

Grace Werner Gengoux, Ph.D., BCBA-D

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EDUCATION

- 2008 **Doctor of Philosophy in Counseling/Clinical/School Psychology**
Substantive Area of Specialization: Clinical Psychology
University of California, Santa Barbara
Dissertation Title: “Priming for Games and Cooperative Activities with Children with Autism: Effects on Interactions with Typically Developing Peers”
Dissertation Chair: Robert L. Koegel, Ph.D.
- 2004 **Master of Arts, Counseling Psychology**
University of California, Santa Barbara
Second Year Project/Masters Thesis: “Promoting Play Date Interactions between Children with Autism and Typically Developing Peers”
Thesis Advisor: Robert L. Koegel, Ph.D.
- 2002 **Bachelor of Arts in Psychology (Honors), Summa Cum Laude**
Claremont McKenna College
Thesis: “Stimulus Overselectivity and the Picture Exchange Communication System”
Thesis Advisor: Marjorie H. Charlop-Christy, Ph.D.

INTERNSHIP AND POSTDOCTORAL TRAINING

- 2008-2009 **Postdoctoral Psychology Fellow, Yale Child Study Center**
Yale University School of Medicine, New Haven, CT
- 2007-2008 **Predocctoral Intern, Yale Child Study Center**
Yale University School of Medicine, New Haven, CT

LICENSURE AND CERTIFICATION

- 2009-present **Licensed Psychologist (#PSY 23235)**
California Board of Psychology
- 2009-present **Board Certified Behavior Analyst - Doctoral (BCBA-D; #1-09-5109)**
Behavior Analyst Certification Board, Inc.

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APPOINTMENTS

- 2021-present **Associate Chair, Faculty Engagement and Well-being**
 Department of Psychiatry and Behavioral Sciences
 Stanford University School of Medicine, Palo Alto, CA
- 2020-present **Clinical Professor, Child and Adolescent Psychiatry**
 Stanford University School of Medicine, Palo Alto, CA
- 2015-2020 **Clinical Associate Professor, Child and Adolescent Psychiatry**
 Stanford University School of Medicine, Palo Alto, CA
- 2012-2015 **Clinical Assistant Professor, Child and Adolescent Psychiatry**
 Stanford University School of Medicine, Palo Alto, CA
- 2010-2012 **Clinical Instructor, Child and Adolescent Psychiatry**
 Stanford University School of Medicine, Palo Alto, CA
- 2009-2010 **Psychometrist, Autism Evaluation Clinic**
 Semel Institute, University of California, Los Angeles, CA

CLINICAL EXPERIENCE

- 2021-present **Associate Chair, Faculty Engagement and Wellbeing, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine**
 This role includes (1) collaboration with department leadership to cultivate an inspiring and healthy work environment, (2) creation and implementation of systematic plans to promote well-being and professional fulfillment within the organization, including promoting and hosting events to enhance faculty, trainee, and staff engagement, camaraderie, and professional growth, (3) leadership of a department workgroup focused on participatory improvement processes to enhance workplace well-being.
- 2019-present **Well-Being Director, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine**
 Department representative to the WellMD Center Well-Being Directors Council. Role includes expanding awareness about the importance of physician engagement and professional fulfillment, disseminating program information designed to achieve these goals, and developing and implementing specific well-being interventions to meet Department of Psychiatry needs.
- 2019-present **Clinical Director, Stanford PAL Program (Preschool Autism Lab)**
 Providing clinical supervision and strategic leadership to guide development of the center-based early intervention program for autism.

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Collaborating with hospital leadership to build model for new revenue from Applied Behavior Analysis treatment and to implement a sustainable business plan. Developing systems to support high-quality treatment implementation by Board Certified Behavior Analyst and Behavior Technicians staffing the program.

2018-present **Director, Autism Intervention Clinic, Autism and Developmental Disabilities Section, Child and Adolescent Psychiatry, Stanford University School of Medicine**

Leading a diverse program of evidence-based intervention services for children and adolescents with autism spectrum disorders and their families including behavior consultation, individual and family therapy, an intensive center-based early intervention program and parent training groups. Emphasis is on disseminating state-of-the-art naturalistic behavioral intervention strategies to large numbers of families through innovative treatment delivery models and training the next generation of treatment providers.

2010-present **Attending Psychologist, Autism and Developmental Disabilities Clinic Child and Adolescent Psychiatry, Stanford University School of Medicine**

Leading a program of early intervention services for addressing language and social deficits in children with autism spectrum disorders and assisting their families through behavior consultation, individual and family therapy, and parent training groups. Also, conducting evaluations for new patients and providing comprehensive recommendations for treatment. Emphasis is on empowering parents in order to improve family quality of life and on training individuals in multiple professional roles to implement evidence-based practices for ASD.

2009-2010 **Psychometrist, Autism Evaluation Clinic Semel Institute, University of California, Los Angeles**

2008-2009 **Postdoctoral Psychology Fellow Yale Child Study Center, Yale School of Medicine**

2007-2008 **Predocctoral Psychology Fellow Yale Child Study Center, Yale School of Medicine**

2002-2007 **Therapist/Clinical Researcher, Koegel Autism Center, UC Santa Barbara**

2005-2006 **Student Supervisor, Ray E. Hosford Clinic, UC Santa Barbara**

2004-2006 **Clinician, Psychology Assessment Center, UC Santa Barbara**

2004-2005 **Registered Psychological Assistant (#PSB 31080), Child Abuse Listening and Mediation (CALM), Santa Barbara, CA**

2003-2004 **Clinic Therapist, Ray E. Hosford Clinic, UC Santa Barbara**

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2000-2002 **Behavior Therapist, Claremont Autism Center, Claremont McKenna College**

TEACHING AND TRAINING

Course Instruction

2021-present **Academic Director, Stanford Center for Health Education & 2U/Get Smarter Online Professional Education Program**

Course: *Child Development: Behavior and Mental Health*

Status: Active (<https://www.getsmarter.com/products/stanford-child-development-behavior-and-mental-health-online-short-course>)

2020-present **Academic Director, Stanford Center for Health Education & 2U/Get Smarter Online Professional Education Program**

Course: *Employee Wellness and Stress Management*

Status: Active (<https://online.stanford.edu/courses/som-xche0022-employee-wellness-and-stress-management>)

2015-present **Course Developer and Instructor, Stanford Department of Psychiatry and Behavioral Sciences, General Psychiatry Training Program (PGY-III “Child Development”)**

2013-present **Course Developer and Instructor, Palo Alto University, PGSP – Stanford PsyD Consortium (Psychology 706 “Lifespan Development”)**

2010-present **Co-Instructor, Stanford University Child and Adolescent Psychiatry (Autism Clinic Seminar)**
Co-teaching seminar for postdoctoral psychology trainees and child psychiatry fellows. Lecturing on topics including Behavior Modification and Applied Behavior Analysis, Pivotal Response Training (PRT), Promoting Peer Friendships, Autism “Red Flags” in Early Childhood

2012 **Instructor, PGSP –Stanford PsyD Consortium (Psychology 185 “Normal Human Development”)**

2006 **Course Instructor, University of California, Santa Barbara (Education 264C “Principles of Behavior Management for Psychologists”)**

2006 **Teaching Assistant/Course Instructor, University of California, Santa Barbara (Education 290 “Cognitive Development in Autism and Other Severe Disabilities”)**

1999-2000 **ESL Teacher, Community Based Learning Network, Ontario, CA (“English as a Second Language”)**

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Co-taught English classes for local residents. Designed curriculum and lesson plans, delivered weekly instruction, and monitored student progress.

Workshops

- 2019-2020 **Intensive Pivotal Response Treatment (PRT) Workshops for Parents and Professionals, Stanford University Department of Psychiatry and Behavioral Sciences**
Developed and led a series of 4-day intensive workshops to provide Pivotal Response Treatment didactic instruction and in-vivo practice with feedback. Responsible for curriculum development and supervision of all trainers.
- 2013-2015 **Teacher Trainer and Behavioral Consultant, Achieve Kids, Palo Alto, CA**
Provided bi-weekly professional development training and weekly classroom-based coaching for special education teachers and paraprofessionals in Pivotal Response Treatment to address academic and behavioral goals in the school setting (2013-2014). Participated as behavioral consultant to Behavioral Health Team (2014-2015).
- 2014 **Staff Trainer, Abilities United, Palo Alto, CA**
Providing a series of educational presentations and classroom-based coaching to a multidisciplinary staff from the agency's Early Intervention, Inclusive Preschool, and Social Skills programs to enhance use of evidence-based motivational behavioral techniques to address communication and social skills impairments in young children with autism spectrum disorders.
- 2005 **Community Trainer, Tulare County Office of Education, Visalia, CA**
(*"Pivotal Response Treatment and Procedures for Including Children with Autism"*) Presenters: Daniel Openden, Suzanne Babko, Grace Werner

Clinical Teaching

- 2014-present **Clinical Supervisor, Autism and Developmental Disabilities Clinic**
Supervising Autism and Developmental Disabilities Clinic Behavioral Treatment rotation for outpatient child clinical practicum students from the PGSP-Stanford PsyD Consortium
- 2010-present **Clinical Supervisor, Autism and Developmental Disabilities Clinic**
Supervising psychology postdoctoral fellows in conducting clinical intakes, individual and family therapy, diagnostic assessments, and group parent training programs within the Autism Clinic.
- 2010-2011 and 2019-2020 **Clinical Supervisor, Autism and Developmental Disabilities Clinic**
Supervised behavioral treatment cases (individual and family therapy) of child psychiatry fellows in the Autism Clinic.
- 2015-2016 and **Co-Director and Clinical Practicum Supervisor, School Mental Health Team**
Primary supervisor for PGSP-Stanford PsyD Consortium practicum students

