

Mandy Rispoli, PhD, BCBA-D
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Education

Doctor of Philosophy	Special Education Autism and Developmental Disabilities The University of Texas at Austin	2009
Master of Education	Special Education Concentration: Early Childhood Special Education The University of Texas at Austin	2003
Bachelor of Arts	Psychology/Spanish double major University of Virginia	2002

Academic Appointments

August 2022- Present	Quantitative Foundation Bicentennial Chair Professor of Special Education Department of Curriculum, Instruction and Special Education The University of Virginia
2019- August 2022	Professor -Special Education Program Department of Educational Studies Purdue University
2015-2019	Associate Professor—Special Education Program Department of Educational Studies Purdue University
2014-2015	Associate Professor- Special Education Program Department of Educational Psychology, Texas A&M University
2009-2014	Assistant Professor- Special Education Program Department of Educational Psychology, Texas A&M University

Licenses, registrations, and certifications

Board Certified Behavior Analyst-Doctoral (#1-06-2856), obtained 2006

Awards and honors

20. 2021 Outstanding Achievement in Engagement, Department of Educational Studies, Purdue University
19. 2020 Purdue University Faculty Scholar, College of Education, Purdue University
18. 2020 Outstanding Achievement in Learning, Department of Educational Studies, Purdue University
17. 2020 Erskine Fellow University of Canterbury, NZ* Postponed due to COVID 19
16. 2019 Outstanding Achievement in Discovery, Department of Educational Studies, Purdue University
15. 2019 Big 10 Academic Alliance Leadership Program, Purdue University
14. 2018 Seed for Success, Executive Office for Research and Partnerships, Purdue University
13. 2018 Purdue Insights Forum for Leadership Development, Office of the Provost, Purdue University
12. 2017 Trailblazer Award for Outstanding Midcareer Research and Scholarship, Office of the Provost, Purdue University
11. 2016 Outstanding Achievement in Discovery, Department of Educational Studies, Purdue University
10. 2016 College of Education Dean's Faculty Fellow, Purdue University
9. 2015 Aggies Commit to Transforming Lives Faculty Fellowship, College of Education and Human Development, Texas A&M University
8. 2014 Yates Endowed Faculty Fellowship in Educational Psychology, Texas A&M University
7. 2014 Outstanding Research Award, Department of Educational Psychology, Texas A&M University
6. 2013 Service-Learning Faculty Fellow, Center for Teaching Excellence, Texas A&M University
5. 2012 Outstanding New Faculty Award, College of Education and Human Development, Texas A&M University
4. 2012 Montague Scholar Award, Center for Teaching Excellence, Texas A&M University
3. 2011 Student-Led Award for Teaching Excellence, Texas A&M University
2. 2010 Beginning Career Workshop Competitive Selection Participant, Division of Research, Council for Exceptional Children
1. 2008 Student Award for Excellence in Knowledge, Support, or Empowerment, Texas Chapter of the American Association of Intellectual and Developmental Disabilities

Administrative and Leadership Experience

Chair Educational Studies Curriculum and Graduate Committee	Department of Educational Studies Purdue University	2019-2022
Past-Director Purdue Autism Research Center	Purdue University	2021-2022
Co-Director Purdue Autism Research	Purdue University	2017-2021

Center

Past-President Indiana Division for Early Childhood	Indiana Subdivision for Council of Exceptional Children Division for Early Childhood	2020-2022
President Indiana Division for Early Childhood	Indiana Subdivision for Council of Exceptional Children Division for Early Childhood	2018-2020
Vice President Indiana Division for Early Childhood	Indiana Subdivision for Council of Exceptional Children Division for Early Childhood	2017-2018
Program Area Convener Special Education Program	Department of Educational Studies Purdue University	2016-2017
Chair College Awards Committee	College of Education Purdue University	2017-2022
Chair Special Education Doctoral Committee	Department of Educational Psychology Texas A&M University	2013-2015

Citations as of April 2022

Web of Science: Citations: 3,266

h-index 32

Published work

(Boldface = student co-author, * = primary author)

Refereed journal articles.

124. ***Zhang, J.**, Rispoli, M., Xin, Y. P., **Sulu, M. D.** (2022). Mathematics interventions for secondary students with Autism Spectrum Disorder: A review of research quality. *Education and Training in Autism and Developmental Disabilities*, 57(23), 247-260.
123. *Rispoli, M., **David, M.**, Gregori, E., Mason, R., & **Lory, C.** (online first). Effects of multilevel supports on special education preschool teacher implementation of function-based interventions. *Journal of Behavior Education*.
122. * Lang, R., Muharib, R., Rispoli, M., & McLay, L. (in press). Suggestions for training preservice practitioners to critically appraise research using EBCAI's research. *Evidence-Based Communication Assessment and Intervention*.
121. ***Gregori, E.**, Rispoli, M., **Lory, C.**, **David, M.** (Online First). Effects of teachers as coaches

for paraprofessionals implementing functional communication training. *Journal of Positive Behavior Interventions*.

120. ***Wei, Q.**, Machalicek, W., Crowe, B., Kunze, M., & Rispoli, M. (2021). Restricted and repetitive patterns of behavior and interests in children with autism spectrum disorder: A systematic review of behavioral interventions. *Education and Training in Autism and Developmental Disabilities*, 56, 1115-139.
119. ***Begeske, J., Lory, C., David, M.,** & Rispoli, M., (2021). Teacher education and students with disabilities in art class: A program evaluation. *Arts Education Policy Review*. <https://doi.org/10.1080/10632913.2021.1937762>
118. ***David, M.**, Rispoli, M., Gregori, E., **Lory, C., Kim, S., & Wang, D.** (2021). A quality review of school-based challenging behavior interventions for adolescents with developmental disabilities. *Review Journal of Autism and Developmental Disabilities*, 8, 145-169.
117. ***Gregori, E.**, Rispoli, M., Neely, L., **Lory, C., Kim, S., & David, M.** (2021). Training direct service personnel in functional communication training with adults with disabilities. *Journal of Developmental and Physical Disabilities*, 33, 669-692.
116. ***Celgio, K.**, Rispoli, M., Flake, E. (2020). Training medical professionals to work with patients with neurodevelopmental disorders: A systematic review. *Developmental Neurorehabilitation*, 23, 465-473.
115. *Rispoli, M., Machalicek, W. (2020). Advances in telehealth and behavioral assessment and intervention in education: Introduction to the special issue. *Journal of Behavioral Education*, 29, 189-194.
114. *Ninci, J., Neely, L. C., Burke, M. D., Rispoli, M., Vannest, K. J., & Willson, V. (Online First). A meta-analysis of single-case research on embedding interests of individuals with autism spectrum disorder. *Remedial and Special Education*
113. *Brodhead, M. T., Thomas, E., Rispoli, M. (2020). A comparison of manual sign and speech generating devices in the natural environment. *Journal of Developmental and Physical Disabilities*, 32, 785-800.
112. ***Gregori, E.**, Wendt, O., Gerow, S., Peltier, C., Rispoli, M., Genc, D., **Lory, C.** & Gold, Z. S. (2020). Functional communication training for adults with autism spectrum disorder: A systematic review and quality appraisal. *Journal of Behavioral Education*, 29, 42-63.
111. *Brodhead, M. T., ***Kim, S. Y.**, Rispoli, M. J., & Sipila, E. S. (2019). A pilot evaluation of a treatment package to teach social conversation via video-chat. *Journal of Autism and Developmental Disorder*, 49, 3316-3327.
110. *Neely, L., Rispoli, M., Boles, M., Morin, K., **Gregori, E.**, Ninci, J., & Hagan-Burke, S. (2019). Training interventionists in incidental teaching via a telepractice pyramidal training approach. *Behavior Modification*, 43, 711-733.

