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

Bio

BIO
Dr. Robert Koegel is a Senior Research Scholar 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 250 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 Research Scholar. (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

- Using Self-Management and Visual Cues to Improve Responses to Nonverbal Social Cues in Adults With Autism Spectrum Disorder. *Behavior modification*
  Cohen, S., Koegel, R., Koegel, L. K., Engstrom, E., Young, K., Quach, A.
  2021: 145445520982558

- Using a Question Bank Intervention to Improve Socially Initiated Questions in Adolescents and Adults With Autism. *Journal of speech, language, and hearing research: JSLHR*
  Koegel, L. K., Koplen, Z., Koegel, B., Koegel, R. L.
  2021: 1–9

- Improving Conversational Fluidity in Young Adults With Autism Spectrum Disorder Using a Video-Feedback Intervention *JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS*
  Tagavi, D., Koegel, L., Koegel, R., Vernon, T.
  2020

- Use of a Videoconferencing Intervention and Systematic Hierarchy to Teach Daily Living Skills to Young Adults With Autism Spectrum Disorder *JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS*
  Ford, K., Wang, M., Koegel, L., Koegel, R. L., Fedders, A.
  2020


• 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


• 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.


• 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