Bio

BIO

Dr. Robert Koegel is a Senior Research Scientist specializing in autism at Stanford University School of Medicine. He has published over 200 articles and books relating to the treatment and understanding of autism, and he is the founding editor of the Journal of Positive Behavior Interventions. Models of his procedures are used in public schools and in parent education programs throughout the world. His research is focused on language intervention, family support, and school integration. He has trained many health care and special education leaders in the United States and abroad. Robert and Lynn Koegel are the developers of Pivotal Response Treatment an empirically supported treatment for autism. They are the recipients of the first annual Children’s Television Workshop Sesame Street Award for “Brightening the Lives of Children,” the first annual Autism Speaks award for “Science and Research,” and the International ABA award for “enduring programmatic contributions in behavior analysis.” The Koegels are current and past recipients of many federal, state, and private foundation grants and gifts for developing interventions and helping families with autism.

CURRENT ROLE AT STANFORD

Senior Researcher. (1) Conducting and publishing research related to the education, understanding, and treatment of autism; (2) Training professionals and family members in Pivotal Response Treatment.

Publications

PUBLICATIONS


• The Evolution of Positive Behavioral Intervention and Support. *Journal of Positive Behavior Interventions*
• Improving Functional Language and Social Motivation with a Parent-Mediated Intervention for Toddlers with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*  Bradshaw, J., Koegel, L., Koegel, R. L.
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• Increasing Social Integration for College Students with Autism Spectrum Disorder. *Behavioral Development Bulletin*  Ashbaugh, K., Koegel, R., Koegel, L.
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• Improving Social Engagement and Initiations Between Children With Autism Spectrum Disorder and Their Peers in Inclusive Settings. *Journal of Positive Behavior Interventions*
Using Individualized Reinforcers and Hierarchical Exposure to Increase Food Flexibility in Children with Autism Spectrum Disorders JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
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A Descriptive, Multiyear Examination of Positive Behavior Support BEHAVIORAL DISORDERS
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Using Individualized Orienting Cues to Facilitate First-Word Acquisition in Non-Responders with Autism JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
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Improving Social Initiations in Young Children with Autism Using Reinforcers with Embedded Social Interactions JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, R. L., Vernon, T. W., Koegel, L. K.
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Priming as a method of coordinating educational services for students with autism LANGUAGE SPEECH AND HEARING SERVICES IN SCHOOLS
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