz, H. H. (2003, April). *Early diagnosis and intervention in autism: The role of joint attention*. Conference session presented at the Annual Convention of the Council for Exceptional Children. Seattle, WA.
- Schertz, H. H. (2003, March). *Recognizing signs of autism in the first two years*. Conference session presentation to the Indiana Association for the Education of Young Children (IAEYC) Early Childhood Conference. Indianapolis, IN.
- Schertz, H. H., & Wilber, D. (1993). *Support for families with parenting challenges*. Conference session presentation to the Midwest Association for the Education of Young Children Conference. Indianapolis, IN.

Course and Community In-service Presentations: Invited

- Schertz, H. H. (2018, December). *Methodological orientation and related issues*. Invited panel presentation for Y521: Methodological Approaches to Educational Inquiry: Barbara Dennis, instructor. Indiana University, Bloomington, IN

- Schertz, H. H. (2018, July). *Matching methods to inquiry questions in educational research*. Invited presentation to an international educational doctoral leadership cohort led by Megan Call-Cummings. George Mason University, Fairfax, VA
- Schertz, H. H. (2014, October). *Learning through parent-child interaction*. Invited presentation to early intervention practitioners. Developmental Services, Inc. Columbus, IN
- Schertz, H. H. (2010, September). *Principles and practices in early childhood special education*. Presentation to the Special Education Doctoral Seminar. Indiana University. Bloomington, IN.
- Schertz, H. H. (2010, April). *Experiences of a new assistant professor*. Panel presentation to doctoral students in Curriculum and Instruction. Indiana University. Bloomington, IN.
- Schertz, H. H. (2009, October). *A research agenda in early intervention for toddlers with autism spectrum disorders: The role of personal experience, theory, and evidentiary support*. Presentation to the Special Education Doctoral Research Seminar. Indiana University. Bloomington, IN.
- Schertz, H. H. (2009, February). *Family involvement in early intervention*. Presentation to the Special Education Doctoral Seminar, Research and Practice with Families in Special Education. Indiana University. Bloomington, IN.
- Schertz, H. H. (2007, October). *Facilitating personal and professional development in research and program development*. Presentation to Doctoral Research Seminar. University of Northern Colorado. Greeley, CO.
- Schertz, H. H. (2007, April). *Balancing teaching, research, and service*. Invited panel session presented for new faculty, sponsored by the Graduate School, University of Northern Colorado. Greeley, CO.
- Schertz, H. H. (2005, November). *Overview of current issues in the field of Early Childhood Special Education*. Presentation at Topical Doctoral Seminar. University of Northern Colorado. Greeley, CO.
- Schertz, H. H. (2004, September). Presentation at Topical Special Education Doctoral Seminar. *Review of early screening measures for identification of autism risk*. Indiana University. Bloomington, IN.
- Schertz, H. H. (2003, August). *Evaluating controversial practices in early intervention*. Developmental Services, Inc. Columbus, IN.
- Schertz, H. H. (2003, April). *Characteristics of autism in the early years*. Developmental Services, Inc. Columbus, IN.
- Schertz, H. H. (2002, February). *Attention deficit hyperactivity disorder and language disability in early childhood*. Developmental Services, Inc. Columbus, IN.
- Schertz, H. H. (1999, January). *Overview of policy governance model*. Bartholomew County Step Ahead Council Board of Directors. Columbus, IN.

TEACHING AND SUPERVISION**Courses Taught****Indiana University**

K780: Topical Doctoral Research Seminar: Young Children with Disabilities and Family Engagement. Spring 2019

K780: Topical Doctoral Research Seminar: Risk, Resilience, and Disability. Spring 2016 (Co-taught with Gretchen Butera and Ana Maria Brannan)

K780: Topical Doctoral Research Seminar – Intervention for Individuals on the Autism Spectrum: Core Strengths and Challenges, Learning Trajectories, Family Considerations, and Individual Perspectives. Spring 2014

K635/K500 (listed as 590 in Fall 2013): Evidence-Based Practices to Support Students with Autism Spectrum Disorders; Fall 2013, Spring 2017, 2018, 2020, 2021, 2022