<https://doi.org/10.1177/0145445518781770>

109. *Brodhead, M., **Kim, S.**, & Rispoli, M. (2019). Further examination of video-based preference assessments without contingent access. *Journal of Applied Behavior Analysis*, 52, 258-270. doi: 10.1002/jaba.507
108. ***Gerow, S.** Rispoli, M., **Gregori, E.**, & **Sanchez, L.** (2019). Parent-implemented trial-based functional analysis for young children with ASD. *Focus on Autism and Other Developmental Disabilities*, 34, 29-40. <https://doi.org/10.1177/1088357618755695>
107. *Healy, O., Lydon, S., Brady, T., Rispoli, M., Holloway, J., **Neely, L.** Grey, I. (2019). The use of differential reinforcement of other behaviours to establish inhibitory stimulus control for the management of vocal stereotypy in children with autism. *Developmental Neurorehabilitation*, 22, 192-202. doi: 10.1080/17518423.2018.1523246
106. *Davis, T., & Rispoli, M. (2018). Introduction to the Special Issue: Interventions to reduce challenging behavior among individuals with autism spectrum disorder, *Behavior Modification*, 42, 307-313. <https://doi.org/10.1177/0145445518763851>
105. ***Ehsan, H.**, Rispoli, M., & **Lory, C.** (2018). A systematic review of STEM instruction with students with autism spectrum disorders. *Review Journal of Autism and Developmental Disorders*, 5, 327-348. <https://doi.org/10.1007/s40489-018-0142-8>
104. *Gerow, S., Rispoli, M., Ninci, J., **Gregori, E. V.**, & Hagan-Burke, S. (2018). Teaching parents to implement functional communication training for young children with developmental delay. *Topics in Early Childhood Special Education*, 38(2), 68-81. doi: 10.1177/0271121417740637
103. ***Gregori, E.**, Rispoli, M., & **Gerow, S.** (2018). Treatment of self-injurious behavior in adults with intellectual and developmental disabilities: A systematic review. *Journal of Physical and Developmental Disabilities*, 30, 111-139. <https://doi.org/10.1007/s10882-017-9568-7>
102. ***Lory, C.**, Rispoli, M., & **Gregori, E.** (2018). Play interventions involving children with ASD and typically developing peers: A review of research quality. *Review Journal of Autism and Developmental Disorders*, 5, 78-89. <https://doi.org/10.1007/s40489-017-0124-2>
101. *Ninci, J., Rispoli, M., Neely, L. C., & **Guz, S.** (2018). Transferring picture exchange requests to receptive identification for children with ASD. *Developmental Neurorehabilitation*, 21, 178-187. <https://doi.org/10.1080/17518423.2018.1437840>
100. *Gerow, S., Hagan-Burke, S., Rispoli, M., **Gregori, E.**, Mason, R., & Ninci, J. (2018). A systematic review of parent-implemented functional communication training for children with ASD. *Behavior Modification*, 42, 335-363. <https://doi.org/10.1177/0145445517740872>
99. *Ninci, J., Rispoli, M., Burke, M. D., & Neely, L. C. (2018). Embedding interests of individuals with autism spectrum disorder: A quality review. *Review Journal of Autism*

and *Developmental Disorders*, 5, 15-28. <https://doi.org/10.1007/s40489-017-0120-6>

98. *Rispoli, M., Brodhead, M., Wolfe, K., & **Gregori, E.** (2018). Trial-based functional analysis informs treatment for vocal scripting. *Behavior Modification*, 42, 441-465. <https://doi.org/10.1177/0145445517742882>
97. Wolfe, K., Blankenship, A., & Rispoli, M. (2018). Generalization of skills acquired in Language for Learning by young children with autism spectrum disorder. *Journal of Developmental and Physical Disabilities*, 30, 1 – 16. <https://doi.org/10.1007/s10882-017-9572-y>
96. *Wolfe, K., Rispoli, M., Taylor, L., & Drasgow, E. (2018). Investigating generalization difficulties during instruction in Language for Learning. *Advances in Neurodevelopmental Disorders* 2, 75-85. <https://doi.org/10.1007/s41252-017-0049-x>
95. Brodhead, M., & Rispoli, M. (2017). Using videos to assess preference for novel stimuli in children with autism: Brief report. *Developmental Neurorehabilitation*, 20, 560-564. doi: 10.1080/17518423.2016.1237583
94. *Neely, L., Rispoli, M., Gerow, S., Hong, E., & Hagan-Burke, S. (2017). Fidelity outcomes for autism-focused interventionists coached via telepractice: A systematic literature review. *Journal of Physical and Developmental Disabilities*, 29, 849-874. <https://doi.org/10.1007/s10882-017-9550-4>
93. *Ninci, J., Gerow, S., Rispoli, M., & Boles, M. B. (2017). Systematic review of vocational preferences on the behavioral outcomes of individuals with disabilities. *Journal of Developmental and Physical Disabilities*, 29, 875-894. <https://doi.org/10.1007/s10882-017-9560-2>
92. *Rispoli, M., Zaini, S., Mason, R., Brodhead, M., & Burke, M. D., **Gregori, E.** (2017). A systematic review of teacher self-monitoring on implementation of behavioral practices. *Teaching and Teacher Education*, 63 58-72. doi: 10.1016/j.tate.2016.12.007
91. *Burke, M.D., Rispoli, M. Clemens, N., Lee Y., **Sanchez, L.** & Hatton, H. (2016). Integrating universal behavioral screening within program-wide positive behavior support. *Journal of Positive Behavior Interventions*, 18, 5-16. doi:10.1177/1098300715580993.
90. *Brodhead, M., T., Abel, E. A., **Al-Dubayan, M.**, Brouwers, L., Abston, G. W., & Rispoli, M. J. (2016). An evaluation of a brief multiple-stimulus without replacement preference assessment conducted in an electronic pictorial format. *Journal of Behavioral Education*, 25, 417-430. doi:10.1007/s10864-016-9524-3.
89. *Neely, L., Rispoli, M., **Gerow, S.**, & Hong, E. (2016). Preparing interventionists via telepractice in incidental teaching for children with autism. *Journal of Behavioral Education*, 25, 393- 416. doi:10.1007/s10864-016-9250-7
88. *Burke, M.D., Rispoli, M. Clemens, N., Lee Y., **Sanchez, L.** & Hatton, H. (2016).

Integrating universal behavioral screening within program-wide positive behavior support. *Journal of Positive Behavior Interventions*, 18, 5-16.
doi:10.1177/1098300715580993

87. *Camargo, S. P. H., Rispoli, M., Ganz, J.B., Hong, E., Davis, H. S., & Mason, R. (2016). Behaviorally-based interventions for teaching social interaction skills to children with ASD in inclusive settings: A meta-analysis. *Journal of Behavioral Education*, 25, 223- 248. doi: 10.1007/s10864-015-9240-1
86. McCoy, A., Holloway, J., Healy, O., Rispoli, M., & Neely, L. (2016). A systematic review and evaluation of video modeling, role-play and computer-based instruction as social skills interventions for children and adolescents with high functioning autism. *Review Journal of Autism and Developmental Disorders*, 3, 48-67. doi 10.1007/s40489-015- 0065-6
85. *Neely, L., Gerow, S., Rispoli, M., Lang, R., & Pullen, N. (2016). Treatment of echolalia in individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disorders*, 3, 82-91. doi: 10.1007/s40489-015-0067-4
- 84.* Rispoli, M., & Neely L. & Healy, O., **Gregori, E.** (2016). Training public school special educators to implement two functional analysis models. *Journal of Behavioral Education*, 25, 249-274. doi:10.1007/s10864-016-9247-2
83. *Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Kang, S., Davis, T, & Neely, L. (2016). An examination of within-session responding following access to reinforcing stimuli in children with autism. *Research in Developmental Disabilities*, 48, 25-34. doi:10.1016/j.ridd.2015.10.013
82. ***Gerow, S.**, Rispoli, M., Boles, M., & Neely, L. (2015). An analysis of contingency statements in a DRO procedure: A case report. *Developmental Neurorehabilitation*, 18, 203-208.
81. *Lang, R., Rispoli, M. (2015). Introduction to the special issue: Behavioral interventions to enhance academic outcomes. *Behavior Modification*, 39, 3-7.
80. *Lee, A., Lang, R., Davenport, K., Moore, M., Rispoli, M., van der Meer, L., Carnett, A., Raulston, T., Tostanoski, A., & Chung, C. (2015). Comparison of therapist implemented and iPad-assisted interventions for children with autism. *Developmental Neurorehabilitation* 18, 97-103.
79. *Neely, L., Davis, J., Davis, H., & Rispoli, M. (2015). Review of interobserver reliability trends in autism behavioral research. *Research in Autism Spectrum Disorders*, 9, 1 -12.
78. *Neely, L., Rispoli, M., **Gerow, S.**, & **Ninci, J.** (2015). Effects of antecedent exercise on academic engagement and stereotypy during instruction. *Behavior Modification*, 39, 98-116.
77. *Rispoli, M., **Ninci, J.**, Burke, M., **Zaini, S.**, **Hatton, H.**, & **Sanchez, L.** (2015). Evaluating the accuracy of results for teacher implemented trial-based functional analyses. *Behavior*