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2010-2013 at East Palo Alto Academy High School. Supervising individual and family therapy, teacher consultation and crisis intervention activities. Developing training curriculum and co-teaching weekly seminar for psychology and psychiatry trainees.
- 2013-2018 **Assessment Supervisor, PGSP –Stanford PsyD Consortium**
Supervising diagnostic assessments conducted by PGSP-Stanford PsyD Consortium graduate students within the Autism and Developmental Disabilities Clinic
- 2012-2014 **BCBA Supervisor, Autism and Developmental Disabilities Clinic**
- 2011-2013 **Assessment Supervisor, PGSP –Stanford PsyD Consortium**
Supervising psychoeducational assessments conducted by PGSP-Stanford PsyD Consortium graduate students at East Palo Alto Academy High School
- 2006 **Teaching Assistant/Student Supervisor, University of California, Santa Barbara** (Education 265W&S “*Basic Practicum I & II*”)

Research Training

- 2011-present **Dissertation Chair, PGSP – Stanford PsyD Consortium**
Students: Vivian Wang, Vivian (Nguyen) Oberling, Annie (Allhoff) Allclair, Andres Ruiz, Melanie Fox, Jessika Hurts, Rebecca Goodman, Sasha Guillory, Elise Gagnon Pilchak, Tatyana Lark, Natalie Tierney, Savanna Kiefer
- 2010-present **Research Assistant Supervisor, Autism and Developmental Disabilities Clinic**
Training, supervising, and mentoring graduate and undergraduate research assistants in the Autism and Developmental Disabilities Clinic.
Overseeing treatment delivery for clinical trials of PRT and DRT and behavioral coding and analysis of observational data.
- 2010-2012 **Dissertation Reader**
PGSP – Stanford PsyD Consortium – Erin (Scollin) Skiffer
- 2018-2019 Palo Alto University, PhD Program - Jessica (Hopkins) Schwartzman
- 2021-present Palo Alto University, PhD Program – Christine Isotalo

Guest Lectures

- October
2017-2021 **Guest Lecture, Stanford University Undergraduate Course**
HumBio 164 “*Autism Spectrum Disorders*”
Instructors: Joachim Hallmayer, Sophia Colamarino & Ruth O’Hara
Topic: Autism Spectrum Disorder Diagnosis and Early Signs
- 2018-2021 **Guest Lecture, Stanford Klingenstein Mentorship Program for Medical Students Interested in Child, Adolescent, and Transitional-Age Youth (TAY) Psychiatry**
Instructor: Anita Kishore, MD

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Topic: *Signs and Symptoms of Autism Spectrum Disorder in Young Children*

2021

Guest Lecture, Child Psychiatry Faculty Development Seminar

Instructor: Isheeta Zalpuri

Topic: Everything You Do Matters: Effective Leadership Practices for Building a Culture of Wellness

July &
October
2021

Guest Lecture, Stanford WellMD/WellPhD Center

Physician Well-being Director Course

Instructors: Daniel Murphy, MD; Rachel Roberts, MD

Topic: Assessment and Positive Conversations: Departmental Experience in Psychiatry and Behavioral Sciences

February
2017, 2018,
2020

Guest Lecture, PGSP-Stanford PsyD Consortium

(CLIN728 "*Child and Adolescent Psychotherapy*")

Instructor : Elizabeth Reichert, PhD

Lecture topic : Best Practices in Behavioral Treatment of Autism Spectrum Disorders

November
2016

Guest Lecture, Stanford University Undergraduate Course

(Psych 60 "*Intro to Developmental Psychology*")

Instructor: Michael Frank, PhD

Lecture topic: What is Autism Spectrum Disorder?

November
2016

Guest Lecture, PGSP-Stanford PsyD Consortium

(Clin 736 "*Supervision and Consultation in Clinical Psychology*")

Instructor: Athena Robinson, PhD

Lecture topic: Autism Spectrum Disorders: Consultation Across Settings.

September
2016

Guest Lecture, Stanford University Undergraduate Course

HumBio 164 "*Autism Spectrum Disorders*"

Instructors: Joachim Hallmayer, Sophia Colamarino & Ruth O'Hara

Topic: Autism Spectrum Disorder: History and Clinical Presentation

2012-2016

Guest Expert, Stanford University Undergraduate Course Discussion Section

HumBio 164 "*Autism Spectrum Disorders*"

Instructors: Joachim Hallmayer, Sophia Colamarino & Ruth O'Hara

Topic: Early detection and prevention – Implications for society

2011-2014

Guest Lecturer, PGSP –Stanford PsyD Consortium

(Psychology 346 "*Consultation*")

Instructor: Robin Apple, Ph.D.

Lecture topic: Autism Spectrum Disorders: Consultation Across Settings.

2010-2011

Guest Lecturer, Stanford University Child and Adolescent Psychiatry

(Postdoctoral Psychology Seminar)

Instructor: Sharon Williams, Ph.D.

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Lecture Topics: Pivotal Response Treatment (PRT): Motivating Children with Autism to Communicate; Promoting Peer Friendships: Motivational Behavioral Strategies for Facilitating Social Interaction

2010

Guest Lecturer, PGSP –Stanford PsyD Consortium

(Psychology 346 “*Consultation*”)

Instructor: Betsy Corrin, Ph.D.

Lecture topic: Behavioral Consultation: Improving Social Functioning in Children with Autism Across Settings.

2005

Guest Lecturer, University of California, Santa Barbara

(Education 201D “*Single Case Experimental Design*”)

Instructor: Robert L. Koegel, Ph.D.

Lecture topic: Basic Issues in Single Case Research: Designs to Control for Threats to Validity

2005

Guest Lecturer, University of California, Santa Barbara

(Education 268C/D “*Advanced Fieldwork: Clinical*”)

Instructor: Bryan Kim, Ph.D.

Lecture topic: Parenting Skills Interventions for Therapists: Incredible Years Curriculum and Functional Assessment.

RESEARCH

2021-present

Leadership Academy (Stanford University, funded by Department of Psychiatry and Behavioral Sciences Small Grant Program)

Co-Principal Investigator, Co-PI: Isheeta Zalpuri, MD

Ten early/mid-career faculty engaged in 6-monthly peer support meetings to learn leadership skills and help them stay accountable to accomplish their leadership goals. The program has received overwhelmingly positive feedback with participants commenting specifically on their appreciation of the program for fostering a sense of belonging and professional fulfillment.

2020-present

Improving Access to Pivotal Response Treatment (PRT) via Telehealth Parent Training (Stanford University)

Principal Investigator, Co-I: Antonio Hardan, MD

The goal of this randomized controlled trial is to investigate the effects of a telehealth delivery model for PRT parent training for families of 2-5-year-old children with ASD.

2019-present

Randomized Controlled Trial of Pivotal Response Treatment for Preschoolers with Autism (Stanford University, funded by the John and Marcia Goldman Foundation)

Co-Investigator; PI: Antonio Hardan, MD

The goal of this randomized controlled trial is to investigate the effects of a center-based early intervention program for 2- and 3-year-old children with autism. As co-investigator, I am responsible for overseeing staff

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training and providing supervision of treatment providers and behavioral coding to analyze fidelity of treatment implementation and behavioral outcomes.

- 2018-present **Neuroimaging Predictors of Pivotal Response Treatment in Young Children with Autism** (Stanford University, R21 funded by NIDCD)
Co-Investigator; PI: Antonio Hardan, MD
The goal of this trial is to identify neuroimaging biomarkers of treatment response to a PRT program targeting language deficits in young children with ASD who will be randomized to either PRT or to a delayed treatment group.
- 2017-present ***Parent Training to Enhance Social Success for Children with Autism Spectrum Disorder*** (Stanford University, funded by Department of Psychiatry and Behavioral Sciences Small Grant Program)
Principal Investigator
The goal of this randomized controlled trial is to investigate whether a novel parent-mediated social skills program (Social SUCCESS), which provides parent training in conjunction with an inclusive social skills group intervention, will result in more frequent initiations during play with typically developing peers. This project is conducted in collaboration with the community agency, Abilities United. As principal investigator, I am responsible for all aspects of study implementation and analysis of outcome data.
- 2017-present **Effectiveness of a Developmental Reciprocity Treatment Program** (Stanford University, funded by the John and Marcia Goldman Foundation)
Co-Investigator; PI: Antonio Hardan, MD
The purpose of this study is to conduct a randomized controlled trial to evaluate the effects of a developmental reciprocity treatment program on the social functioning of young children with Autism Spectrum Disorder. As a co-investigator, I am responsible for overseeing staff training and providing supervision of treatment providers and behavioral coding to analyze fidelity of treatment implementation and behavioral outcomes.
- 2013-present ***Early Support Program for Autism (ESPA)***; (Stanford University, funded by the John and Marcia Goldman Foundation)
Co-Investigator; PI: Antonio Hardan, MD
The goal of this collaboration between Stanford School of Medicine and the Children's Health Council is to provide support, education, resources, and coordination of care for families of children newly diagnosed with ASD. As Co-Investigator, I am responsible for supervision of the clinical care coordinator, oversight of parent education activities, and assisting with program development and evaluation.
- 2019-2020 **The AMOR Method: Resilience Training for Parents of Children with**

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Autism (Stanford University, funded by Stanford Maternal & Child Health Research Institute and Stanford Autism Research Working Group)

Principal Investigator

The goal of this investigation is to pilot a novel parent training program called the AMOR Method (Acceptance, Mindfulness, Optimism, and Resilience) for improving resilience in parents of young children with Autism Spectrum Disorder (ASD).