K634/K500: Challenging Behavior and Autism Spectrum Disorders. Fall, 2016, 2017, 2018, 2019, 2020, 2021, 2023

K633/K500: Communication Development, Assessment, and Intervention in Autism Spectrum Disorders. Spring: 2011, 2012, 2013, 2016, 2017, 2018, 2020, 2021, 2022, 2023

K631/K500: Introduction to Autism Spectrum Disorders. Fall: 2009, 2010, 2011, 2012, 2013, 2015, 2016, 2017, 2018, 2019, 2021

K549: Early Childhood Special Education, Spring, 2013, 2018

K349: Teaching and Learning for All Young Children, Fall, 2017

K780: Topical Doctoral Research Seminar – Young Children with Disabilities and their Families: Research and Theory to Guide Practice. Spring 2012

K545: Management of Severe Emotional and Behavioral Disorders, Spring, 2009, 2010, 2011

K505: Introduction to Special Education. Fall 2011

K500: Introduction to Early Intervention. Fall 2010

E349: Teaching and Learning for All Children: Early Intervention (Birth to Age 3). Fall 2017

K305: Teaching the Exceptional Learner. Summer, 2002, Fall, 2003

Supervision: Reading Instruction and Learning Disabilities (Dr. Genevieve Williamson, PI). Fall, 2002

University of Northern Colorado

EDSE 532: Typical and Atypical Early Child Development. Spring, 2008

EDSE 510: Foundations in Special Education., Summer, 2006

EDSE 530: Parent-Professional Partnerships. Fall, 2005 2006, 2007

EDSE 534: Research & Policy in Early Childhood Special Education. Fall, 2005, 2006, 2007

EDSE 533: Methods in Early Childhood Special Education. Spring, 2006, 2007, 2008

EDSE 536: Early Intervention for Infants & Toddlers., Spring, 2006

Program and Course Development

Indiana University

2013-present Graduate Certificate: Preparing Educators of Students with Autism.

2008-2013 Preparing Educators of Students with Autism (PESA) Academy, Indiana University. Courses co-developed with Julie Gustafson.

- K631: Introduction to Autism Spectrum Disorders (ASD)
- K632: Promoting Social Competency in ASD
- K633: Communication Development, Assessment, and Intervention in ASD
- K634: Preventing and Intervening with Challenging Behavior for Students with ASD
- K635: Evidence-based Professional Practice to Support Students with ASD

2008-present Courses Developed

- K780: Topical Seminar, *Young Children with Disabilities and Family Engagement* (Spring 2019).
- K549: *Early Childhood Special Education* (Spring 2018).
- K780: *Topical Seminar: Risk, Resilience, and Disability*. Co-developed with Gretchen Butera and Ana Maria Brannan (Spring, 2016).
- Doctoral Research Seminar: *Evidence-Based Practices in Early Childhood Special Education*. An online course co-taught by professors from five universities and sponsored by the Division for Early Childhood's Consortium for Innovation in Doctoral Education (DECIDE). Developed course section, *Family Practices*. (Summer 2015).
- K780: *Grounding Intervention for Individuals on the Autism Spectrum* (Spring 2014).
- K780: Topical Seminar – Young Children with Disabilities and their Families: Research and Theory to Guide Practice, new course (Spring 2012)
- K545: Management of Severe Emotional and Behavioral Disorders; re-developed course and new online format (Spring 2010)
- K505: Introduction to Special Education, re-developed course (Fall 2011)
- K500: Introduction to Early Intervention, new course (Fall 2011)