76. *Rispoli, M., Burke, M., **Hatton, H.**, **Ninci, J.**, **Zaini, S.**, & **Sanchez, L.** (2015). Training Head Start teachers to conduct trial-based functional analyses of challenging behavior. *Journal of Positive Behavior Interventions*, 17, 235-244. doi:10.1177/1098300715577428
75. ***Camargo, S. P. H.**, Rispoli, M. J., Ganz, J. B., **Hong, E.**, **Davis, H.**, & **Mason, R.** (2014). Behaviorally-based interventions to improve social interaction skills of children with ASD in inclusive settings: quality of research and determination for evidence-based practice. *Journal of Autism and Developmental Disorders*, 44, 2096-2116.
74. *Ganz, J. B., Rispoli, M. J., Mason, R. A., & **Hong, E. R.** (2014). Moderation of effects of AAC based on setting and types of aided AAC on outcome variables: An aggregate study of single-case research with individuals with ASD. *Developmental Neurorehabilitation*, 17, 184-192.
73. ***Hong, E. R.**, **Neely, L.**, Rispoli, M., Trepinski, T. M., **Gregori, E.**, & Davis, T. (published online 2014). A comparison of general and explicit delay cues to reinforcement for tangible-maintained challenging behavior. *Developmental Neurorehabilitation*.
72. *Lang, R., Machalicek, W., Rispoli, M., O'Reilly, M., Sigafos, J., Lancioni, G., Peters-Scheffer, N., & Didden, R. (2014). Play skills taught via behavioral intervention generalize, maintain, and persist in the absence of socially-mediated reinforcement in children with autism. *Research in Autism Spectrum Disorders*, 8, 860-872.
71. *Lang, R., van der Werff, M., Verbeek, K., Didden, R., Davenport, K., Moore, M., Lee, A., Rispoli, M., Machalicek, W., O'Reilly, M., Sigafos, J., & Lancioni, G. (2014). Comparison of high and low preferred topographies of contingent attention during discrete trial training. *Research in Autism Spectrum Disorder*, 8, 1279-1286.
70. *Machalicek, W., McDuffie, A., Oakes, A., Ma, M., Thurman, A., Rispoli, M., Abbeduto L. (2014). Examining the operant function of challenging behavior in young males with fragile X syndrome: A summary of 12 cases. *Research in Developmental Disabilities*, 35, 1694-1704.
69. *Rispoli, M., **Camargo, S.**, **Neely, L.**, **Gerow, S.**, Lang, R., **Goodwyn, F.** & **Ninci, J.** (2014). Pre-session satiation as a treatment for stereotypy during group activities. *Behavior Modification*, 38, 392-411.
68. *Rispoli, M., **Camargo, S.**, Machalicek, W., Lang, R., & Sigafos, J. (2014). Functional communication training in the treatment of problem behavior maintained by access to rituals. *Journal of Applied Behavior Analysis*, 47, 580-593.
67. *Rispoli, M., **Ninci, J.**, **Neely, L.**, & **Zaini, S.** (2014). A systematic literature review of trial-based functional analysis of challenging behavior. *Journal of Developmental and Physical Disabilities*, 26, 271-283. doi 10.1007/s10882-013-9363-z

66. *Roche, L., Sigafos, J., Lancioni, G. E., O'Reilly, M. F., Schlosser, R. W., Stevens, M., van der Meer, L., Achmadi, D., Kagohara, D., James, R., Carnett, A., Hodis, F., Green, V. A., Sutherland, D., Lang, R., Rispoli, M., Machalicek, W., & Marschik, P. B. (2014). An evaluation of speech production in two boys with neurodevelopmental disorders who received communication intervention with a speech-generating device. *International Journal of Developmental Neuroscience*, 38, 10-16.
65. *Camargo, S. P. H. & Rispoli, M. J. (2013). Applied behavior analysis as intervention for autism: definition, features and philosophical concepts. *Revista Educação Especial*, 26, 639 - 650.
64. *Davis, T. N., O'Reilly, M., Kang, S., Lang, R., Rispoli, M., Sigafos, J., Lancioni, G., Copeland, D., Attai, S., & Mulloy, A. (2013). Chelation treatment for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 7, 49-55.
63. *Ganz, J. B., Goodwyn, F. D., Boles, M. B., Hong, E. R., Rispoli, M. J., Lund, E. M., & Kite, E. (2013) Impacts of PECS instructional coaching intervention on practitioners and children with autism. *Augmentative and Alternative Communication*, 29, 210-221. doi: 10.3109/07434618.2013.818058.
62. *Kagohara, D., van der Meer, L., Ramdoss, S., O'Reilly, M. F., Lancioni, G. E., Davis, T. N., Rispoli, M., Lang, R., Marschik, P. B., Sutherland, D., Green, V. A., & Sigafos, J. (2013). Using iPods and iPads in teaching programs for individuals with developmental disabilities: A systematic review. *Research in Developmental Disabilities*, 34, 147-156.
61. *Mason, R. A., Ganz, J. B., Parker, R.I., Boles, M. B., Davis, H. S., and Rispoli, M. J. (2013). Video-based modeling: Differential effects due to treatment protocol. *Research in Autism Spectrum Disorders*, 7, 120-131.
60. *Neely, L., Rispoli, M., Camargo, S., Davis, H., & Boles, M. (2013). The effect of instructional use of an iPad on challenging behavior and academic engagement for two students with autism. *Research in Autism Spectrum Disorders*, 7, 509-516. doi: 10.1016/j.rasd.2012.12.004.
59. *Ninci, J., Lang, R., Davenport, K., Lee, A., Garner, J., Moore, M., Boutot, A., Rispoli, M., Lancioni, G. (2013). An analysis of the generalization and maintenance of eye contact taught during play. *Developmental Neurorehabilitation*.16, 301-307.
58. *Rispoli, M., Davis, H., Goodwyn, F., & Camargo, S. (2013). The use of trial-based functional analysis in public school classrooms for two students with developmental disabilities. *Journal of Positive Behavior Interventions*, 15, 179-188. doi:10.1177/1098300712457420
57. *Rispoli, M., Ganz, J., Neely, L., & Goodwyn, F. (2013). The effect of noncontingent positive versus negative reinforcement on multiply controlled behavior during discrete trial training. *Journal of Developmental and Physical Disabilities*, 25, 135-148. doi: 10.1007/s10882-012-9315-z
56. *Rispoli, M., Lang, R., Neely, L., Hutchins, N., Camargo, S., Davenport, K., & Goodwyn