2015-2020 **Social Motivation Intervention for Children with Autism Spectrum Disorder: Improving Peer Initiation** (Stanford University, funded by Stanford Child Health Research Institute)

Principal Investigator

The goal of this investigation was to conduct a randomized controlled 8-week trial to examine the effectiveness of a novel Social Initiation Motivation Intervention (SIMI) in improving initiations made by high-functioning children with autism to typically developing peers. This project is conducted in collaboration with the community agency, Abilities United. As principal investigator, I was responsible for all aspects of study implementation and analysis of outcome data.

2012-2019 **Pivotal Response Treatment for Individuals with Intellectual Disabilities** (Stanford University)

Co-Investigator; PI: Antonio Hardan, MD

The purpose of this study is to evaluate the effects of parent training in Pivotal Response Treatment (PRT) on the communication abilities of children with intellectual disabilities. As co-investigator, I am responsible for directing and overseeing implementation of the treatment protocol and analysis of the behavioral outcome data.

2014-2019 **Pivotal Response Treatment Package for Young Children with Autism** (Stanford University, R21 funded by NIDCD)

Co-Investigator; PI: Antonio Hardan, MD

Randomized controlled 24-week trial to examine the effectiveness of a Pivotal Response Treatment Package (PRT-P) including both parent training and in-home clinician-delivered treatment on the social communication skills of young children with autism and significant language delay. PRT-P is compared to a delayed-treatment control group. As co-investigator, I was responsible for overseeing all aspects of treatment delivery, training and supervising therapists, and directing analysis of the behavioral outcome data.

2011-2017 **Pilot Project: Improving Social Interaction Through Pivotal Response Treatment: Evaluating a Parent Education Program for Children with Autism** (Stanford University)

Research project to examine the effectiveness of a clinical parent training group to teach parents motivational behavioral strategies to facilitate peer social interactions.

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2010-2017

An Evaluation of a Developmentally-Based Parent Training Program for Children with Autism (Stanford University)

Co-Investigator; PI: Antonio Hardan, MD

The purpose of this study is to evaluate a developmentally based parent delivered intervention in the community developed by Pacific Autism Center for Education (PACE). As a co-investigator, I am responsible for developing behavioral coding measures for analyzing fidelity of treatment implementation and behavioral outcomes.

2010-2012

Pivotal Response Group Treatment for Parents of Young Children with Autism (Stanford University, funded by Autism Speaks)

Co-Investigator; PI: Antonio Hardan, MD

This randomized controlled 12-week trial examined the effectiveness of pivotal response treatment group (PRTG) in targeting language deficits in young children with autism. PRTG was compared to a psychoeducational group (PEG), with 53 participants completing the controlled trial. Results indicated significant benefit from PRTG in frequency of child utterances and adaptive communication skills. As a co-investigator, I directed implementation of the treatment protocol and analysis of the behavioral outcome data.

2011

DSM-5 Field Trial (Stanford University)

Clinician; PIs: Carl Feinstein, MD, Debra Safer, MD

Conducted diagnostic evaluations of children, adolescents, and young adults in accordance with protocol for the DSM-5 field trial.

2008-2009

Pilot Project: Parent-Child Interaction and Intervention for Infants at Risk for Autism (Yale Child Study Center)

2006-2007

Dissertation Research

(Committee: Robert Koegel, Ph.D., Merith Cosden, Ph.D., Steve Smith, Ph.D)

Conducted a study to examine the effects of priming for games and cooperative activities on social competence of children with autism. Evaluated the effects of the intervention and the generalization of results during interactions with typically developing peers in natural social environments. Manuscript in preparation.

2005-2007

Exploring Models of Neuropsychological Assessment Feedback with Adolescent Patients

(Advisor: Steve Smith, Ph.D., University of California, Santa Barbara)

2003-2007

Research in Autism: Parent Intervention

(Koegel Autism Center, University of California, Santa Barbara)

Coordinated NIMH-funded project (PIs: Robert Koegel and Laura Schreibman) to compare the effects of Pivotal Response Training (PRT) and the Picture Exchange Communication System (PECS) for young, nonverbal children with ASD.

2002-2004

Second Year Research Project/Masters Thesis

(Advisor: Robert L. Koegel, Ph.D., University of California, Santa Barbara)

- Gengoux “Promoting play date interactions between children with autism and typically developing peers.”
- 2001-2002 **Senior Honors Thesis**
(Advisor: Marjorie H. Charlop-Christy, Ph.D.; Claremont McKenna College)
“Stimulus Overselectivity and the Picture Exchange Communication System (PECS).”
- 2001-2002 **Semantic and letter fluency in Spanish-English bilinguals**
(Research Assistant, Pomona College)

PUBLICATIONS AND PRESENTATIONS

* indicates a student author

Peer-Reviewed Original Research

- Gengoux, G.W.**, *Schwartzman, J.M., Millan, M.E., Schuck, R.K., *Ruiz, A.A., Weng, Y., Long, J. & Hardan, A.Y. (2021). Enhancing social initiations using naturalistic behavioral intervention: Outcomes from a randomized controlled trial for children with autism. *Journal of Autism and Developmental Disorders*, 51(10), 3547-3563. <https://doi.org/10.1007/s10803-020-04787-8>
- *Schwartzman, J.M., Hardan, A.Y. & **Gengoux, G.W.** (2021). Parenting stress in autism spectrum disorder: Relationships with parent-rated, not clinician-rated, measures of child functioning. *Autism: International Journal of Research and Practice*, 25(6) 1601–1614. <https://doi.org/10.1177/1362361321998560>
- *Schwartzman, J.M., Millan, M.E., Uljarevic, M. & **Gengoux, G.W.** (2021). Resilience Intervention for Parents of Children with Autism: Findings from an RCT of the AMOR Method. *Journal of Autism and Developmental Disorders* (ePub ahead of print). <https://doi.org/10.1007/s10803-021-04977-y>
- Frazier, T.W., Klingemier, E.W., Anderson, C.J., **Gengoux, G.W.**, Youngstrom, E.A. & Hardan, A.Y. (2021). A longitudinal study of language trajectories and treatment outcomes of early intensive behavioral intervention for autism. *Journal of Autism and Developmental Disorders*, 51(12), 4534-4550. <https://doi.org/10.1007/s10803-021-04900-5>
- *Schwartzman, J.M., *Strong, K., Ardel, C.M., Schuck, R.K., Millan, E.M., Phillips, J.M., Hardan, A.Y., **Gengoux, G.W.** (2021). Language improvement following pivotal response treatment for children with developmental disorders. *American Journal on Intellectual and Developmental Disabilities*, 126 (1): 45–57. <https://doi.org/10.1352/1944-7558-126.1.45>
- *Soares, E.E., Bausback, K., Beard, C.L., Higinbotham, M., Bunge, E.L. & **Gengoux, G.W.** (2020). Social skills training for autism spectrum disorder: A meta-analysis of in-person and technological interventions. *Journal of Tech and Behavioral Science*, Nov 17, 1-15.
- Frost, K.M., Brian, J., **Gengoux, G.W.**, Hardan, A., Rieth, S.R., Stahmer, A., Ingersoll, B. (2020). Identifying and measuring the common elements of naturalistic developmental behavioral

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interventions for autism spectrum disorder: Development of the NDBI-Fi. *Autism: International Journal of Research and Practice*, 24(8), 2285-2297.

- *McDaniel, J., Yoder, P., *Crandall, M., Millan, M.E., Ardel, C.M., **Gengoux, G.W.** & Hardan, A.Y. (2020). Effects of pivotal response treatment on reciprocal vocal contingency in a randomized controlled trial of children with autism spectrum disorder. *Autism*, 24(6), 1566-1571.
- Gengoux, G.W.**, Abrams, D.A., Schuck, R., Millan, M.E., Libove, R., Ardel, C.M., Phillips, J.M., *Fox, M., Frazier, T.W. & Hardan, A.Y. (2019). A pivotal response treatment package for children with autism spectrum disorder: An RCT. *Pediatrics*, 144(3), e20190178
- Hegarty, J.P., **Gengoux, G.W.**, Berquist, K.L., Millan, M.E., Tamura, S.M., Karve, S., Rosenthal, M., Phillips, J., Hardan, A. (2019). A pilot investigation of neuroimaging predictors for the benefits from pivotal response treatment for children with autism. *Journal of Psychiatric Research*, 111, 140-144.
- Gengoux, G.W.**, *Schapp, S., *Burton, S., Ardel, C.M., Libove, R.A., Baldi, G., Berquist, K.L., Phillips, J.L., & Hardan, A.Y. (2018). Effects of a parent-implemented developmental reciprocity treatment program for children with autism spectrum disorder. *Autism*, 23(3), 713-725.
- Steiner, A.M., **Gengoux, G.W.**, Smith, A. & Chawarska, K. (2018). Role of parental stress and synchrony in parent-child interaction in infants at-risk for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(10), 3562-3572.
- Gengoux, G.W.**, Berquist, K.B., *Salzman, E., *Schapp, S., Phillips, J.M., Frazier, T.W., Minjarez, M.B., & Hardan, A.Y. (2015). Pivotal Response Treatment parent training for autism: Findings from a 3-month follow-up evaluation. *Journal of Autism and Developmental Disorders*, 45, 2889-2898.
- Hardan, A.Y., **Gengoux, G.W.**, Berquist, K.L., Libove, R.A., Ardel, C.M., Phillips, J., Frazier, T.W., & Minjarez, M.B. (2015). A randomised controlled trial of Pivotal Response Treatment Group for parents of children with autism. *Journal of Child Psychology and Psychiatry*, 56(8), 884-892.
- Gengoux, G.W.** (2015). Priming for social activities: Effects on interactions between children with autism and typically developing peers. *Journal of Positive Behavior Interventions*, 17, 181-192.
- Steiner, A.M., **Gengoux, G.W.**, Klin, A., & Chawarska, K. (2013). Pivotal Response Treatment for infants at-risk for autism spectrum disorders: A pilot study. *Journal of Autism and Developmental Disorders*, 43, 91-102.
- Macari, S.L., Campbell, D., **Gengoux, G.W.**, Saulnier, C.A., Klin, A.J., & Chawarska, K. (2012). Predicting developmental status from 12 to 24 months in infants at risk for Autism Spectrum Disorder: A preliminary report. *Journal of Autism and Developmental Disorders*, 42(12), 2636-2647.