University of Northern Colorado

- 2005-2008 Program coordination: Early Childhood Special Education online master's program, including supervision of adjunct course instruction and practicum activities, approval of program admissions, monitoring of student progress, and developing criteria for, coordinating, and evaluating comprehensive examinations.
- 2005-2007 Courses developed:
 Typical and Atypical Early Child Development
 Parent-Professional Partnerships in Early Childhood Special Education
 Research and Policy in Early Childhood Special Education
 Methods in Early Childhood Special Education
 Early Intervention for Infants and Toddlers
- 2007 Program development: Revamped the Early Childhood Special Education master's program, aligning syllabi with state and national early childhood and early childhood special education standards to prepare teachers for serving families and children with and without disabilities in inclusive settings across the 0-8 age range (approved by the University of Northern Colorado and the Colorado Department of Education).
- 2007 Course collaboration: Developed a family co-teaching structure to emphasize parent perspectives in the graduate course, Parent-professional Partnerships.
- 2007, 2008 Electronic portfolio development: Developed an online electronic portfolio system (iWebfolio) for the Early Childhood Special Education program to assess and document student proficiency in 12 areas of competency, to verify student preparedness for graduation, and to document NCATE accreditation activities.
- 2007, 2008 Accreditation reporting: Prepared NCATE and Colorado Department of Education accreditation reports for the Early Childhood Special Education master's program.
- 2007, 2008 Website development: Developed a web-based advising and information portal for current and future students in the Early Childhood Special Education program.
- 2008 Program collaboration: Initiated collaboration with the Speech-Language Sciences department to promote transdisciplinary collaboration for master's students in Early Childhood Special Education and Audiology & Speech-Language Sciences.

Student Advisement and Support**Doctoral Dissertation Committees: Indiana University***Dissertation Director/Chair*

- Ozkaya, Ozan (Director and Chair, Dissertation Committee, 2022-), Special Education. Ph.D. *The Content of Early Intervention Providers' Interactions During Home Visits.*
- Xinyue Liu (Director and Chair, Dissertation Committee, 2021-2022), Special Education. Ph.D. completed November, 2022. *Parents' Competency in Mediating Social Learning for Toddlers With Autism.* (Publication No. 29995393). [Doctoral dissertation, Indiana University--Bloomington]. ProQuest Dissertations & Theses Global.
- Kwangwon Lee (Director and Chair, Dissertation Committee, 2017-2019), Special Education. Ph.D. completed July 2019. *Analysis of the relationship between turn taking and joint attention in interactions between caregivers and young children with autism* (Publication No. 13901187). [Doctoral dissertation, Indiana University--Bloomington]. ProQuest Dissertations & Theses Global.
- Emine (Yildirim) Erden (Director and Chair, Dissertation Committee, 2017-2020), Special Education. Ph.D. completed February 2020. *Social engagement in toddlers with autism.* (Publication No. 27739836). [Doctoral dissertation, Indiana University--Bloomington]. ProQuest Dissertations & Theses Global.
- Potheini Vaiouli (Director, Dissertation Committee, 2013-2014), Special Education. Ph.D. completed 2014. *Music, engagement, and early literacy in inclusive early childhood settings.* (Publication No. 3621924). [Doctoral dissertation, Indiana University--Bloomington] ProQuest Dissertations & Theses Global.

Dissertation Committee Member

- Logan McIntosh (Member, Dissertation Committee, 2020-).
- Selin Safran (Member, Dissertation Committee, 2022-). Special Education
- Arnell Hammond (Member, Dissertation Committee, 2021-). *Representations of black family life and love in picturebooks about autism, 2005-2021.*
- Tianqian Wang (Member, Dissertation Committee, 2017-2021), Special Education. *Self-management interventions for students with emotional and behavior disorders: A meta-analysis of the literature.*
- Rebekka (Doehm) Schleier (Member, Dissertation Committee, 2016-2017), School of Psychological and Brain Sciences. Ph.D. Completed 2017. *Triadic interactions may aid early detection of atypical development: Assessing the effectiveness of triadic analysis as a predictor of communicative development in infants at high and low risk for autism.* (Publication No. 10256688). [Doctoral dissertation, Indiana University – Bloomington] ProQuest Dissertations & Theses Global
- Bruce Kulwicki (Member, Dissertation Committee, 2015-2016), Education Leadership and Policy Studies. Ed.D. Completed March 2017. *Students with disabilities in charter schools: A case study to inform policy and practice.*

Doctoral Program Advisement – Qualifying Exams: Indiana University

Major Program Advisor

- Luke Sun (Major Advisor, Ph.D. 2018-2021), Special Education.

Selin Safran (Major Advisor, Ph.D. Ph.D. 2017-2021), Special Education.