- F. (2013). A comparison of within- and across-activity choices for reducing challenging behavior in children with autism spectrum disorders. *Journal of Behavioral Education* 22, 66-83. doi: 10.1007/s10864-012-9164-y
55. *Ganz, J., Earles-Vollrath, T. L., **Heath, A. K.**, Parker, R., Rispoli, M. J., & **Duran, J.** (2012). A meta-analysis of single case research studies on aided augmentative and alternative communication systems with individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 60-74.
54. Ganz, J. B., **Heath, A. K.**, **Lund, E.**, **Camargo, S.**, Rispoli, M. J., **Boles, M.**, & Plaisance, L. (2012). Effects of peer-mediated visual scripts in middle school. *Behavior Modification*, 36, 378-398.
53. *Kang, S., O'Reilly, M. F., Fragale, C. L., Aguilar, J. M., Rispoli, M., & Lang, R. (2012). Evaluation of the rate of challenging behavior maintained by different functions across preference assessments. *Journal of Applied Behavior Analysis*, 44, 835-846.
52. *Lang, R., O'Reilly, M., Healy, O., Rispoli, M., Lydon, H., Streusand, W., Davis, T., Kang, S., Sigafos, J., Lancioni, G., Didden, R. & Giesbers, S. (2012). Sensory integration therapy for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 6, 1004-1018.
51. *Lequia, J., Machalicek, W., & Rispoli, M. (2012). Effects of activity schedules on challenging behavior exhibited in children with autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 6, 480-492.
50. ***Mason, R.**, Rispoli, M., Ganz, J., **Boles, M.B.**, Orr, K. (2012). Effects of video modeling on communicative social skills of college students with Asperger syndrome. *Developmental Neurorehabilitation*, 15, 425-434.
49. *O'Reilly, M., Fragale, C., Dulcoux, S., Kang, S., Koch, H., Shubert, J., El Zein, F., Longino, D., Chung, Z. White, P., Lang, R., Davis, T., Rispoli, M., Lancioni, G., Sigafos, J., Kagohara, D., & van der Meer, L. (2012). Examination of an antecedent communication intervention to reduce tangibly maintained challenging behavior: A controlled analogue analysis. *Research in Developmental Disabilities*, 33, 1462- 1468.
48. *Ramdoss, S., Machalicek, W., Rispoli, M., Mulloy, A., Lang, R., & O'Reilly, M. (2012). Computer-based interventions to improve social and emotional skills in individuals with autism spectrum disorders: A systematic review. *Developmental Neurorehabilitation*, 15, 119-135.
47. *Ganz, J.B., Earles-Vollrath, T. L., **Mason, R. A.**, Rispoli, M. J., **Heath, A. K.**, & Parker, R. (2011). An aggregate study of single-case research involving aided AAC: Participant characteristics of individuals with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5, 1500-1509.
46. *Lang, R., Register, A., Mulloy, A., Rispoli, M. J., & Boutot, A. (2011). Behavioral intervention to treat selective mutism across multiple social situations and community settings. *Journal of Applied Behavior Analysis*, 44, 623-628.

45. *Lang, R., Rispoli, M., Sigafos, J., Lancioni, G., Andrews, A., & Ortega, L. (2011). Effects of language of instruction on response accuracy and challenging behavior in a child with autism. *Journal of Behavioral Education, 20*, 252-259.
44. *Langthorne, P., McGill, P., O'Reilly, M., Lang, R., Machalicek, W., Chan, J., & Rispoli, M. (2011). Examining the Function of Problem Behavior in Fragile X Syndrome. A Preliminary Experimental Analysis. *American Journal of Intellectual and Developmental Disabilities, 116*, 65-80.
43. *Mulloy, A., Lang, R., O'Reilly, M., Sigafos, J., Lancioni, G., & Rispoli, M. (2011). Addendum to "gluten-free and casein-free diets in the treatment of autism spectrum disorders: A systematic review." *Research in Autism Spectrum Disorder, 5*, 86-88.
42. *Rispoli, M., Neely, L., Lang, R., & Ganz, J. (2011). Training paraprofessionals to implement interventions for people autism spectrum disorders: A systematic review. *Developmental Neurorehabilitation, 14*, 378-388.
41. *Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Davis, T., Lancioni, G., & Sigafos, J. (2011). Effects of motivating operations on aberrant behavior and academic engagement during classroom instruction for two students with autism. *Journal of Applied Behavior Analysis, 44*, 187-192.)
40. *Rispoli, M., O'Reilly, M., Lang, R., Sigafos, J., Mulloy, A., Aguilar, J., & Singer, G. (2011). The effects of language of implementation on functional analysis outcomes. *Journal of Behavioral Education, 20*, 224-232.
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Books.

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Book chapters

11. Miranda, D., Augustine, J., & Rispoli, M. (in preparation). Prompting, reinforcement, time delay, and errorless learning. In Sturmey, P., Lang, R., & Luiselli, J. (Eds.), *Lifespan Treatment of Autism Spectrum Disorder: An Evidence-Based Guide for Professionals and Families*.
10. Kelleher, B. L., Prothro, T., Hamrick, L., Smith, D., McCormick, C., DeMaria, A., Rispoli, M., & Seidl, A. (in press). Remotely monitoring treatment outcomes patients with neurogenetic syndromes: A family-centered perspective. In Schworer, E., & Esbensen, A. (Eds.), *International Review of Research in Developmental Disabilities*.
9. Rispoli, M., **Lory, C., Shannon, E., & Voorhis, C.** (in press). Evidence-based practices to address problem behavior. In Chezan L., Wolfe, K., & Drasgow, E. (Eds.), *Guide to Evidence-Based Practices for Practitioners Working with Individuals with Autism Spectrum Disorder*. Rowman & Littlefield.
8. ***David, M.,** & Rispoli, M. (in press). Monitoring educational progress introduction and legal requirements for progress monitoring. In Matson, M. & Sturmey, P. (Ed.), *Handbook of Autism and Pervasive Developmental Disorder*.
7. *Sigafoos, J. Lang, R., & Rispoli M. (2021). Definition and Rationale for Functional Assessment, In Matson, J. (Ed.), *Functional Assessment for Challenging Behaviors and Mental Health Disorders, 2nd Ed.* New York, NY: Springer
6. *Rispoli, M. J. (2019) Keeping the Momentum: Mid-career faculty mentorship. In Terwillegar, M., Thomas, J., Welch, A. G., & Bolin, J. (Ed.), *Mid-Career Faculty: Trends, Barriers, and Possibilities*
5. * Brodhead, M. T., Rispoli, M. J., Wendt. O., Akers. J. S., Gerencser, K. R., & Kim, S. Y.

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4. *Rispoli, M., Machalicek, W., & Lang, R. (2014). Assistive technology for people with acquired brain injury. In Singh, N. & Lancioni, G. (Ed.), *Assistive Technology for People with Diverse Abilities*. (pp 21-52). New York, NY: Springer.
 3. *Rispoli, M.J., Machalicek, W., & **Camargo, S.** (2011). Assessment and treatment of challenging behavior in early childhood. In Shaunessy, M. & Kleyn, K. (Ed.), *Handbook of Early Childhood Education*. Hauppauge, NY: Nova Science Publishers, Inc.
 2. *Sigafos, J., Lang, R., Davis, T., Rispoli, M., Tait, K., Cannella-Malone, H., O'Reilly, M. F., & Lancioni, G. E. (2010). Developmental and physical disabilities. In V. A. Green & S. Cherrington (Eds.), *Delving into diversity: An international exploration of issues of diversity in education* (pp.119-128). New York: Nova Science Publishers.
 1. *O'Reilly, M., Sorrells, A., Gainey, S., Sigafos, J., Lancioni, G., Lang, R., & Rispoli, M. (2009). Naturalistic approaches to social skills training and development. In J. Luiselli (ed.) *Children and Youth with Autism Spectrum Disorders (ASD): Recent Advances and Innovations in Assessment, Education, and Intervention*. Oxford: Oxford University Press.