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- Koegel, R. L., **Werner, G. A.**, Vismara, L. A., & Koegel, L. K. (2005). The effectiveness of contextually supported play date interactions between children with autism and typically developing peers. *Research and Practice for Persons with Severe Disabilities*, 30, 93-102.
- Gollan, T.H., Montoya, R., & **Werner, G.**, (2002). Semantic and letter fluency in Spanish-English bilinguals. *Neuropsychology*, 16, 562-576.

Other Peer-Reviewed Academic Contributions

- White, D.M., Aufderheide-Palk, C., & **Gengoux, G.W.** (2021). Clinician delivery of virtual pivotal response treatment with children with autism during the COVID-19 pandemic. *Social Sciences*, 10, 414. <https://doi.org/10.3390/socsci10110414>
- Bradshaw, J., Steiner, A., **Gengoux, G.**, & Koegel, L. (2015). Feasibility and effectiveness of very early intervention for infants at-risk for autism spectrum disorder: A systematic review. *Journal of Autism and Developmental Disorders*, 45, 778–794.

Books

- Gengoux, G.W.**, Zack, S.E., Derenne, J.L., Robinson, A., Dunn, L.B., Roberts, L.W. (2020). *Professional Well-Being: Enhancing Wellness Among Psychiatrists, Psychologists, and Mental Health Clinicians*. APA Publishing

Book Chapters

- White, D.M., *Baeza-Hernandez, K., *Isotalo, C. & **Gengoux, G.W.** (revisions submitted). Treatment of Autism Spectrum Disorders. In J.L. Matson (Ed). *Handbook of Clinical Child Psychology: Theory to Practice*, Springer Nature.
- Gengoux, G.W.** & Christianson, C. (under final editorial review). Ethics in clinical leadership. In J. Lauriello, S. Saeed & L. Roberts (Eds). *Textbook of Psychiatric Administration and Leadership*, APA Publishing.
- Gengoux, G.W.**, McNerney, E. & Minjarez, M.B. (2019). Selecting meaningful skills for teaching in the natural environment. In Y. Bruinsma, M.B. Minjarez, L., Schreibman & A.C. Stahmer, *Naturalistic Developmental Behavioral Interventions in the Treatment of Children of Autism Spectrum Disorder* (pp. 45-75). Baltimore: Paul H. Brookes.
- Gengoux, G.W.**, *Soares, E.E. & Bruinsma, Y. (2019). Guiding meaningful goal development. In Y. Bruinsma, M.B. Minjarez, L., Schreibman & A.C. Stahmer, *Naturalistic Developmental Behavioral Interventions in the Treatment of Children of Autism Spectrum Disorder* (pp. 213-234). Baltimore: Paul H. Brookes.
- Bruinsma, Y. & **Gengoux, G.W.** (2019). Improving social skills and play. In Y. Bruinsma, M.B. Minjarez, L., Schreibman & A.C. Stahmer, *Naturalistic Developmental Behavioral Interventions in the Treatment of Children of Autism Spectrum Disorder* (pp. 277-307). Baltimore: Paul H. Brookes.

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Gengoux, G.W. & Vismara, L.A. (2019). Expanding friendship opportunities for children with autism spectrum disorder. In R.L. Koegel & L.K. Koegel (Eds.). *Pivotal Response Treatment for Autism Spectrum Disorders, Second Edition* (pp. 81-104). Baltimore: Paul H. Brookes.

Steiner, A. M. & **Gengoux, G.W.** (2018). Strength-Based Approaches to Working with Families of Children with ASD. In M. Siller & L. Morgan (Eds.) *Handbook of Parent-Implemented Interventions for Very Young Children with Autism* (pp. 155-168). Cham, Switzerland: Springer Nature.

Koegel, L. K., Koegel, R. L., Fredeen, R. M., & **Gengoux, G. W.** (2008). Naturalistic behavioral approaches to treatment. In K. Chawarska, A. Klin, & F. R. Volkmar (Eds.) *Autism spectrum disorders in infants and toddlers: Diagnosis, assessment, and treatment* (pp. 207-242). New York: Guilford Press.

Werner, G. A., Vismara, L. A., Koegel, R. L., Koegel, L. K. (2006). Play dates, social interactions, and friendships. In R. L., Koegel & L. K. Koegel (Eds.) *Pivotal Response Treatments for autism: Communication, social and academic development* (pp. 199-213). Baltimore, MD: Paul H. Brookes.

Training Manuals

Vismara, L. A., **Gengoux, G. W.**, Boettcher, M. A., Koegel, R. L., & Koegel, L. K. (2006). *Facilitating play dates for children with autism and typically developing peers in natural settings: A training manual*. Santa Barbara, CA: University of California.

Smith, S. R., **Werner, G. A.**, Green, J. G. (2005). *Collaborative neuropsychological assessment manual*. Santa Barbara, CA: University of California.

Book Reviews

Gengoux, G. W. (2008). Book Review: Mary Korpi, Guiding your teenager with special needs through the transition from school to adult life: Tools for parents. *Journal of Autism and Developmental Disorders*, 38(8), 1605-1606.

Invited Commentary

Gengoux, G.W. & Roberts, L.W. (2019). Ethical use of student profiles to predict and prevent development of depression symptoms in medical school. *Academic Medicine*, 94(2), 162-165.

Editorial

Gengoux, G.W. & Roberts, L.W. (2018). Enhancing wellness and engagement among healthcare professionals. *Academic Psychiatry*, 42(1), 1-4.

Digital Publications

Gengoux

Gengoux, G.W. & Kaysen, D. (4 Aug 2020). Psychological First Aid in Time of COVID-19. *Psychiatric News*. <https://psychnews.psychiatryonline.org/doi/10.1176/appi.pn.2020.8a18>

Invited contributor for *SAGE Encyclopedia of Intellectual and Developmental Disorders* (by SAGE Publications)

Gengoux, G. (2018): Pivotal Response Therapy. In: Braaten E. (Ed.) *SAGE Encyclopedia of Intellectual and Developmental Disorders*.

Guest expert contributor for *BeWell@Stanford*

Topic: Creating Quality Family Time when a Child has Autism Spectrum Disorder (published online 5/7/16)

Guest expert contributor for *AbilityPath.org*

Topics: Helpful Holiday Hints for Special Needs Families (published online 12/14/11)

Invited contributor for *Encyclopedia of Autism Spectrum Disorders* (published by SpringerReferenceLive)

Gengoux G.: Infants with Autism. In: Volkmar F. (Ed.) *Encyclopedia of Autism Spectrum Disorders*: SpringerReference (www.springerreference.com). Springer-Verlag Berlin Heidelberg, 2013. DOI: 10.1007/SpringerReference_333090 2012-12-12 14:31:14 UTC

Gengoux G.: Age Equivalents. In: Volkmar F. (Ed.) *Encyclopedia of Autism Spectrum Disorders*: SpringerReference (www.springerreference.com). Springer-Verlag Berlin Heidelberg, 2013. DOI: 10.1007/SpringerReference_333089 2012-12-12 14:31:13 UTC

Professional Conference Symposia

Matlow, R., Trivedi, R., McKinley, K.L., Kaysen, D., & **Gengoux, G.W.** (2021, April). Application of Psychological First Aid to Healthcare Workers at Onset of COVID-19 Pandemic. In *Psychological effects and interventions during the COVID-19 pandemic*. Oral presentation session for the International Conference on Physician Health (ICPH) (online).

Gengoux, G.W., *Shahabuddin, A., *Schwartzman, J., Schuck, R., *Strong, K., Ardel, C.M. & Hardan, A.Y. (2020, October). Pivotal Response Treatment: Application to New Populations and Service Delivery Models. In A. Hardan & G. Gengoux (Chairs), *Novel Early Interventions for Autism: Basic Principles and New Research*. Symposium co-chaired at the American Academy of Child and Adolescent Psychiatry (AACAP) Annual Conference (online).

*Fox, M., Phillips, J., *Acker, C., Ardel, C.M., Hardan, A.Y., & **Gengoux, G.W.** (2019, April). *Using the Brief Observation of Social Communication Change (BOSCC) to Evaluate Change in Parent-Child Interaction Following Pivotal Response Treatment (PRT)* and *Schwartzman, J.M., *Strong, K., Schuck, R.K., Ardel, C.M., Libove, R., Hardan, A.Y., & **Gengoux, G.W.** (2019, April). *Expanding Beyond Autism: Effects of Pivotal Response Treatment for Children with Diverse Developmental Disabilities*. In **G.W. Gengoux** (Chair), *Naturalistic Developmental Behavioral Interventions (NDBIs): Expanding Intervention Programs and Developing Assessment Tools for Children with Diverse Neurodevelopmental Disabilities*. Symposium chaired at the 52nd Annual Gatlinburg Conference, San Antonio, TX.