Xinyue Liu (Major Advisor, Ph.D. 2016-2021), Special Education.

Fatemah Al-sharary (Major Advisor, Ph.D. 2015-2017), Special Education.

Allison Coburn (Major Advisor, Ph.D. 2012-2014; Minor Advisor, 2013-2014).
Changed major in 2014.

Kwangwon Lee (Major Advisor; Ph.D. 2012-2016), Special Education.

Emine Erden (Major Advisor; Ph.D. 2010-2017), Special Education.

Potheini Vaiouli (Major Advisor, Ph.D. 2009-2013), Special Education.

Minor Program Advisor

Chelsey Ruark (Minor Advisor, Ph.D., 2020-present), School Psychology

Lucy Zook (Minor Advisor, Ed.S., 2020-2021), School Psychology.

Logan McIntosh (Minor Advisor, Ed.D., 2019-2020), Literacy, Culture, and Language
Education.

Tammy May (Minor Advisor, Ed.D., 2018-present), Educational Leadership.

Kristie Coker (Minor Advisor, Ed.S. 2018-2019), Literacy, Culture, & Language
Education.

Karisa Cole (Minor Advisor, Ed.S.. 2020-present), School Psychology

Patrick Ober (Minor Advisor, Ph.D. 2017), Educational Leadership & Policy Studies.

Gayle Teo (Minor Advisor, Ph.D. 2017-2019), Music Education.

Bria Davis (Minor Advisor, Ph.D. 2017-2020), Learning Sciences.

Rachel (Hopf) Kasthurirathne (Minor Advisor, Ph.D. 2017-2018), Speech & Hearing
Sciences.

Committee Member

Ozan Ozkala (Member, Program Committee, 2019-present). Special Education.

Paulo Tan (Member, Program Committee, Ph.D. 2010-2012), Special Education.

Rama Cousik (Member, Program Committee; Ph.D. 2008-2009), Special Education.

Early Doctoral Research and Independent Study Supervision: Indiana University

Ozan Ozkaya, 2019, Teaching Internship, K785

Luke Sun, 2019, Early Research Study, K590

Xinyue Liu, 2018-19, Early Research Study, K590

Kwangwon Lee, Fall 2015, Early Research Study, K590

Tianqian Wang, Summer 2015, Independent Study, K590

Emine Erden, Summer 2015, Early Research Study, K590

Potheini Vaiouli, Summer 2012, Early Research Study, K590

Paulo Tan, Fall 2011, Doctoral Teaching Internship, K785

Potheini Vaiouli, Fall 2011, Doctoral Teaching Internship, K785

Rama Cousik, Spring 2009, Independent Study, K590

Preparing Educators for Students with Autism (PESA) Certificate

Jessica Borum (Advisor, 2022-)

Lucia Zook (Advisor, 2022-)

Elizabeth Yeh (Advisor 2022-)

Chelsey Ruark (Advisor, 2021-)

Blaine Garman-McClaine (Advisor, 2019-2020)

Emily Galloway (Advisor, 2019-2020)

Other Graduate Committee Membership: Indiana University

Selin Safran (Defended Jan 24, 2017). Special Education master's candidate. *Relationships between Typically Developing Individuals and their Siblings with and Without Autism Spectrum Disorder.*

Supervised Research Experience and Funding Support for Students

Xinyue Liu, Ph.D. student, 2018-present. SEITA and Mediation of Social and Transactional Engagement (MOSTE) projects. Observational assessment (PJAM, SRM, Social Interactive Play Assessment [SIPA], behavior, and implementation fidelity), protocol development (MOSTE), and reliability oversight (MOSTE; consultant, interventionist, and parent fidelity).

Selin Safran, Ph.D. student, 2018-2022. SEITA and MOSTE projects. Observational assessment (PJAM, SRM, SIPA, behavior, and implementation fidelity) and reliability oversight (SRM, PJAM, and SIPA).