Technical reports to federal agencies.

4. Ganz, J. B., & Rispoli, M. J. (2015). *Preparation of Leaders in Autism Across the Lifespan (Grant Performance Report Continuation Funding for FY 2014)* to Office of Special Education Programs, U.S. Department of Education.
3. Ganz, J. B., & Rispoli, M. J. (2014). *Preparation of Leaders in Autism Across the Lifespan (Grant Performance Report Continuation Funding for FY 2013)* to Office of Special Education Programs, U.S. Department of Education.
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Review Essays.

6. ***Shannon, E. N.,** & Rispoli, M. (Commentary authors) (2021) Functional communication training is effective for treating problem behavior and requires additional study in natural contexts to become an evidence-based practice in psychology, *Evidence-Based Communication Assessment and Intervention*, DOI: 10.1080/17489539.2021.1945247
5. ***Lory, C.,** & Rispoli, M. (Commentary authors) (2020). Effective reduction in vocal stereotypy across natural settings through response interruption and redirection and

the potential for maintained effects. *Evidence-based Communication Assessment and Intervention*, 14, 123-130.

4. ***Gregori, E., & Rispoli, M.** (2018). Advancements in the treatment of multiply maintained behavior: The effects of isolated and combined function-based treatments. *Evidence-based Communication Assessment and Intervention*, 12, 100-104. <https://doi.org/10.1080/17489539.2018.1504446>
3. ***Rispoli, M., & Neely, L.** (2013). Parent reinforcement of spontaneous requests may reduce problem behavior within the same response class: Commentary. *Evidence-based Communication Assessment and Intervention*, 7, 11-15. doi:10.1080/17489539.2013.791069
2. ***Rispoli, M., & Ninci, J.** (2013). Effective training of manual signs without physical prompts and the potential for overgeneralization of mands across reinforcers for challenging behavior: Commentary. *Evidence-based Communication Assessment and Intervention*, 7, 106-111. doi:10.1080/17489539.2013.868971
1. ***Lang, R., Machalicek, W., Rispoli, M. J., & Regester, A.** (2009). Training parents to implement communication interventions for children with autism spectrum disorders: A systematic review of training procedures. *Evidenced Based Communication Assessment and Intervention*, 3, 174-190. doi:10.1080/17489530903338861

Invited Presentations

22. Rispoli, M. Trial-based functional analysis: Advances in assessing challenging behavior in natural contexts. Queen's University Belfast, Centre for Behaviour Analysis. October 19, 2021.
21. Rispoli, M. Training providers to conduct trial-based functional analysis. Michigan Autism Conference, October 8, 2021.
20. Rispoli, M. Telehealth parent coaching in naturalistic communication intervention. Council for Exceptional Children- Division for Early Childhood Annual Conference. Online. January 25, 2021
19. Rispoli, M. Evaluating functional analysis results using function-based interventions. Michigan Autism Conference, October 8, 2020.
18. Rispoli, M. Including children with disabilities in childcare. Latina Conference, Indianapolis, IN. May 19, 2018.
17. Rispoli, M. Demystifying the functional behavior assessment process. Indiana Positive Behavior Interventions and Supports Coaching Forum. Indianapolis, IN. November 8, 2017.
16. Rispoli, M. Increasing teacher involvement in behavioral supports for children with autism spectrum disorder. Seminar Speaker, Department of Special Education, University of

- Illinois. Urbana-Champaign, IL. October 27, 2017.
15. Rispoli, M. Treating restrictive and repetitive behaviors and interests in children with autism. Michigan Autism Conference. Kalamazoo, MI. October 13, 2017.
 14. Rispoli, M. How can i help? Strategies for building successful partnerships between behavior analysts and schools. Hoosier Association for Behavior Analysis. Indianapolis, IN. October 12, 2017.
 13. Rispoli, M. Advances in Trial-Based Functional Analysis of Challenging Behavior. Hawaii Association for Behavior Analysis. Honolulu, HI. September 7, 2017.
 12. Rispoli, M. Keynote address: From the clinic to the school: Advances in functional analysis of challenging behavior. Utah Association for Behavior Analysis. Salt Lake City, UT. June 10, 2016.
 11. Machalicek, W., & Rispoli, M. Functional behavior assessment and treatment workshop series: Evidence-based assessment and treatment of challenging behavior in school and community settings. Western Michigan University, Kalamazoo, MI. November 5, 2015.
 10. Golding, M, & Rispoli, M. A Cross-Disciplinary Service-Learning Project Serving the Brazos Valley Autism Clinic. TAMU College of Veterinary Medicine, Teaching Showcase. College Station TX. January 7, 2015.
 9. Rispoli, M. Recommended practices in FBA and BIP development. Special Education Issues and the Juvenile Justice System Course. State Bar of Texas, Austin, TX. June 13, 2014.
 8. Rispoli, M. Recommended practices in FBA and BIP development. National Disability Rights Network annual conference. Baltimore, MD. June 3, 2014.
 7. Rispoli, M. The ABC's of PBIS. Down Syndrome Association of Central Texas Back to School Tools conference. Austin, TX. November 8, 2013.
 6. Rispoli, M. Developing Appropriate Behavioral Intervention Plans. Disability Rights Network National Conference, San Antonio, TX. June 5, 2013.
 5. Rispoli, M. Demystifying the functional behavior assessment process. Keynote Address, Louisiana Autism Spectrum and Related Disabilities Project, New Orleans, LA. June 6, 2012.
 4. Rispoli, M. When clicking your heels doesn't work: Practical strategies for building usable and effective behavior intervention plans. Louisiana Autism Spectrum and Related Disabilities Project, New Orleans, LA. June 6, 2012.
 3. Rispoli, M. Positive behavior supports in schools. The University of Texas School of Law, September 16. 2011.
 2. Rispoli, M., Elliot, S. Functional behavior assessments and behavior intervention plans.

Special Education Issues and the Juvenile Justice System Course. State Bar of Texas, Austin TX, May 13, 2011.

1. Rispoli, M. On the use of motivating operations to decrease behavior maintained by negative reinforcement. Texas State University, San Marcos, Texas, March 4, 2011.

Refereed national and international presentations.

35. Rispoli, M., Gregori, E., Mason, R. New directions in practice based coaching. Council for Exceptional Children- Division for Early Childhood Annual Conference. Online. January 25, 2021
34. Rispoli, M. The power of parents! Supporting parent implemented interventions. First Steps Conference. Bloomington, IN. June 14, 2018
33. Machalicek, W., Rispoli, M., & Davis, T. Doctoral training for behavior analysts: A new community of reinforcement awaits today's practitioner. Association of Behavior Analysis International Conference. May 27, 2018. San Diego, CA.
32. Rispoli, M. Self-monitoring is not just for kids! Implementing behavioral interventions with fidelity. Midwest Symposium for Leadership in Behavior Disorders. Kansas City, KS. February 23, 2018.
31. Rispoli, M., **Gregori, E., Kim, S., Lory, C.** The use of synthesized contingencies in trial-based functional analysis. Association of Behavior Analysis International Conference. May 29, 2017.
30. Rispoli, M., **Gerow, S., Ninci, J., Lory, C.** Functional communication training and schedule thinning to treat resurgence of challenging behavior maintained by access to rituals. Association of Behavior Analysis International Conference. May 28, 2017.
29. Rispoli, M., Wolfe, K., Brodhead, M., **Gregori, E.** Advances in trial-based functional analysis of automatically maintained challenging behavior. Association of Behavior Analysis International Conference. May 28, 2017.
28. Rispoli, M., Machalicek, W., Hansen, S., & Davis, T. Setting the stage for learning: Research-based strategies for preparing young children with ASD to access instruction. Strand Session. Council for Exceptional Children Annual Convention. Boston, MA. April 19, 2017.
27. Rispoli, M., Purcell, M. Self-Monitoring is not just for kids! Implementing DEC recommended practices with fidelity. CEC-Division for Early Childhood Annual Conference, Louisville, KY, October 19, 2016.
26. Rispoli, M., **Sanchez, L., Ninci, J.** The effects of preschool teacher self-monitoring on classroom transitions. Association of Behavior Analysis International Conference. May 30, 2016.

