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*
Koegel, R. L.
2018; 20 (1): 4–5

- **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.
  2017; 47 (8): 2443–58

- **Increasing Social Integration for College Students with Autism Spectrum Disorder**. *Behavioral Development Bulletin*
  Ashbaugh, K., Koegel, R., Koegel, L.
  2017; 22 (1): 183–96

- **Improving Empathic Communication Skills in Adults with Autism Spectrum Disorder**. *Journal of Autism and Developmental Disorders*
  Koegel, L., Ashbaugh, K., Navab, A., Koegel, R. L.
  2016; 46 (3): 921–33

- **Training Paraprofessionals to Improve Socialization in Students with ASD**. *Journal of Autism and Developmental Disorders*
  Koegel, R. L., Kim, S., Koegel, L.
  2014; 44 (9): 2197–2208

- **Using Self-Management to Improve the Reciprocal Social Conversation of Children with Autism Spectrum Disorder**. *Journal of Autism and Developmental Disorders*
  Koegel, L., Park, M. N., Koegel, R. L.

- **Assessing and Improving Early Social Engagement in Infants**. *Journal of Positive Behavior Interventions*
  Koegel, L., Singh, A. K., Koegel, R. L., Hollingsworth, J. R., Bradshaw, J.
  2014; 16 (2): 69–80

- **Improving Question-Asking Initiations in Young Children with Autism Using Pivotal Response Treatment**. *Journal of Autism and Developmental Disorders*
  Koegel, R. L., Bradshaw, J. L., Ashbaugh, K., Koegel, L.
  2014; 44 (4): 816–27

- **The importance of early identification and intervention for children with or at risk for autism spectrum disorders**. *International Journal of Speech-Language Pathology*
  Koegel, L., Koegel, R. L., Ashbaugh, K., Bradshaw, J.
  2014; 16 (1): 50–56

- **Improving Socialization for High School Students with ASD by Using Their Preferred Interests**. *Journal of Autism and Developmental Disorders*
  Koegel, R., Kim, S., Koegel, L., Schwartzman, B.
  2013; 43 (9): 2121–34

- **Acquisition of Multiple Questions in the Context of Social Conversation in Children with Autism**. *Journal of Autism and Developmental Disorders*
  Doggett, R. A., Krasno, A. M., Koegel, L., Koegel, R. L.
  2013; 43 (9): 2015–25

- **Is Medication Information for Children with Autism Spectrum Disorder Monitored and Coordinated Across Professionals? Findings from a Teacher Survey**. *School Mental Health*

- **An Early Social Engagement Intervention for Young Children with Autism and their Parents**. *Journal of Autism and Developmental Disorders*
  Vernon, T. W., Koegel, R. L., Dauterman, H., Stolen, K.
  2012; 42 (12): 2702–17

- **Improving Social Engagement and Initiations Between Children With Autism Spectrum Disorder and Their Peers in Inclusive Settings**. *Journal of Positive Behavior Interventions*
Koegel, L. K., Vernon, T. W., Koegel, R. L., Koegel, B. L., Paulin, A. W.
2012; 14 (4): 220–27

Using Individualized Reinforcers and Hierarchical Exposure to Increase Food Flexibility in Children with Autism Spectrum Disorders JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, R. L., Bharoocha, A. A., Ribnick, C. B., Ribnick, R. C., Bucio, M. O., Fredeen, R. M., Koegel, L.
2012; 42 (8): 1574–81

Using Perseverative Interests to Improve Interactions Between Adolescents With Autism and Their Typical Peers in School Settings JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS
Koegel, R. L., Fredeen, R., Kim, S., Danial, J., Rubinstein, D., Koegel, L.
2012; 14 (3): 133–41

Improving Generalization of Peer Socialization Gains in Inclusive School Settings Using Initiations Training BEHAVIOR MODIFICATION
Koegel, L. K., Kuriakose, S., Singh, A. K., Koegel, R. L.
2012; 36 (3): 361–77

Improving Motivation for Academics in Children with Autism JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, L., Singh, A. K., Koegel, R. L.
2010; 40 (9): 1057–66

A Descriptive, Multiyear Examination of Positive Behavior Support BEHAVIORAL DISORDERS
2010; 35 (4): 259-279

Using Individualized Orienting Cues to Facilitate First-Word Acquisition in Non-Responders with Autism JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, R. L., Shirotova, L., Koegel, L. K.

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.
2009; 39 (9): 1240–51

Priming as a method of coordinating educational services for students with autism LANGUAGE SPEECH AND HEARING SERVICES IN SCHOOLS
Koegel, L. K., Koegel, R. L., Frea, W., Green-Hopkins
2003; 34 (3): 228–35

Increasing speech intelligibility in children with autism JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, R. L., Camarata, S., Koegel, L. K., Ben-Tall, A., Smith, A. E.
1998; 28 (3): 241–51

Setting generalization of question-asking by children with autism AMERICAN JOURNAL ON MENTAL RETARDATION
Koegel, L. K., Camarata, S. M., Valdez-Menchaca, M., Koegel, R. L.

Pivotal responses and the natural language teaching paradigm. Seminars in speech and language
Koegel, L. K., Koegel, R. L., Carter, C. M.

Variables related to differences in standardized test outcomes for children with autism JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, L. K., Koegel, R. L., Smith, A.
1997; 27 (3): 233–43

Collateral effects of parent training on family interactions JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS
Koegel, R. L., Bimbela, A., Schreibman, L.

* STRESS PROFILES FOR MOTHERS AND FATHERS OF CHILDREN WITH AUTISM PSYCHOLOGICAL REPORTS
MOES, D., KOEGEL, R. L., SCHREIBMAN, L., LOOS, L. M.
1992; 71 (3): 1272–74