Ozan Ozkala, Ph.D. student, 2018-2022. SEITA and MOSTE projects. Observational assessment (PJAM, SRM, SIPA, behavior, and implementation fidelity), qualitative analysis of SEITA focus groups

Luke Sun, Ph.D. student, 2018-2022. SEITA project. Observational assessment (PJAM, SRM, SIPA, behavior, and implementation fidelity)

Kara Duval-Fowler, Master's student, 2018-2019. MOSTE project. Video library compilation

Kwangwon Lee, Ph.D. student/candidate, 2012-2019. JAML and SEITA projects. Observational assessment (Precursors for Joint Attention Measure [PJAM], Social Reciprocity Measure [SRM], and interventionist and parent implementation fidelity) and reliability oversight.

- Margaret Mwingira, Ph.D. student, 2019. Qualitative analysis of SEITA focus groups
- Addison McGeary, Undergraduate student, 2017-2019. MOSTE project. Observational assessment (MOSTE) and video library compilation
- Emine Erden/Yildirim, Ph.D. student/candidate, 2012-2017. JAML project. Observational assessment (PJAM).
- Allison Coburn, Ph.D. student, 2012-2016. JAML project, Independent standardized assessment
- Meagan Call-Cummings, Ph.D. student, 2015-2016. JAML project. Qualitative analysis.
- Fatemah Al-sharary, Ph.D. student, 2016-2017. JAML project. Observational assessment (PJAM)
- Crystal Baker, Ph.D. candidate (University of Northern Colorado), 2012-2017. JAML project. Observational assessment (PJAM)
- Rhiannon Steffen Law, Ph.D. student, JAML project. 2015-2017. Qualitative analysis, observational assessment (Systematic Analysis of Language Transcriptions [SALT])
- Bianca Vasquez, Ph.D. student, 2015-2017. JAML project. Observational assessment (SALT)
- Sasha Tarasyeva, Master's student, 2015-2017. JAML project. Observational assessment (SALT)
- Rachel Prastitis, Undergraduate student, 2015-2017. JAML project. Observational assessment (SALT)
- Tess Cunningham, Undergraduate student, 2015-2017. JAML project. Observational assessment (SALT)
- Caitlyn Gustus, Undergraduate student, 2015-2017. JAML project. Observational assessment (SALT)
- Esthela Rodriguez, Undergraduate student, 2015-2017. JAML project. Observational assessment (SALT)

SERVICE

Service to the University, School, Department, and Program

Indiana University

- | | |
|--------------|--|
| 2022-2023 | Member, School of Public Health faculty search committee |
| 2020-present | Grant proposal reviewer, Social Sciences Research Funding Program, IUB Office of the Vice Provost for Research |
| 2019-2021 | Member, Indiana University Campus Sustainability Advisory Board |
| 2019-2020 | Indiana University Research Affairs Committee, Bloomington Faculty |
| 2013-2014 | Council |

School of Education

- 2022-present Mentor: Holmes Scholars Program
- 2023-2024 Member, Undergraduate Scholarship Committee
- 2021-2022 Member, Third-year review committee for Heather Ormiston
- 2021-2024 Member, Promotion, Tenure, and Contracts Committee
- 2020-present Member, Dean's Fellowship Committee
- 2019-present Member, Graduate Studies Committee
- 2017-2019 Member, School of Education Long-Range Planning Committee
- 2017 Member, Committee to Review School Psychology Doctoral Program
- 2016-2017 Member, Ad Hoc Committee on Restructuring the School of Education
- 2016, Fall Faculty Advisor for Sarah Kennedy, visiting teacher from New Zealand and participant in the Fulbright Distinguished Awards in Teaching program, a U.S. State Department-sponsored program coordinated at IU by the Center for International Education, Development and Research (CIEDR)
- 2015-2018 Member, School of Education Grievance Committee
- 2015-2018 Center for International Education, Development & Research (CEIDR) (Faculty Associate)
- 2015 Member, Faculty Search Committee, IU School of Education Department of Counseling and Educational Psychology, School of Education
- 2015, Fall Faculty Advisor for Rochana Ghosh, visiting teacher from India and participant in the Fulbright Distinguished Awards in Teaching program, a U.S. State Department-sponsored program coordinated at IU by the Center for International Education, Development and Research (CIEDR)
- 2012-2015 Member, Faculty Development Committee, School of Education

Department of Curriculum & Instruction

- 2014-2020 Member, Department of Curriculum & Instruction Coordinators Council, IU School of Education
- 2015-16 Faculty Advisor, Curriculum & Instruction Research and Creative Activity Symposium (CIRCAS), Department of Curriculum & Instruction. An annual research symposium to promote collaborative doctoral student and faculty research presentations.
- 2012 Member, Faculty Merit Review Committee, Department of Curriculum & Instruction
- 2011-2012 Member, Learning and Teaching with Technology Committee, School of Education.