25. Rispoli, M., Burke, M. D., **Sanchez, L., & Ninci, J.** Self-monitoring is not just for student behavior! An overview of teacher self-monitoring. Associate for Positive Behavior Supports Annual Conference. San Francisco, CA. March 25, 2016.
24. Rispoli, M. Advances in systematic functional behavior assessment in classroom settings. Midwest Symposium for Leadership in Behavioral Disorders. Kansas City, MO. February 26, 2016.
23. Rispoli, M., **Neely, L., & Gregori, E.** Training special educators in multiple models of functional analysis of challenging behavior. CEC-Division for Autism and Developmental Disabilities Annual Conference, January 22, 2016.
22. Gerow, S., & Rispoli, M. Parent implemented trial-based functional analysis in the home. CEC-Division for Autism and Developmental Disabilities Annual Conference, January 20, 2016.
21. Rispoli, M., **Sanchez, L., & Ninci, J.** Building sustainable university community partnerships with integrate outreach, teaching, and research. CEC-Division for Early Childhood Annual Conference, October 9, 2015.
20. Rispoli, M., **Neely, L., Gerow, S., & Machalicek, W.** Teaching parents and interventionists to increase communication and decrease challenging behavior in children with autism. Association of Behavior Analysis International Conference. May 25, 2015.
19. Rispoli, M., Burke, M. D., **Sanchez, L., Zaini, S., Hatton, H., & Ninci, J.** Advances in systematic functional behavior assessment in classroom settings. International Conference on Positive Behavior Support, Boston, MA. March, 2015.
18. Rispoli, M., **Ninci, J., & Sanchez, L.** Assessing Challenging Behavior in the Classroom: An overview of trial-based functional analysis. Division for Early Childhood, St Louis, MO, October 8, 2014.
17. Rispoli, M., **Ninci, J., Gerow, S., Davis, H., & Lang R.** Functional communication training and schedule thinning to treat challenging behavior maintained by access to rituals. European Association for Behavior Analysis, Stockholm, Sweden. September 11, 2014.
16. Rispoli, M. Innovations in the assessment and treatment of challenging behavior in young children with ASD. Association of Behavior Analysis International Conference, Chicago, IL. May 26, 2014.
15. Rispoli, M. Functional communication training and schedule thinning to treat challenging behavior maintained by access to rituals. Association of Behavior Analysis International Conference, Chicago, IL. May 26, 2014.
14. Burke, M., Rispoli, M., **Sanchez, L., Hatton, H., & Zaini, S.** (2014). Implementation of program-wide positive behavior support: Lessons learned. International Conference on Positive Behavior Support, Chicago, IL.
13. **Sanchez, L.,** Burke, M. D., Rispoli, M., **Hatton, H., & Zaini, S.** (2014, poster). Coaching

models that promote high fidelity implementation of positive behavior Supports, International Conference on Positive Behavior Support, Chicago, IL.

12. **Ninci, J.**, Rispoli, M., & Burke, M. D. (2014). Assessing challenging behavior in the classroom: An overview of trial-based functional analysis, International Conference on Positive Behavior Support, Chicago, IL.
11. **Hatton, H.**, Burke, M., & Rispoli, M. (2014) Leveraging the effects of praise as a universal behavior support in classrooms, International Conference on Positive Behavior Support, Chicago, IL.
10. Rispoli, M., & Lang, R. Functional communication training and demand fading to treat challenging behavior maintained by access to rituals. Conference on Research Innovations in Early Intervention. San Diego, CA. February 21, 2014.
9. Rispoli, M., **Ninci, J.**, **Gerow, S.**, **Gilliland, W.**, & **Neely, N.** Advances in the treatment of challenging behavior in young children with autism. Association of Behavior Analysis International Conference, Minneapolis, MN. May 25, 2013.
8. Rispoli, M., **Camargo, S.**, **Ninci, J.**, **Strickland, E.**, Machalicek, W., Lang, R., & Ganz, J. (2012). Treatment Innovation: Functional communication training and behavioral flexibility in children with ASD. Developmental Neurorehabilitation Conference, Jasper, AB, Canada, December 17 -20, 2012.
7. Rispoli, M. Treating challenging behavior by providing choices to children with autism spectrum disorders: A comparison of within-activity and across-activity choices. Association of Behavior Analysis International Conference, Seattle, WA. May 29, 2012.
6. Rispoli, M. Evaluations of behavioral interventions for children with asd in schools: Suggestions for future research. Association of Behavior Analysis International Conference, Seattle, WA. May 26, 2012.
5. Rispoli, M., Lang, R. Manipulation of the abolishing operation to treat stereotypy. Association of Behavior Analysis International Conference, Denver, CO, May 29, 2011.
4. Rispoli, M., Machalicek, W., **Camargo, S.**, Ganz, J. Treatment of behavioral inflexibility in a child with autism. Association of Behavior Analysis International Conference, Denver, CO, May 30, 2011.
3. Rispoli, M., Davis, T, & **Camargo, S.** Manipulation of the abolishing operation to treat stereotypy. Association for Behavior Analysis International Autism Conference: New Tools for Translating Science into Practice. January 29, 2011.
2. Rispoli, M., Ganz, J., **Heath, A.**, & **Camargo, S.** the effect of language of instruction on receptive picture discrimination for young children with autism spectrum disorder. Association of Behavior Analysis International Conference, San Antonio, TX, May 30, 2010.
1. Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Lancioni, G., Sigafos, J., Davis, T., &

Mulloy, A. Effects of motivating operations on aberrant behavior and academic engagement in the classroom. Council for Exceptional Children Conference, Nashville, TN, April 24, 2010.

Refereed regional and state presentations.

9. Rispoli, M. Providing Quality Technical Assistance to Early Childhood Teachers. Early Learning Indiana. August 3, 2017.
8. Rispoli, M. Collaboration and coaching: Key features of BCBA supervision. Hoosier Association for Behavior Analysis, Indianapolis, IN. October 14, 2016.
7. Rispoli, M. Together We Can Do So Much: Building Collaborative Partnerships Between Behavior Analysts and Schools. Hoosier Association for Behavior Analysis Quarterly Meeting. Indianapolis, IN, April 8, 2016.
6. Rispoli, M. Advances in Systematic Functional Behavior Assessment in Classroom Settings. Hoosier Association for Behavior Analysis, Indianapolis, IN, October 23, 2015.
5. Rispoli, M., **Gerow, S., Ninci, J., Davis, H.,** Lang, R., & **Gregori, E.** Functional communication training and schedule thinning to treat challenging behavior related to changes in routine, Houston, TX. Texas Association for Behavior Analysis, February 27, 2015.
4. El Zein, F., Lang, R., & Rispoli, M. Perseverative Interests & Reading Comprehension Performance in an Elementary Student with ASD. Texas Autism Research and Resource Conference, Austin, TX. July 2011.
3. Rispoli, M. Functional Behavior Assessments and Behavior Intervention Plans. Special Education Issues and the Juvenile Justice System Course. State Bar of Texas, Austin, TX, June 25, 2010.
2. Olive, M. & Rispoli, M. (2006). Actively Participating in Your Child's IEP/ARD Meeting. Texas State Autism Conference, Dallas, TX, September 8, 2006.
1. Dokken, D. & Rispoli, M. J. (2003). Writing Measurable Goals and Objectives. Texas Council for Exceptional Children, Austin, TX, June 27, 2003.

