Robert Koegel
Senior Research Scientist, Psychiatry and Behavioral Sciences - Child and Adolescent Psychiatry and Child Development

Bio

Dr. Robert Koegel is a Senior Research Scientist specializing in autism at Stanford University School of Medicine. He has trained many health care and special education leaders in the United States and abroad. 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. 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

- **Targeting IEP Social Goals for Children with Autism in an Inclusive Summer Camp** *Journal of Autism and Developmental Disorders*
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- **Targeting IEP Social Goals for Children with Autism in an Inclusive Summer Camp.** *Journal of autism and developmental disorders*
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- **Treatment for Higher-Order Restricted Repetitive Behaviors (H-RRB) in Children with Autism Spectrum Disorder** *Journal of Autism and Developmental Disorders*
  Lin, C., Koegel, R.
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- **The Impact of Prior Activity History on the Influence of Restricted Repetitive Behaviors on Socialization for Children With High-Functioning Autism** *Behavior Modification*
  Koegel, R. L., Oliver, K., Koegel, L. K.
  2018; 42 (1): 34–57

- **The Evolution of Positive Behavioral Intervention and Support** *Journal of Positive Behavior Interventions*
Koegel, R. L.
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• Improving Functional Language and Social Motivation with a Parent-Mediated Intervention for Toddlers with Autism Spectrum Disorder. *JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS*
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Ashbaugh, K., Koegel, R., Koegel, L.
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• 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.
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• 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.
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• 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.
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• 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.
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• An Early Social Engagement Intervention for Young Children with Autism and their Parents. *JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS*
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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*
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• A Descriptive, Multiyear Examination of Positive Behavior Support*  
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• Setting generalization of question-asking by children with autism  
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• Pivotal responses and the natural language teaching paradigm.  
*Seminars in speech and language  
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• Variables related to differences in standardized test outcomes for children with autism  
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