2009 Member, Department Chair Search and Screen Committee, Department of Curriculum & Instruction

Special Education Program

2023-2024 Chair, Otting Endowed Chair search committee

2020-2023 Coordinator, Special Education Doctoral Program

2019-2020 Faculty mentor for tenure case: Sarah Hurwitz

2015-2020 Coordinator, Special Education Program

2014-present Director, Preparing Educators for Students with Autism (PESA) Graduate Certificate

2017 Member, Faculty Search Committee

2013-2014 Member, Faculty Search Committee. Special Education faculty position.

2009-2013 Director, Preparing Educators for Students with Autism (PESA) Academy

2011-2012 Member, Faculty Search Committee, Early Childhood Special Education position, Department of Curriculum & Instruction

2009-2010 Member, Special Education Doctoral Committee, Department of Curriculum & Instruction

2008-2009 Member, Special Education Faculty Search Committee, Department of Curriculum & Instruction

Internal reviews

2022 Member, 3rd Year Review Committee, Heather Ormiston

2022 Member, 3rd Year Review Committee, Tina O'Neal

2018 Member, 3rd Year Review Committee, Sarah Hurwitz

University of Northern Colorado

2005-2008 Member, Faculty Search Committee, School of Special Education

2007-2008 Faculty Judge, McNair Research Competition for the McNair Scholars Program

2007 Member, Faculty Evaluation Committee, School of Special Education

2006-2008 Member, University Graduate Council and Program Sub-committee.

2006-2008 Member, Program Evaluation Committee (iWebfolio/Tracdat, electronic portfolio and data analysis systems), School of Special Education

2006-2007 Member, Doctoral Admissions and Review Committee (DARC), School of Special Education

Service to the Profession

Elected position

- 2011-2014 Executive Board, Division for Early Childhood, Council for Exceptional Children (elected Member-At-Large position). Ad Hoc Work Groups: (a) Policy Governance Development, (b) Recommended Practices, (c) Member Awareness, (d) Owner Linkage: Research, (e) Monitoring Review.
- 2013-2014 Chair, Policy Governance Development workgroup, Division for Early Childhood, Council for Exceptional Children

Refereed editorial boards and journal reviews

- 2007-present *Topics in Early Childhood Special Education*. Editorial Board Member.
- 2007-present *Journal of Early Intervention*. Editorial Board Member.
- 2010-present *Journal of Autism and Developmental Disorders*. Frequent solicited guest reviewer.
- 2020-present *Autism: International Journal of Research and Practice*, Solicited guest reviewer
- 2019 *Young Exceptional Children*, Solicited guest reviewer.
- 2017 *Journal of Communication Disorders*. Solicited guest reviewer.
- 2015 *Journal of Speech-Language Pathology*. Solicited guest reviewer.
- 2015 *Autism Research*. Solicited guest reviewer.
- 2014 *Pediatrics*. Solicited guest reviewer.
- 2013-2015 Solicited Contributing Editor for *Young Children: Research in Review*.
- 2013 *Remedial and Special Education*. Solicited guest reviewer.
- 2012-2013 *Research in Developmental Disabilities*. Solicited guest reviewer.
- 2003-2011 *Focus on Autism and Other Developmental Disabilities*. Editorial Board member.
- 2009 *Preventing School Failure*. Solicited guest reviewer.