Research grants and awards.

Funded

Agency:	Indiana Clinical and Translational Sciences Institute
Title of Grant:	Caregiver interventions to improve the quality-of-life and social support for families caring for children with autism in Kenya and Indiana

Total Amount of Award: \$50,000
Your role: Co-I
Funding Period: July 2022 – June 2023

Agency: Office of Special Education Programs (OSEP), U.S.
Department of Education
Title of Grant: IPE-SHINES: Interprofessional Education to Support the
High Intensity Needs of Exceptional Student
Total Amount of Award: \$1,165,724
Your role: Co-PI
Funding Period: October 15-2021 – October 14, 2026

Agency: Office of Special Education Programs (OSEP), U.S.
Department of Education
Title of Grant: Project CO-LEAD: Leaders in Evidence Based Practices,
Autism Spectrum Disorder, and Diversity
Total Amount of Award: \$1,206,874 to Purdue University
Your role: PI on subaward to Purdue University
Funding Period: November 1, 2019 – October 31, 2024

Agency: Institute for Education Sciences
Title of Grant: Para-Impact: Professional Development with Teacher-as-
Coach for Paraprofessionals of Elementary Students with
Moderate-to-Severe Developmental Disabilities
Total Amount of Award: \$1,400,000
Your role: Co-PI
If Co-PI, for how much
of the total funding are
you directly responsible: \$140,000
Funding Period: June 2018- May 2021

Agency: Early Learning Indiana: Child Care Answers
Title of Grant: Practice-Based Coaching
Total Amount of Award: \$43,982
Your role: PI
If Co-PI, for how much
of the total funding are
you directly responsible: N/A
Funding Period: June 30, 2018 – June 29, 2019

Agency: Provost Cluster Community Building Grant, Purdue University
Title of Grant: *Building Community through the Purdue Autism Research
Conference*
Total Amount of Award: \$13,735
Your role: PI

If Co-PI, for how much of the total funding are you directly responsible: N/A

Funding Period: November 2017 – December, 2018

Agency: Clifford B Kinley Trust, Purdue University

Title of Grant: *Supporting Teachers in Evidence-based Practices using Practice-based Coaching*

Total Amount of Award: \$20,000

Your role: PI

If Co-PI, for how much of the total funding are you directly responsible: N/A

Funding Period: June 2017 – May 2018

Agency: Purdue Research Foundation Grant, Office of the Vice President for Research, Purdue University

Title of Grant: *Teachers as Coaches for Paraprofessionals*

Total Amount of Award: \$18,565

Your role: PI

If Co-PI, for how much of the total funding are you directly responsible: N/A

Funding Period: June 2017 – May 2018

Agency: Purdue Research Foundation Grant, Office of the Vice President for Research, Purdue University

Title of Grant: *Teachers as Coaches for Paraprofessionals*

Total Amount of Award: \$18,565

Your role: PI

If Co-PI, for how much of the total funding are you directly responsible: N/A

Funding Period: June 2016 – May 2017

Agency: Brazos Valley Community Action Agency

Title of Grant: *Project STEP: Supporting Teachings in Evidence-based Practices*

Total Amount of Award: \$29,964

Your role: PI

If Co-PI, for how much of the total funding are you directly responsible: N/A

Funding Period: June 2014- May 2015

Agency: Brazos Valley Community Action Agency

Title of Grant: *Project STEP: Supporting Teachings in Evidence-based Practices*

Total Amount of Award: \$27,486
Your role: PI
If Co-PI, for how much of the total funding are you directly responsible: N/A
Funding Period August 2013 – June 2014

Agency: Brooks Family Charitable Lead Annuity Trust
Title of Grant: *Autism Assessment Research and Intervention Clinic Development*

Total Amount of Award: \$10,000
Your role: PI
If Co-PI, for how much of the total funding are you directly responsible: N/A
Funding Period 2012 –2013

Agency: Office of Special Education Programs (OSEP), U.S. Department of Education
Title of Grant: *Preparation of Leaders in Autism Across the Lifespan.*
Total Amount of Award: \$1,250,000
Your role: Co-PI
If Co-PI, for how much of the total funding are you directly responsible: 33%
Funding Period 2011-2016

TEACHING

Courses taught at Purdue.

Undergraduate

HONR 39900 Autism Spectrum Disorder: Course offered within the Purdue Honors College. This interdisciplinary course was team taught with two other Purdue Autism Cluster faculty members. Students are exposed to a breadth of autism research including human genetics, cognitive and neurological models, clinical diagnosis, treatment, and family impact.

EDPS 36201 Positive Behavior Interventions and Supports: Required course for all undergraduate special education majors. Designed to teach students about the principles of applied behavior analysis and positive behavior interventions and supports. It is also designed to teach students to measure, assess, and reduce challenging behavior of students with disabilities.

EDPS 41000 Collaboration and Transition Practices in Special Education: Required course for all undergraduate special education majors. Designed to teach concepts, tools, and essential strategies for effective collaboration and teamwork and to examine issues and best

practices for transition planning with students with disabilities.

Masters

EDPS 51500 Applied Behavior Analysis for Teachers: Required course for all Master's students in the Special Education online M. Ed. program. It is designed to teach students about the principles of applied behavior analysis. It is also designed to teach students to measure, assess, and reduce challenging behavior of students with disabilities.

EDPS 52000 Severe Characteristics: Elective course for Master's students in the Special Education online M. Ed. program and required course for students seeking licensure in intense supports. Designed to provide students with knowledge and skills in understanding the characteristics of students with severe disabilities and their related academic and social outcomes, issues, and implications for accommodations and intervention.

EDPS 55000 Behavioral Consultation and Systems Change: Graduate course in the Applied Behavior Analysis program. This course introduces students to the provision of behavior analytic services through school and family consultation within an implementation science framework.

EDPS 54800 Ethics and Professional Practice of Applied Behavior Analysis: Graduate course in the Masters program in Applied Behavior Analysis and in Accelerated Masters Program in Applied Behavior Analysis. Addresses professional and ethical responsibilities of behavior analysts.

Doctoral

EDPS 65000 Critical Issues in Special Education: Doctoral seminar designed for advanced graduate students in special education and related disciplines. Critically reviews current issues facing special education, the state of evidence in special education and the criteria used to evaluate that evidence base.

Acting as major professor for student theses.

Charissa Voorhis, PhD, SPED (Anticipated 2024) (Major Professor)

Eric Shannon, PhD, SPED (Anticipated 2024) (Major Professor)

Marie David, PhD, SPED (Anticipated 2022) (Major Professor)

David Ray Miranda, PhD, SPED (Anticipated 2025) (Major Professor)

Direction of research in the absence of the student's major professor.

Honors Thesis Faculty Mentor to Katherine Ceglio: A systematic literature review of training physicians to support patients with neurodevelopmental disabilities.

Honors Thesis Faculty Mentor to Hannah Dulski: Collaborative Needs of Speech-Language Pathologists and Special Education Teachers in Public Schools

Doctoral Student Awards and Fellowships

Catharine Lory Purdue Teaching Academy Graduate Teaching Award, 2020

Soyeon Kim, Bilisland Dissertation Fellowship, 2018

Catharine Lory, David Ross Fellowship, 2016

Marie David, David Ross Fellowship, 2017

Jennifer Ninci, Midwest Symposium for Leadership n Behavior Disorders Doctoral Award, 2016

Leslie Neely, Distinguished Honor Graduate, College of Education and Human Development, Texas A&M University. 2015

Dissertations Chaired

Jasmine Begeske, PhD, SPED 2022 (Chair) Dissertation: Development, Psychometric Evaluation, and Validation Of A Questionnaire to Measure Implementation and Accessibility of Preschool Arts Education.