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- Gengoux, G.W.**, *Hopkins, J., Millan, M.E., Schuck, R. & Hardan, A.Y. (2018, August). Group treatment and parent training to enhance social success for young children with autism. In R.L. Koegel., *Evidence-Based Strategies for Improving Socialization for Children and Adults With Autism*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.
- *Schwartzman, J., Hardan, A.Y., Phillips, J.M., Ardel, C.M., Libove, R.A., *Furay, E. & **Gengoux, G.W.** (2018, August). Parent stress in autism: Relationship with parent ratings and child treatment outcome. In *Parent Perceptions in Families of Children with Intellectual/Developmental Disabilities*. Oral presentation session conducted at the annual meeting of the American Psychological Association, San Francisco, CA.
- Gengoux, G.W.**, Phillips, J.M., Ardel, C.M., Millan, E.M., Schuck, R., Frazier, T.W. & Hardan, A.Y. (2018, May). Child behavioral outcomes from a randomized controlled trial of Pivotal Response Treatment. In *Early Intervention*. Oral presentation session conducted at the annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.
- Gengoux, G.W.**, *Hopkins, J.M., Schuck, R.K., Millan, M.E., & Hardan, A.Y. (2017, August). Social motivation intervention for children with autism spectrum disorder: Improving peer initiations. In E. Laugeson (Chair), *Social Skills Treatment for Autism Across the Lifespan: Evidence from Randomized Controlled Trials*. Symposium conducted at the annual meeting of the American Psychological Association, Washington, DC.
- Gengoux, G.W.**, *Hopkins, J.M., Schuck, R.K., Millan, M.E., & Hardan, A.Y. (2017, May). Enhancing social motivation in inclusive settings: Outcomes from a randomized controlled trial for preschool children with autism spectrum disorder. In *Interventions with Young Children and Parents*. Oral presentation session conducted at the International Meeting for Autism Research, San Francisco, CA.
- Hardan, A., **Gengoux, G.**, Phillips, J., Ardel, C., Millan, E., Schuck, R., & Frazier, T. (2015, May). Pivotal Response Treatment package: Combining parent training with clinician-delivered in-home treatment. In A. Hardan (Chair), *Pivotal Response Treatment: Novel intervention models to optimize outcome*. Panel conducted at the International Meeting for Autism Research, Salt Lake City, UT.
- Gengoux, G.W.**, *Hopkins, J., Schuck, R., Millan, M.E., & Hardan, A.Y. (2017, March). Social motivation intervention for children with autism spectrum disorder: Improving peer initiations. In G. Gengoux (Chair), *Social motivation: Innovative social skills treatments and meaningful outcome measures for individuals with ASD*. Symposium conducted at the 50th Annual Gatlinburg Conference, San Antonio, TX.
- Gengoux, G.W.**, Phillips, J.M., Ardel, C.M., Millan, M.E., Schuck, R., Frazier, T.W., & Hardan, A.Y. (2016, August). Combining parent- and clinician-delivered early intervention in a Pivotal Response Treatment trial. In G. Gengoux (Chair), *Evidence-based early intervention for autism: Integrating parent- and clinician-delivered treatments*. Symposium conducted at the annual meeting of the American Psychological Association, Denver, CO.

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- Gengoux, G.W.**, Minjarez, M., Berquist, K.L., Phillips, J., Frazier, T., & Hardan, A. (2014, August). Randomized controlled trial of Pivotal Response Treatment (PRT) parent training group. In E.A. Laugeson (Chair), *Intervention approaches in autism and intellectual developmental disabilities*. Symposium conducted at the annual meeting of the American Psychological Association, Washington DC.
- Gengoux, G.W.**, Minjarez, M., Berquist, K., Phillips, J., Frazier, T., & Hardan, A. (2013, May). Randomized controlled trial of Pivotal Response Treatment (PRT) parent training group. In *Treatments: Behavioral interventions*. Oral presentation session conducted at the International Meeting for Autism Research, San Sebastian, Spain.
- Minjarez, M.B., **Gengoux, G.W.**, Berquist, K., Phillips, J., Frazier, T., & Hardan, A. (2012, May). Group parent education in Pivotal Response Treatment (PRT): Preliminary outcomes of a randomized controlled trial. In *Interventions: Controlled Treatment Trials*. Oral presentation session conducted at the International Meeting for Autism Research, Toronto, Canada.
- Gengoux, G.W.**, Minjarez, M.B., & Hardan, A.Y. (2012, February). Teaching parents of children with ASD to facilitate cooperative play with peers. In G. Gengoux (Chair), *Examining Child and Family Outcomes of Parent Training in Community-Based Settings*. Symposium presented at the annual meeting of the California Association for Behavior Analysis, Irvine, CA.
- Gengoux, G.**, Minjarez, M., Berquist, K., Phillips, J., Frazier, T., & Hardan, A. (2011, May). Group parent education in Pivotal Response Treatment (PRT): Preliminary outcomes of a randomized controlled trial. In *Interventions: Controlled Treatment Trials*. Oral presentation session conducted at the International Meeting for Autism Research, San Diego, CA.
- Gengoux, G.W.** (2010, August). Prelinguistic communication intervention for infant siblings of children with autism. In J. McPartland (Chair), *Autism spectrum disorders---Symptoms, impacts, and treatment*. Symposium conducted at the annual meeting of the American Psychological Association, San Diego, CA.
- Gengoux, G.W.**, Mossman, A.P., & Chawarska, K. (2010, May). Infant siblings of children with autism: Results of a parent-child intervention. In J. Jang (Chair), *Issues in the understanding and diagnosis of autism*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Antonio, TX.
- Gengoux, G.W.**, Steiner, A.M., & Chawarska, K. (2010, February). Infant siblings of children with autism: Results of a parent-child intervention. In G. Gengoux (Chair), *Infants and toddlers at risk for ASD: Developmentally informed behavioral interventions*. Symposium conducted at the annual meeting of the California Association for Behavior Analysis, Irvine, CA.
- Gengoux, G.W.** (2007, August). Priming for cooperative activities with children with autism: Effects on social interactions with typically developing peers. In R. Koegel (Chair), *Autism: Improving outcomes by focusing on strengths*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.

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- Gengoux, G.W.** (2007, May). Priming for cooperative activities with children with autism: Effects on social interactions with typically developing peers. In R. Fredeen (Chair), *Motivational strategies for increasing social interaction between children with autism and their typically developing peers*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Diego, CA.
- Gengoux, G. W.** (2007, March). Priming for cooperative activities with children with autism: Effects on social interactions with typically developing peers. In E. Klein (Chair), *Strength-based treatments for children with autism*. Symposium conducted at the annual meeting of the Association for Positive Behavior Support, Boston, MA.
- Werner, G. A., Green, J. G., & Smith, S. S.** (2006, March). Evaluating alliance in collaborative neuropsychological assessment. In S. Smith (Chair), *Collaborative neuropsychological assessment as a therapeutic intervention*. Symposium conducted at the annual meeting of the Society for Personality Assessment, San Diego, CA.
- Werner, G. A., Mossman, A., Koegel, R. L., & Koegel, L. K.,** (2006, February). Using stimulus fading to teach functional speech to young children with autism who have only a few non-functional words under restricted stimulus conditions. In R. L. Koegel (Chair), *Early intervention techniques for speech acquisition in young children with autism spectrum disorders*. Symposium conducted at the annual meeting of the California Association for Behavior Analysis, Burlingame, CA.
- Werner, G. A., Vismara, L. A., Koegel, R. L., & Koegel, L. K.** (2006, February). Promoting play date interactions between children with autism and typically developing peers. In Boettcher, M. A. (Chair), *Using Pivotal Response Treatment to increase social interaction between children with autism and their typically developing peers*. Symposium conducted at the annual meeting of the California Association for Behavior Analysis, Burlingame, CA.
- Werner, G. A., Vismara, L., Koegel, R. L., & Koegel, L. K.** (2005, August). Promoting play date interactions between children with autism and typically developing peers. In K. Sze (Chair), *Communicative and social interventions for children with autism using Pivotal Response Treatment*. Symposium conducted at the annual meeting of the American Psychological Association, Washington, D.C.
- Openden, D., & **Werner, G. A.** (2005, July). Pivotal Response Treatment. In J. Anderson (Chair), *Supporting students with autism and other disabilities in inclusive settings: Preschool to young adults*. Summer Symposium of the California Chapter of The Association for Persons with Severe Handicaps (CalTASH), Santa Barbara, CA.
- Vismara, L., **Werner, G. A.,** Boettcher, M., Koegel, R. L., & Koegel, L. K. (2005, February). Promoting play date interactions between children with autism and typically developing peers. In D. Openden (Chair), *Promoting social skills in children with autism through play dates, summer camps, and after-school extracurricular activities*. Symposium conducted at the annual meeting of the California Association for Behavior Analysis, Dana Point, CA.
- Vismara, L., **Werner, G. A.,** Boettcher, M., Koegel, R. L., & Koegel, L. K. (2004, November). Promoting play date interactions between children with autism and typically developing

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peers. In D. Openden (Chair), *Promoting social skills in children with autism through play-dates, summer camps, and after-school extracurricular activities*. Symposium conducted at the annual meeting of The Association for Persons with Severe Handicaps (TASH), Reno, NV.

Werner, G. A., & Charlop-Christy, M. H. (2003, February). Stimulus overselectivity and the Picture Exchange Communication System (PECS). In M. H. Charlop-Christy (Chair), *Expanding the repertoires of children with autism*. Symposium conducted at the annual meeting of the California Association for Behavior Analysis, Newport Beach, CA.