External reviews: Tenure and promotion dossiers

- 2022 Candidate for Professor for the University of North Carolina
- 2017 Candidate for tenure from the University of Massachusetts – Amherst

Grant, conference, and book reviews

- 2021 *Autism Speaks Post-Doctoral Research Awards*.
- 2019-20 *Institute for Education Science (IES): Early Intervention and Early Childhood Education*; Panel reviewer

- 2020 *Social Sciences Research Funding Program (SSRFP)*, an internal funding program of the IUB Office of the Vice Provost for Research.
- 2017 *Michael Smith Foundation for Health Research: Review of funding proposals for Parent Coaching Intervention Research Project*. Vancouver, British Columbia, Canada.
- 2013 *Autism Speaks treatment research proposals*: Teleconference from New York, NY.
- 2011 Scientific review panel member, *Autism Speaks treatment research proposals*: San Francisco, CA.
- 2011 Proposal reviewer, *International Council for Exceptional Children*.
- 2011 Proposal reviewer, *International Meeting for Autism Research*.
- 2010 Prospectus reviewer, *Brookes Publishing: Parent Training for Children with Autism: The RUPP Autism Network Parent Training Program*.
- 2008 Proposal reviewer, *2009 Biennial Meeting of the Society for Research in Child Development*.
- 2008 Solicited reviewer, *A comparison of early autism interventions. Collaborative Incentive Research Grants Program*: City University of New York.

National/International committees and consortia

- 2014-2015 Co-Coordinator, *Autism Speaks Toddler Treatment Network (ASTTN) Planning Committee*. Plan annual meeting, develop funding proposals, invite and organize speakers, and deliver a one-day conference on topics of interest to researchers in early intervention for toddlers with autism.
- 2013-2016 Advisor, *Division for Early Childhood's Lead Academy*. A leadership development program providing mentoring to incoming faculty who work on behalf of young children with special needs.
- 2013-2015 Member, *Division for Early Childhood's Consortium for Innovations in Doctoral Excellence (DECIDE)*. A faculty consortium across universities to promote collaboration and excellence in doctoral education in Early Childhood Special Education.
- 2007-2017 Member, *Autism Speaks Toddler Treatment Network*. A consortium of eight multi-site research projects studying the efficacy of intervention for toddlers under age 24 months with high risk for autism spectrum disorders.
- 2011, Nov. Visitor, *Day on the Hill: Meetings with U.S. Senate and Congressional Representatives and staff*. Sponsored by the Division of Early Childhood and the Policy and Advocacy divisions of the Council for Exceptional Children.
- 1980-1999 Accreditation validator, *National Association for the Education of Young Children*.

International exchange

- 2019 Host, Visiting delegation from Nanjing Technical College of Special Education, Nanjing, China
- 2013-2014 Sponsor, Visiting Scholar Yujie Mu from Nanjing Technical College of Special Education, Nanjing, China.
- 2014-present Member, Fulbright Specialist Roster. U.S. Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education's Council for International Exchange of Scholars.

Engagement with Non-Academic Communities and Agencies

- 2019-2020 Member, *First Steps Community of Practice*. Professional preparation and educational competencies in early intervention and early childhood special education.
- 2015-present Faculty Associate, *Center for International Education, Development & Research (CIEDR)*.
- 2014-2018 Faculty sponsor, *Autism Speaks U*. Autism Speaks and Indiana University.
- 2014-2015 Resource consultant, *Birgə və Sağlam İctimai Birliyi community organization*, Baku, Azerbaijan. An organization serving children with autism spectrum disorders and their families.
- 2010-2016 Faculty Affiliate, *Infant-Toddler Specialists of Indiana*.
- 2007-2008 Member, *Special Education Advisory Council*, Greeley-Evans, Colorado School District 6.
- 2006-2008 Governor appointed higher education representative, *Colorado Interagency Coordinating Council for the Individuals with Disabilities Education Improvement Act (IDEA), Part C Early Intervention*.
- 2006-2008 Member, *Colorado Interagency Coordinating Council* (a) Personnel Preparation and (b) Eligibility Workgroups.
- 2006 Member, *Colorado Consortium of Special Education Teacher Educators*
- 2003-2005 Vice President and Secretary, *First Steps Council of South Central Indiana*. Regional oversight for the Part C Early Intervention system.
- 2000-2005 Coordinator, *Jackson County Transportation Task Force* to expand accessibility to transportation for adults with disabilities seeking employment.
- 1996-2005 Coordinator and member, *Seven Local Interagency Coordinating Councils*, Part C Early Intervention system.
- 1990s-2005 President and member, *Local Step Ahead Councils*: Collaborative initiative to coordinate local child services.

