

Kristen Marie Bottema-Beutel, Ph.D.

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ACADEMIC APPOINTMENTS

- 2019- present 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
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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 Spectrum Disorders, San Francisco State University
- 5/2003 B.S. in Cellular and Molecular Biology, University of Michigan
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PUBLICATIONS

PEER REVIEWED ARTICLES

*Indicates student author

1. Chow, J., Zhao, H., Sandbank, M., **Bottema-Beutel, K.**, & Woynaroski, T. (in press). Empirically-derived effect size distributions of interventions for young children on the autism spectrum. *Journal of Clinical Child & Adolescent Psychology*.
2. 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. (in press). 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*.
3. Kim, S.Y., Crowley, S.*, & **Bottema-Beutel, K.** (in press). Autistic undergraduate students' transition and adjustment to higher education institutions. *Research in Autism Spectrum Disorders*.
4. **Bottema-Beutel, K.**, Crowley, S.*, & Kim, S.Y. (in press). Sequence organization of autistic children's play with caregivers: Rethinking follow-in directives. *Autism*.
5. 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.
6. 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.
7. **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](#)
 - +Included in the American Psychological Association [Equity, Diversity, and Inclusion Toolkit for Journal Editors](#)
8. 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.
9. **Bottema-Beutel, K.**, & Crowley, S.* (2021). Pervasive undisclosed conflicts of interest in applied behavior analysis autism literature. *Frontiers in Psychology*, 12, 676303. doi: 10.3389/fpsyg.2021.676303
10. 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.
11. **Bottema-Beutel, K.**, & Kim, S.Y. (2021). A systematic literature review of autism research on caregiver talk. *Autism Research*, 14(3), 432-449.
12. **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.

13. **Bottema-Beutel, K.**, Crowley, S.*, Sandbank, M., & Woynaroski, T. (2021). Adverse event reporting in intervention research for young autistic children. *Autism*, 25(2), 322-335.
14. **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.
15. 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.
16. **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.
17. **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.
18. 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.
19. 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.
20. **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.
21. **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.
22. **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.
23. 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.
24. 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.

25. 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.
26. **Bottema-Beutel, K.**, Kim, S.Y.*, Crowley, S.*, Augustine, A.*, Keceli-Kaysili, 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.
27. **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.
28. **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.
29. **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.
30. **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.
31. **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.
32. **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
33. **Bottema-Beutel, K.** (2017). Glimpses into the blind spot: Social interaction and autism. *Journal of Communication Disorders*, 68, 24-34.
34. 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.
35. **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.
36. **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.

37. **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.
38. **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.
39. **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.
40. **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.
41. 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.
42. **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.
43. **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.
44. 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.
45. 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.
46. **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.
47. 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.
48. 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.

49. 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.
50. **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.

BOOK

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

BOOK CHAPTERS

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.

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.

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.

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.

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.

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.

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/>

MANUSCRIPTS IN REVIEW

Bottema-Beutel, K., Crowley, S.*, Kim, S.Y., Mohiuddin, S.*, Yu, Q.*, & McKinnon, R.* (in review). Evaluating intervention research for transition age autistic youth.

Bottema-Beutel, K., Kim, S.Y.*, Crowley, S.*, Mohiuddin, S.*, Yu, Q.*, & McKinnon, R.* (in review). Social Validity in autism intervention research for transition age autistic youth.

RESEARCH GRANTS

FUNDED

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|-------------|--|
| 2022 - 2027 | Co-Investigator. Sensory Project in Infant/Toddler Siblings of Children with Autism (Project SPIS). National Institutes of Health (\$3,155,239). PI: Tiffany Woynaroski |
| 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- 2020 | Principal Investigator. Developmental Relationships between Joint Engagement and Vocabulary in Children with Autism Spectrum Disorder. National Institutes of Health (\$100,000 direct costs) |
| 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 **Principle 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., 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. (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. Sacramento, CA. Presented virtually. <https://youtu.be/D3jff0ZRln5c>
- 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