Werner, G. A., Vismara, L. A., Boettcher, M., Koegel, R. L., & Koegel, L. K. (2003, February). Facilitating social interaction for children with autism through “play dates” with peers. In *Facilitating social development in children with autism with motivational pivotal response interventions*. Symposium conducted at the annual educational conference of the UCSB Graduate Student Association of Education, Santa Barbara, CA.

Werner, G. A., & Charlop-Christy, M. H. (2002, April). Stimulus overselectivity and the Picture Exchange Communication System (PECS). In M. H. Charlop-Christy (Chair), *Using visual strategies to treat children with autism*. Symposium conducted at the annual meeting of the Western Psychological Association, Irvine, CA.

Invited Lectures

Gengoux, G.W. (2021, November). Everything You Do Matters: Individual and System Strategies for Building a Culture of Wellness in Challenging Circumstances. *Oregon Health & Science University's 2021 Professionalism Week*. Invited address (online).

Gengoux, G.W. (2021, October). Keynote: Your Mental Health is Critical for Your Success. *52nd Annual Progress Seminar* hosted by Chamber San Mateo County (online).
<https://www.youtube.com/watch?v=VACdNRsGNX0>

Gengoux, G.W. (2021, September). Best Practices for PRT Telehealth Delivery. *The Thirteenth Annual International Pivotal Response Treatment Conference for ASD*. Invited address (online).

Gengoux, G.W. (2021, August). Keynote: Systems Solutions for Enhancing Professional Well-being. In *Organizational Well-being in Health Care: A National Symposium* hosted by the Mental Health Technology Transfer Center (online).
<https://www.youtube.com/watch?v=71OnXUFICP8>

Gengoux, G.W. (2021, March). COVID WELLNESS: Resilience Recipes for Personal and Workplace Success under Challenging Circumstances, *Lecture and Panel Discussion*. Society for Pediatric Pathology Annual Conference (online).

Gengoux, G.W. (2021, January). Resilience Recipes for Personal and Workplace Success under Challenging Circumstances. *Stanford Physician Wellness Forum* (online).

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- Gengoux, G.W.** (2020, September). Applications of PRT to Improve Social Interactions with Peers. *The Twelfth Pivotal Response Treatment Conference*. Invited address, (online).
- Gengoux, G.W.** (2020, August). Maintaining energy, connection, and impact during remote work. *Telehealth in Clinical Practice: Considerations for Intervention & Assessment*. Veterans Affairs & Palo Alto Health Care System (online).
- Gengoux, G.W.** (2020, February). Wellness in the competitive environment. *Stanford Maternal and Child Health Research Institute & Eureka Institute for Translational Medicine*. Invited presentation, Monterey, CA.
- Gengoux, G.W.** (2020, February). Pivotal Response Training to Accelerate Communication and Social Development of Children with Autism Spectrum Disorder. *Belmont-Redwood Shores Opening Doors Parent-Teacher Association*. Invited address, Redwood City, CA.
- Gengoux, G.W.** (2019, November). Pivotal Response Treatment to Accelerate Communication and Social Development of Children with Autism Spectrum Disorder. *Center for Speech Language and Occupational Therapy (CSLOT)*. All Staff Inservice, San Jose, CA.
- Gengoux, G.W.** (2019, October). Teaching First Words, Expanding Friendship Opportunities, and Building Family Resilience. *Help Group Summit*. Invited address, Los Angeles, CA.
- Gengoux, G.W.** (2019, September). Using Pivotal Response Treatment (PRT) for Enhancing Social Development and Peer Interactions. *The Eleventh Pivotal Response Treatment Conference*. Invited address, Stanford, CA.
- Gengoux, G.W.** (2019, September). The Power of Pivotal Treatment Targets: Teaching First Words, Expanding Friendship Opportunities, and Building Family Resilience. *Autism Research Working Group*. Invited presentation, Stanford University, Stanford, CA.
- Gengoux, G.W.** (2019, April). *Helping Children Make and Keep Friends*. Invited presentation to Nixon Elementary Parent Teacher Association, Palo Alto, CA.
- Gengoux, G.W.** (2019, March). *The Power of Pivotal Treatment Targets: Teaching First Words, Expanding Friendship Opportunities, and Building Family Resilience*. Invited Grand Rounds for Marcus Autism Center, Atlanta, GA.
- Gengoux, G.W. & Koegel, L.K.** (2018, March). Motivating young children to communicate and play with peers. *11th Annual Autism Spectrum Disorder Update*. Invited breakout session, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Gengoux, G.W.** (2017, March). Building social success for preschool children with autism. *Tenth Annual Autism Spectrum Disorder Update*. Invited presentation, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Gengoux, G. W.** (2015, November). New approaches to early intervention for autism spectrum disorder. *Genentech ASD Parent Group*. Invited presentation, Genentech, South San Francisco, CA.

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- Gengoux, G.W.** (2015, April). New breakthroughs in Pivotal Response Treatment and early intervention. *Eighth Annual Autism Spectrum Disorder Update*. Invited presentation, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Gengoux, G.W.** (2014, September). From first words to first friends: Pivotal Response Treatment strategies for parents and professionals. *Thirteenth Annual Morgan Autism Center Conference*. Invited Presentation, Santa Clara, CA.
- Gengoux, G.W.** (2014, September). Group parent training to improve social communication skills: Parent and child outcomes. *The Seventh International Pivotal Response Treatment Autism & Asperger's Conference*. Invited address, Santa Barbara, CA.
- Laugeson, E., **Gengoux, G.W.** (2014, April). Fostering social connectiveness. *Seventh Annual Autism Spectrum Disorder Update*. Invited breakout session, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Gengoux, G.W.** (2014, May) Autism spectrum disorder (ASD): What do we know? and where are we going next? Invited presentation to the *Palo Alto Auxiliary for Children*, Palo Alto, CA.
- Gengoux, G.W.** (2014, March). Autism and communication. Invited panelist for *Canine Companions for Independence* event. Santa Rosa, CA.
- Gengoux, G.W.** (2013, October). Autism spectrum disorder: Update and discussion. Invited presentation to the *Hillsborough Auxiliary to Community Gatepath*, Hillsborough, CA.
- Gengoux, G.W.** (2013, September). Randomized controlled trial of PRT parent training group. *The Sixth International Pivotal Response Treatment Autism & Asperger's Conference*. Invited address, Santa Barbara, CA.
- Gengoux, G.W., & Berquist, K.** (2013, June). Early interventions: Pivotal Response Treatment (PRT). *Sixth Annual Autism Spectrum Disorder Update*. Invited breakout session, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Koegel., L., **Gengoux, G.W., & Berquist, K.** (2013, June). Making friends. *Sixth Annual Autism Spectrum Disorder Update*. Invited breakout session, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Gengoux, G.W.** (2012, October). Naturalistic behavioral strategies for promoting language and social development. *Marin and North Bay Autism Lecture Series*, Invited Presentation. Marin County Office of Education, San Rafael, CA.
- Gengoux, G.W.** (2012, October). Naturalistic behavioral strategies for promoting language and social development. *Peninsula and South Bay Autism Lecture Series*, Invited Presentation. Wings Learning Center, Redwood City, CA.

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- Gengoux, G.W. & Hardan, A.Y.** (2012, September). Innovative research targeting communication deficits in autism. *Eleventh Annual Morgan Autism Center Conference*. Invited Presentation, Santa Clara, CA.
- Gengoux, G.W.** (2012, September). Providing group parent training to improve social communication skills for children with autism. In R. L. Koegel, & L. K. Koegel (Chairs), *Fifth Pivotal Response Treatment Conference*. Invited address, Santa Barbara, CA.
- Gengoux, G.W.** (2012, September). Pivotal Response Treatment (PRT) strategies for increasing peer interactions. In R. L. Koegel, & L. K. Koegel (Chairs), *Fifth Pivotal Response Treatment Conference*. Invited address, Santa Barbara, CA.
- Gengoux, G.W.** (2012, September). Workshop: Facilitating social interactions. In R. L. Koegel, & L. K. Koegel (Chairs), *Fifth Pivotal Response Treatment Conference*. Invited workshop, Santa Barbara, CA.
- Gengoux, G.W.** (2012, August). Motivating children with autism: Pivotal Response Treatment approaches to improving social communication. *Autism Professionals Circle*. Invited Presentation, San Mateo, CA.
- Gengoux, G.W.** (2011, July). Pivotal Response Treatment in schools: Fostering social communication in the classroom and on the playground. *Collaboration of Autism Specialists Training (COAST) Program Summer Institute*. Invited presentation, California State University, Los Angeles, CA.
- Gengoux, G.W.** (2011, April). Parent education strategies for improving social communication: Focus on Pivotal Response Treatment. *4th Annual Autism Spectrum Disorder Update*. Invited presentation, Stanford University and Lucile Packard Children's Hospital, Palo Alto, CA.
- Gengoux, G.W.** (2011, February). Early detection and diagnosis of autism: Clinical evaluation of infants and toddlers. *Bay Area Autism Consortium Retreat*. Invited presentation, Children's Health Council, Palo Alto, CA.
- Gengoux, G.W.** (2010, October). Pivotal Response Treatment research: Motivating children with autism to communicate, interact, and play. *Autism Working Group*. Invited presentation, Stanford University, Palo Alto, CA.
- Gengoux, G.W.** (2010, July). Can I Play? Motivating young children with autism to communicate, interact, and play. *Collaboration of Autism Specialists Training (COAST) Program Summer Institute*. Invited presentation, California State University, Los Angeles, CA.
- Gengoux, G.W.** (2009, September). Antecedent strategies to promote social interaction: Creating a context for competence. In R. L. Koegel, & L. K. Koegel (Chairs), *Fourth annual Pivotal Response Treatment conference*. Invited workshop, Santa Barbara, CA.
- Gengoux, G.W.** (2009, July). Social skills assessment in children with autism spectrum disorders. *Summer Institute on Assessment for Individuals with Autism Spectrum Disorders*. Invited presentation, Southern Connecticut State University, New Haven, CT.