- 1990s-2005 Member, *Indiana Association of Rehabilitation Facilities, Early Childhood Division.*
- 2005 Member, *Indiana Association for Infant Mental Health.*
- 2002-2003 Member, *Children At-Risk Task Force of the Indiana Governor's Commission on Home and Community-based Services.*
- 1998-2002 Chairperson, *Developmental Services, Inc., Professional Development Committee.*
- 1998 Chairperson, *Home-based 0-5 Service Coalition*, promoting comprehensive infant screening and mutual referral.
- 1990s Member, *Financial Task Force of the Indiana Interagency Coordinating Council for Part C Early Intervention.*
- 1990s Member, *Indiana "Special Kids Can't Wait" legislative advocacy task force.*
- 1990s Secretary, *ABC/Stewart Montessori School Executive Committee.*
- 1980s-1990s Member, *Indiana Department of Education's Preschool Advisory Council.*
- 1980s President and member, *Indiana Preschool Administrators of Special Education.*
- 1980s Member, *Bartholomew Special Services Cooperative Special Education Advisory Council.*
- 1980s Chairperson, *Developmental Services, Inc., Human Rights Committee.*

PROFESSIONAL DEVELOPMENT

External

- 2014 *Data analysis and statistical inference.* Coursera course, Duke University.
- 2010, May *The grant application process.* Webinar. Institute of Education Sciences, U.S. Department of Education.
- 2008, Apr. *Statistical Analysis for Single-case Design.* R. Horner & D. Rindskoph. Institute of Education Sciences Research Training Institute, U.S. Department of Education. Washington, DC.
- 2006, Sept. *Implementation guidance for preschool special education.* Division for Early Childhood, Council for Exceptional Children. Denver, CO.

University

- 2019-2020 *Indiana University Promotion Cohort.* Institute for Advanced Study, Indiana University.
- 2014-15 *Faculty Writing Groups.* Campus Writing Program, Indiana University.

- 2011, Feb.- May *Innovative pedagogies initiative*. A series of collaborative faculty forums to expand learning through technology. Indiana University School of Education.
- 2010-present *Faculty advancement mentoring program*, Office of Women's Affairs, Indiana University (Dr. Ellen MacKay, faculty mentor).
- 2009, July *Plagiarism prevention*. Office of Instructional Consulting, School of Education, Indiana University.
- 2009, June *Online communication & collaboration tools*. Office of Instructional Consulting, School of Education, Indiana University.
- 2009, May *Engaging your distance education students with podcasting*. Office of Instructional Consulting, School of Education, Indiana University.
- 2009, Apr. *Marketing your distance education program*, Office of Instructional Consulting, School of Education and the Kelley School of Business, Indiana University.
- 2007, Sept. *Blackboard communications: Enhancing use of technology in online teaching*. University of Northern Colorado.
- 2006, Feb. *Quality review circles: Promoting collaboration in grant development*. University of Northern Colorado.
- 2006, Feb. *Excelling at teaching and scholarship*. University of Northern Colorado.
- 2005, 2006, Nov. *Coordination of graduate programs*. University of Northern Colorado.
- 2005, Oct. *University-supported research opportunities*. University of Northern Colorado.
- 2005, Nov. *Online teaching: Models from the University of Northern Colorado Nursing Program*. University of Northern Colorado.

PROFESSIONAL MEMBERSHIPS

National and International

- 2018-2020 American Educational Research Association
- 2014-present Autism Researchers Without Borders (Member). Global Autism Public Health Initiative. Autism Speaks and International Society for Autism Research
- 2014-present International Society on Early Intervention (ISEI)
- 2007-present International Society for Autism Research (INSAR)
- 1980-present Council for Exception Children (Divisions: Early Childhood, Autism, Research)
- 1985- National Association for the Education of Young Children
- 1985- Society for Research in Child Development