Catharine Lory, PhD SPED 2021 (Chair) Dissertation: Restricted and Repetitive Behavior In Autism Spectrum Disorder: An Examination of Functional Subtypes and Neurophysiological Features

Emily Gregori, PhD SPED 2019 (Chair) Dissertation: Maintaining Reductions in Challenging Behavior Following Reinforcement-Based Intervention with Schedule Thinning and Delay-to-Reinforcement.

So Yeon Kim, PhD, SPED 2020 (Chair) Dissertation: The Use Of Technology To Teach Reading Skills To Individuals With Autism Spectrum Disorder: Systematic Quality Review, Meta-Analysis, And Single-Case Research Evaluation.

Jacob Tandy, PhD, SPED 2020 (Chair) Dissertation: Coaching Co-Teachers Using A Multi-Tiered System Of Supports.

Stephanie Gerow, PhD, SPED 2016 (Co-Chair) Dissertation: Parent-Implemented Functional Communication Training for Children With Developmental Disabilities.

Jennifer Ninci, PhD, SPED 2016 (Chair) Dissertation: Embedded Interest Interventions for Individuals with Autism Spectrum Disorder: A Quality Review, Meta-Analysis, and Single-Case Research Evaluation.

Leslie Neely, PhD, SPED, 2015 (Chair) Dissertation: Preparing Behavioral Interventionists for Individuals with Autism Spectrum Disorder Via Telepractice.

Nancy Hutchins, PhD, SPED, 2014 (Co-Chair) Dissertation: Social Skills Interventions For

Students With Challenging Behavior: Quality Of The Evidence Base And A Single-Case Research Meta-Analysis.

Sígla Höher Camargo, PhD, SPED, 2012 (Chair) Dissertation: Behaviorally-Based Interventions for Improving Social Interaction Skills of Children with ASD in Inclusive Settings: A Systematic Review and Meta-Analysis.

Dissertation Committee Member

Hoda Ehsan, PhD in Engineering Education 2020. (Member) Dissertation: Capturing engineering thinking of children with high functioning autism.

Amy Napoli, PhD Human Development and Family Studies 2018. (Member) Dissertation: Does parent-child math engagement add up? A home numeracy intervention for parents of preschool children.

Samar Zaini, Phd, SPED 2016 (Member). Dissertation: Function-Based Interventions for Young Children with Challenging Behavior: A Review of Quality and a Meta-Analysis of Single-Case Research Literature. Current Position: Assistant Professor, Taibah University, Saudi Arabia.

Ee Rea Hong, PhD, SPED 2015 (Member) Dissertation: Effectiveness of Training Families of Individuals with ASD and Other Developmental Disabilities in Social-Communication Interventions: A Single-Case Research Study and Examination of Evidence-Based Practice, and Meta-Analytic Review. Current Position: Assistant Professor, University of Usukuba, Japan.

Heather Hatton, PhD, SPED, 2015 (Member) Dissertation: Revisiting the Effects of Praise on Student Behavior: A Systematic Review and Meta-Analysis of the Single Case Research. Current Position: Post-Doctoral Research, University of Missouri.

Amber Simek, PhD, School Psychology, 2014 (Member) Dissertation: Effects of a Parent-Delivered Shared Reading Intervention on Preschoolers' Vocabulary Acquisition.

Amy K. Heath, PhD, SPED, 2012 (Member) Dissertation: A Meta-analysis of Single Case Studies on Functional Communication Training.

Rose Mason, PhD, SPED, 2012 (Member) Dissertation: Meta-analysis of Video Based Modeling Interventions for Individuals with Disabilities: Procedure, Participant, and Skill Specificity. Current Position: Research Assistant Professor Juniper Gardens Children's Center, University of Kansas.

Former Students in Academic Positions

Jasmine Begeske, PhD, Current Position: Clinical Assistant Professor, Purdue University

Jacob Tandy, PhD, Current Position: Tenure Track Assistant Professor, Marion University

Catharine Lory, PhD, Current Position: Tenure Track Assistant Professor, University of Nevada

Las Vegas

Emily Gregori, PhD, Current Position: Tenure Track Assistant Professor, University of Illinois, Chicago

Stephanie Gerow, PhD, Current Position: Tenured Associate Professor, Baylor University.

Jennifer Ninci, PhD, Current Position: Tenured Associate Professor, University of Hawaii.

Leslie Neely, PhD, Current Position: Tenured Associate Professor, University of Texas San Antonio

Síglia Höher Camargo, PhD, Current Position: Associate Professor, Federal University of Pelotas, Brazil.

ENGAGEMENT

Institute of Education Sciences NCSER Panel Member

Special Education Panel– Behavioral and Social 2018-present

University

Purdue Autism Research Center	Spring 2017– 2022
Human Development & Family Studies Faculty Search Committee	Fall 2017 – Spring 2018
University Senate College of Education Member at Large	Fall 2017 – present
University Senate Equity and Diversity Committee	Fall 2017 – present
University Senate Advisory Committee	Fall 2018 – present

College

Innovative Initiate Teacher Education Reform Leadership Committee	Summer 2020-2022
College of Education Dean Search Committee	Fall 2017- Spring
2018 Chair of College of Education Awards Committee	Fall 2017 – present
College of Education Awards Committee	2016-2017
Graduate School Fellowship Reviewer	Spring 2016
College of Education Teacher Education Reform Committee	Fall 2015 – Fall
2017 College of Education Leadership Team	Spring 2016
College of Education Faculty Affairs Committee	2015- 2016
College of Education Strategic Planning Committee	2015-2016
College of Education Presidential Scholarship/Honors College Selection Committee	2016

Department

Educational Studies Curriculum and Graduate Committee Chair	2019-2022
Educational Studies Curriculum and Graduate Committee member	2017-2019
Counseling Psychology Faculty Search Committee	2017- 2018
Educational Studies Annual Award and Merit Review Committee	2015- 2017

Program

Special Education Program Area Convener	Fall 2016- Fall 2017
Chair Special Education Faculty search	Fall 2016- Spring 2017

Chair Special Education Clinical Faculty search

Fall 2015- Spring 2016

Offices held in state, national, or international societies.

Past President Indiana Division for Early Childhood –Council for Exceptional Children
June 2020-present

President Indiana Division for Early Childhood –Council for Exceptional Children
June 2018- 2020

Vice President Indiana Division for Early Childhood –Council for Exceptional Children
June 2017-June 2018

Editor

Co-Editor-in-Chief	<i>Journal of Positive Behavior Interventions</i>	Jan 2021-present
Guest Editor	<i>Journal of Behavioral Education</i> , Special Issue on Advances in Telehealth Two-part Special Issue	May 2020
Guest Editor	<i>Behavior Modification</i> , Special Issue on Interventions to Reduce Challenging Behavior among Individuals with Autism Spectrum Disorder.	Two part Special Issue Spring/Summer 2018
Guest Editor	<i>Behavior Modification</i> , Special Issue on Behavioral Interventions to Improve Academic Outcomes	2015

Editorial Review Board Membership

Associate Editor

Journal of Developmental and Physical Disabilities
Guest Associate Editor: *Journal of Behavioral Education*

Board Member

Behavior Analysis in Practice
Behavioral Disorders
Behavior Modification
Developmental Neurorehabilitation
Exceptional Children
Journal of Developmental and Physical Disabilities
Journal of Behavioral Education
Research and Practice for Persons with Severe Disabilities

Ad Hoc Reviewer

School Psychology Review
Education and Treatment of Autism and Developmental Disabilities
Journal of Child and Family Studies

Remedial and Special Education
Journal of Applied Behavior Analysis
Autism

Memberships in academic, professional, and scholarly societies

Associate for Positive Behavior Supports
Association for Behavior Analysis International
Hoosier Association for Behavior Analysis
Council for Exceptional Children (CEC)
CEC-Division for Early Childhood
Indiana Division for Early Childhood
CEC-Division for Autism and Developmental Disabilities