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- Mossman, A.M., & **Gengoux, G.W.** (2009, June). Infant siblings of children with autism: Preliminary results of a parent-child intervention. *Autism Science Meeting*. Invited presentation, Yale Child Study Center, New Haven, CT.
- Gengoux, G.W.** (2008, September). Improving social competence in children with autism spectrum disorders. In R. L. Koegel, & L. K. Koegel (Chairs), *Third annual Pivotal Response Treatment conference*. Invited presentation, Santa Barbara, CA.
- Gengoux, G.W.** (2008, June). Motivational behavioral strategies for facilitating social interaction. In C. Saulnier (Chair), *Autistic spectrum disorders: Current issues in assessment, diagnosis and treatment*. Invited presentation for the Children's Center of Hamden, Hamden, CT.
- Werner, G. A.** (2006, March). Promoting play date interactions between children with autism and typically developing peers. In R. L. Koegel, & L. K. Koegel (Chairs), *First annual Pivotal Response Treatment conference*. Invited presentation, Santa Barbara, CA.
- Werner, G. A.** (2006, March). Teaching functional speech: Transferring stimulus control from TV to live voice. In R. L. Koegel, & L. K. Koegel (Chairs), *First annual Pivotal Response Treatment conference*. Invited presentation, Santa Barbara, CA.
- Werner, G. A., Vismara, L. A., Koegel, R. L., & Koegel, L. K.** (2006, March). Strategies for facilitating meaningful interactions during play dates with typically developing peers. In L. K. Koegel & R. L. Koegel (Chairs), *Improving socialization in children with autism or Asperger's Disorder*. Invited presentation for the SW SELPA & Family Resource Center Conference on Best Practices in Autism, Torrance, CA.

Webinars

- Gengoux, G.W.** (March 17, 2021) Navigating Family Life During Covid-19. Live interview for *Stanford Women's Health Lunch* (webinar)
<https://www.youtube.com/watch?v=uPCxe61ca3Y>
- Gengoux, G.W.** (February 19, 2021). *Your Mental Health is Critical for Your Success*. Live webinar for San Mateo County Economic Development Association (SAMCEDA) Business & Economics Leadership Day.
- Gengoux, G.W.** (December 9, 2020). *Coping with COVID: Science-based Strategies to Cultivate Resilience and Overcome the Distress of Living in a Pandemic*. In Stanford Medicine Covid-19 Webinar hosted by Dean Lloyd Minor, MD
- Gengoux, G.W. & Joshi, S.V.** (May 5, 2020). *Boost Your Well-being During Quarantine*. Live webinar "Coffee Chat" for CREW Silicon Valley.
<https://crewsv.org/events/networking/2020-05-05-coffee-corner>
- Gengoux, G.W.** (April 21, 2020). *Empathy at Work: How Caring for Others Increases Productivity, Health, and Happiness*. Recorded live webinar for Stanford Medicine Corporate Partners.
shc.is/empathy

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ePosters

- Shkel, J., *Gagnon, E., Millan, M.E., Bundang, M., *Barnowski, A., Stratford, S. & **Gengoux, G.W.** (2021, October). *Teaching Parents to Facilitate Interaction between Young Children with Autism and Typically Developing Peers*. ePoster for the American Academy of Child and Adolescent Psychiatry annual conference (online).
- White, D.E., Aufderheide, C., Figueroa, J., Meza, E., Bundang, M., Libove, R., **Gengoux, G.W.**, & Hardan, A.Y. (2021, October). *Supporting Working Parents in an Academic Psychiatry Department during the COVID 19 Pandemic: The Virtual Child Engagement Program*. ePoster for the American Academy of Child and Adolescent Psychiatry annual conference (online).
- *Schwartzman, J.M., Millan, M.E. & **Gengoux, G.W.** (2021, May). *Predictors of Resilience in Parents of Children with Autism Spectrum Disorder (ASD)*. ePoster for the International Meeting for Autism Research (online).
- Willar, K.A., *Bruce, S. & Gengoux, G.W. (2021, May). *Exploring Outcomes of the PEERS Intervention for Adolescents with Autism Spectrum Disorder*. ePoster for the International Meeting for Autism Research (online).
- *Schwartzman, J.M., Millan, M.E. & **Gengoux, G.W.** (2020, May). *Resilience Intervention for Parents of Children with Autism: Findings from an RCT of the Amor Method*. ePoster for the International Meeting for Autism Research (online).
- Schuck, R.K., Gengoux, G.W. Ardel, C., Berquist, K., Orrick, E., *Karp, E. & Hardan, A.Y. (2020, May). *Pivotal Response Treatment Parent Training Delivered Via Telehealth: A Pilot Study*. ePoster for the International Meeting for Autism Research (online).
- Shkel, J., *Schwartzman, J.M., *Gagnon, E., Millan, M.E., Schuck, R.K., White, D., Hardan, A.Y., Phillips, J.M. & **Gengoux, G.W.** *Social Success: Using a Naturalistic Behavioral Intervention Approach with Parent Training to Enhance Child Motivation to Initiate Peer Interactions*. ePoster for the International Meeting for Autism Research (online).
- White, D.M., Shkel, J., Steele, M., Hardan, A.Y. & **Gengoux, G.W.** (2020, May). *Increasing Child-Initiated Communication in Young Children with Autism using Pivotal Response Treatment*. ePoster at the Applied Behavior Analysis International Conference (online).

Posters

- Gengoux, G.W.**, *Schwartzman, J.H., *Ruiz, A.A., Millan, M.E., Schuck, R.K., Weng, Y., Long, J. & Hardan, A.Y. (2019, May). *Objective Measurement of Initiations to Peers Following Behavioral Social Skills Treatment*. Poster at the International Meeting for Autism Research, Montreal, Canada.
- Yoder, P. McDaniel, J., Crandall, M., Millan, M.E., Ardel, C., **Gengoux, G.W.**, Hardan, A.Y. (2019, May). *The Effects of Pivotal Response Training on Reciprocal Vocal Contingency in Children with Autism Spectrum Disorder*. Poster at the International Meeting for Autism Research, Montreal, Canada.

Gengoux

- Schuck, R.K., Uljarevic, M., **Gengoux, G.W.**, *Gagnon, E., *Kaufman, M., Hardan, A.Y., & Phillips, J.M. (2019, May). *Measuring Improvements in Social Functioning Following Intervention in Young Children with Autism Using the Stanford Social Dimensions Scale*. Poster at the International Meeting for Autism Research, Montreal, Canada.
- *Schwartzman, J., Millan, E.M., *Ruiz, A.A., Schuck, R., Weng, Y., Long, J., Hardan, A.Y., & **Gengoux, G.W.** (2018, November). *Enhancing motivation for peer initiations in young children with autism spectrum disorder*. Poster at the inaugural research symposium of the Stanford Child Health Research Institute, Stanford, CA.
- McDaniel, J., Yoder, P., Crandall, M., Millan, M.E., Ardel, C.M., **Gengoux, G.**, & Hardan, A. (2018, June). *Effects of Pivotal Response Training on reciprocal vocal contingency in a randomized controlled trial of children with autism spectrum disorder*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
- Gengoux, G.W.**, Phillips, J.M., Ardel, C.M., Millan, M.E., Schuck, R.K., Frazier, T.W., Hardan, A.Y. (2017, May). *Child outcomes and behavioral predictors of treatment response for Pivotal Response Treatment*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- Hegarty, J.P., **Gengoux, G.W.**, Phillips, J.M., Tanaka, S., Frazier, T.W., Reiss, A.L., & Hardan, A.Y. (2017, May). *Structural neuroimaging predictors of benefits from Pivotal Response Treatment*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- *Hurts, J.R., Ardel, C., Baldi, G.G., Colamarino, S., Hardan, A.Y., & **Gengoux, G.W.** (2017, May). *Early Support Program for Autism: Bridging the gap between diagnosis and treatment*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- Gengoux, G.**, Minjarez, M.B., Phillips, J.M., Berquist, K.L., Ardel, C., Libove, R.A., Millan, M.E., Schuck, R., Frazier, T.W., & Hardan, A.Y. (2016, May). *Standardized measures of improvement in language across two randomized clinical trials of Pivotal Response Treatment*. Poster at the International Meeting for Autism Research, Baltimore, MD.
- Baldi, G.G., Ardel, C.M., Libove, R.A., *Schapp, S., *Burton, S., Phillips, J.M., Hardan, A.Y., **Gengoux, G.W.** (2016, May). *Effects of a parent-implemented developmental reciprocity program for children with autism spectrum disorder*. Poster at the International Meeting for Autism Research, Baltimore, MD.
- Hardan, A.Y., **Gengoux, G.W.**, Hegarty, J., Phillips, J.M., Tanaka, S., Frazier, T.W., & Reiss, A.L. (2016, May). *Neuroimaging predictors of benefits from Pivotal Response Treatment*. Poster at the International Meeting for Autism Research, Baltimore, MD.
- Minjarez, M.B., **Gengoux, G.W.**, Berquist, K., Ardel, C.M., Frazier, T., Hardan, A.Y. (2016, May). *Use of objective behavioral observation measures to evaluate outcomes of Pivotal Response Treatment*. Poster at the International Meeting for Autism Research, Baltimore, MD.