- 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-Beutel, 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 California Special 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

COURSES TAUGHT

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)

GUEST LECTURES

San Jose State University 2010
San Francisco State University 2009, 2010
University of Washington, Seattle 2015

ADVISEES AND STUDENTS' COMMITTEES

Undergraduate Senior Theses

Katherine Hendrickson (class of 2019)
Chelsey Carroll (class of 2016)

Current Doctoral Advisees

Shannon Crowley
Josephine Cuda
Racheal McKinnon
Hangil Kim

Dissertation Committees for Doctoral Students

Lana Andioli, Reader (U Mass Boston)
Joseph Madres, Reader
Alexander Corbitt, Reader
Stephanie Carroll, Reader
Jeremy Brown, Reader (Simmons University)
Josephine Cuda, Chair

Shannon Crowley, Chair
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

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

Sarah Mohiuddin
Philip Postek**
Chelsey Carroll
Jessica Barnes
David Schatz**
Ashley Antwi
Jennifer Byron
Christopher Cruz**

*Indicates current assistant

**Indicates volunteer

CONSULTING

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
 students with Autism Spectrum Disorder
-

MEDIA APPEARANCES/MEDIA REFERENCES

- 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.
- 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>
-

RESEARCH ASSISTANTSHIPS

- 2012-2013 *Center on Secondary Education for Students with Autism (CSESA)*. PI: Sam Odom, Co-PI: Kara Hume (University of North Carolina, Chapel Hill) and others, Sub-

contract PI: Erik Carter (Vanderbilt University) Funded by Special Education Research and Development Center Programs, Center on School-Based Interventions for Secondary Students with Autism Spectrum Disorders, Institute of Education Sciences.

- 2012-2013 *Peer Support and Peer Network Interventions to Improve Peer Relationships and School Engagement.* PI: Erik Carter (Vanderbilt University), Co-PI: Jennifer Asmus (University of Wisconsin). Funded by Special Education Research on Transition Outcomes for Special Education Secondary Students, Institute of Education Sciences.
- 2012-2013 *Meta-analysis of Toddler Treatment Network Interventions for Children with Autism Spectrum Disorders.* PI: Sally Rogers (University of California at Davis), Co-PI: Paul Yoder (Vanderbilt University). Funded by Autism Speaks.
- 2008-2012 *Integrated Play Groups: Promoting Symbolic Play, Social Engagement and Communication with Peers across Settings in Children with Autism.* PI: Pamela Wolfberg (San Francisco State University), Co-PI: Elliot Turiel (University of California at Berkeley). Funded by Autism Speaks.
- 2009-2012 *The Development of Morality and Compassionate Love.* PI: Elliot Turiel (University of California at Berkeley), Co-PI: Larry Nucci (University of California at Berkeley). Funded by the Fetzer Foundation.

PROFESSIONAL SERVICE

SERVICE TO THE DEPARTMENT

- 2020-ongoing Chair, Doctoral Advisory Committee, Curriculum & Instruction
- 2015-ongoing Director, Autism 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
- 2015-2016 Faculty Advisor, Discourse 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

- 2020-ongoing Promotion and Tenure Committee
- 2019-2021 Member, Undoing Oppression Committee
- 2018-2019 Chair, Undoing Oppression Subcommittee of the EPC
- 2017-2019 Awards Committee, Lynch School of Education
- 2017-2019 Educational Policy Committee, Lynch School of Education

EDITORSHIPS

2020-ongoing *Autism in Adulthood*, Deputy Editor

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 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
Council for Exceptional Children
International Society for Autism Research
Jean Piaget Society
Society for Research in Child Development

HONORS AND AWARDS

2014 Full Member, Autism Consortium
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

2012 Institute of Educational Sciences/National Center for Education Research Summer Research Training Institute: Cluster-randomized trials (CRT).
2019 Faculty Cohort on Undoing Oppression, Center for Teaching Excellence, Boston College