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Swain, D., **Gengoux, G.**, Phillips, J.M., Berquist, K.L., Scarpa, A., Frazier, T.W., Hardan, A., & Minjarez, M. (2016, May). *Changes in parenting stress as predictor of treatment outcome*. Poster at the International Meeting for Autism Research, Baltimore, MD.

Yurovsky, D., **Gengoux, G.W.**, Hardan, A.Y., & Frank, M.C. (2016, May). *Eye-tracking of social information processing as an outcome measure for clinical trials*. Poster at the International Meeting for Autism Research, Baltimore, MD.

*Salzman, E., *Schapp, S., *Solomon, E., Berquist, K., Minjarez, M., Frazier, T., Phillips, J., **Gengoux, G.** & Hardan, A. (2015, May). Lasting effects of a 12-week group parent education model for Pivotal Response Treatment. Poster at the *International Meeting for Autism Research*, Salt Lake City, UT.

*Wang, V.W., Hardan, A.Y., Boettcher-Minjarez, M., Berquist, K.L., Frazier, T.W., & **Gengoux, G.W.** (2012, August). *Parent fidelity of implementation of Pivotal Response Treatment following group parent training*. Poster presented at the annual meeting of the American Psychological Association, Miami, FL.

Gengoux, G.W., Steiner, A.M., & Chawarska, K. (2010, May). *Parent stress in infants at-risk for autism spectrum disorder*. Poster session presented at the International Meeting for Autism Research, Phoenix, AZ.

Gengoux, G.W., Steiner, A.M., & Chawarska, K. (2010, March). *Parenting stress in parents of infants at risk for autism spectrum disorder (ASD)*. Poster session presented at the International Conference for Infant Studies, Baltimore, MD.

Vismara, L. A., **Werner, G. A.**, Boettcher, M., Koegel, R. L., & Koegel, L. K. (2004, February). *Promoting play date interactions between children with autism and typically developing peers*. Poster session presented at the annual meeting of the California Association for Behavior Analysis, San Francisco, CA.

Werner, G. A., Klein, E., Babko, S., Koegel, L. K., & Koegel, R. L. (2003, May). *Facilitating social development in children with autism using motivational pivotal response interventions*. Poster session presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

Gollan, T.H., Montoya, R., & **Werner, G. A.** (2002, February). *Semantic and verbal fluency in Spanish-English bilinguals*. Poster session presented at the annual meeting of the International Neuropsychological Society, Toronto, Ontario, Canada.

HONORS, AWARDS and FELLOWSHIPS

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|------|---|
| 2019 | Autism Speaks
Top 10 Autism Studies of 2019 (Gengoux et al., 2019)
https://www.autismspeaks.org/science-news/top-10-autism-studies-2019 |
| 2017 | Golden Apple Teaching Award |

- Gengoux
PGSP-Stanford PsyD Consortium, Palo Alto, CA
- 2017 **Developmental Behavioral Pediatrics Network Travel Grant**
DBPNet Intensive Research Planning Meeting, Philadelphia, PA
- 2007 **GGSE Student Travel Grant**
University of California, Santa Barbara, CA
- 2006-2007 **Hosford Research Award**
University of California, Santa Barbara, CA
- 2002-2007 **Regents Special Fellowship**
University of California, Santa Barbara, CA
- 2006 **Student Travel Grant**
Society for Personality Assessment, San Diego, CA
- 2005 & 2003 **Graduate Division Grant for Jointly Edited Scholarly Journals**
University of California, Santa Barbara, CA
- 2003 **Block Grant Fellowship**
University of California, Santa Barbara, CA
- 2002 **Graduate Study Award**
Phi Beta Kappa Alumni Association in Southern California
- 2002 **Best Overall Achievement – Psychology**
Claremont McKenna College, Claremont, CA
- 2001-2002 **Phi Beta Kappa**
Claremont McKenna College, Claremont, CA
- 2000-2002 **Psi Chi Honor Society** (President 2001-2002)
Claremont McKenna College, Claremont, CA
- 1999-2002 **Distinguished Scholar**
Claremont McKenna College, Claremont, CA
- 2001 & 2002 **Community Service Internship Grant**
Claremont McKenna College, Claremont, CA

PROFESSIONAL ACTIVITIES AND MEMBERSHIPS

Editorial Activities

- 2012 – present Associate Editor, *Journal of Positive Behavior Interventions*
- 2016 – 2020 Field Editor for *Encyclopedia of Autism Spectrum Disorders, Second Edition*
(published by SpringerReferenceLive)

Gengoux

Journal Reviewer (Ad Hoc)

2012 – present	<i>Journal of Autism and Developmental Disorders</i>
2020	<i>Academic Medicine</i>
2020	<i>Journal of Community Psychology</i>
2020	<i>Academic Psychiatry</i>
2018 – 2020	<i>Autism</i>
2010 – 2012	<i>Journal of Positive Behavior Interventions</i>
2018	<i>Journal of Behavioral Education</i>
2018	<i>American Journal of Intellectual and Developmental Disabilities</i>
2017	<i>Journal of Intellectual Disability Research</i>
2017	<i>Research in Autism Spectrum Disorders</i>

Grant Review Panels

2018 – 2020	Scientist Reviewer, Autism Research Program, Congressionally Directed Medical Research Program, Department of Defense
2019	Reviewer, Autism Speaks 2019 Predoctoral Fellowship Program
2017 – 2021	Reviewer, Stanford Maternal Child Health Institute (MCHRI) Clinician Educator Grant Program

Community Service

2011 – 2020	Board Member, AbilityPath (formerly Community Gatepath), Burlingame, CA
2013 – 2020	Program Committee Chair, AbilityPath, Burlingame, CA
2018 – 2020	Developmental and Behavioral Intervention Workgroup Member, Evidence-based Practice Reviews, Autism Speaks Inc.

Department Service

2021 – present	Co-chair, Standing Well-being Advisory Committee
2019 – present	ICDP Quality Council member
2017 – present	Data Safety Monitoring Board member

Professional Memberships

2020 – present	International collaboration for Diagnostic Evaluation of Autism (IDEA)
2010 – present	American Psychological Association (APA) APA Division 33 (Intellectual and Developmental Disabilities) Member-At-Large (elected 2016-2018)
2010 – present	International Society for Autism Research (INSAR) Conference Abstract Reviewer 2015-2017
2011 – present	Bay Area Autism Consortium, Member
2017 – present	Stanford Maternal and Child Health Research Institute, Member
2018	California Association for Behavior Analysis (CalABA)

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MEDIA INTERVIEWS

- 2021 **Scopeblog.stanford.edu**, Erin Digitale (July 16, 2021)
 Interviewed regarding results of our newly published controlled trial of the AMOR resilience intervention for parents of children with ASD.
<https://scopeblog.stanford.edu/2021/07/16/program-improves-resilience-for-parents-of-kids-with-autism/>
- 2021 **Spectrumnews.org**, Laura Dattaro (April 19, 2021)
 Interviewed regarding changes to ASD assessment practices during COVID-19 pandemic for article titled “*Virtual autism assessments are likely here to stay*”.
<https://www.spectrumnews.org/news/virtual-autism-assessments-are-likely-here-to-stay/>
- 2021 **Mashable.com**, Siobhan Neela-Stock (April 15, 2021)
 Interviewed regarding best practices for talking with children with and without autism about the condition for article titled “*How to explain autism to kids*”.
<https://mashable.com/article/how-to-explain-autism-to-kids/>
- 2020 **UCSB Alumni News** (June 10, 2020)
 Interviewed regarding my career trajectory and new book about Professional Well-being for the article “*Grace Gengoux Helps the Helpers, and More*”
<https://education.ucsb.edu/alumni-news/grace-gengoux-helps-helpers-and-more>
- 2020 **Healthier, Happy Lives Blog**, Erin Digitale (May 20, 2020)
 Interviewed regarding impact of COVID-19 and distance learning on families of children with special needs for Stanford Children’s Health article titled “*Learning in the Age of COVID-19: How to Help Kids with Distance Learning*”
<https://healthier.stanfordchildrens.org/en/learning-in-the-age-of-covid-19-how-to-help-kids-with-distance-learning/>
- 2020 **SepctrumNews.org**, Laura Dattaro (April 30, 2020)
 Interviewed regarding new study of PRT telehealth delivery model during Covid-19 pandemic for the article “*Autism researchers adapt studies for a socially distant world*”
<https://www.spectrumnews.org/news/autism-researchers-adapt-studies-for-a-socially-distant-world/>
- 2019 **Theravive.com**, Patricia Tomasi (October 8, 2019)
 Interviewed regarding *Pediatrics* article regarding completed randomized controlled trial of Pivotal Response Treatment Package.
<https://www.theravive.com/today/post/this-type-of-therapy-improves-the-communication-skills-of-children-with-autism-0003473.aspx>
- 2019 **SpectrumNews.org**, Nicholette Zeliadt (September 12, 2019)
 Interviewed regarding *Pediatrics* article regarding completed randomized controlled trial of Pivotal Response Treatment Package.

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<https://www.spectrumnews.org/news/therapy-improves-speech-in-autistic-children-with-language-delay/>

2019 **HealthDay.com**, Alan Mozes (August 7, 2019)

Interviewed regarding *Pediatrics* article regarding completed randomized controlled trial of Pivotal Response Treatment Package.

<https://consumer.healthday.com/cognitive-health-information-26/autism-news-51/unlocking-speech-for-kids-with-autism-749061.html>

Stanford Medicine Press Release: <http://med.stanford.edu/news/all-news/2019/08/one-therapy-bests-others-at-motivating-kids-with-autism-to-speak.html>

2019 **Psychiatry Unbound**, Laura Roberts (February 8, 2019)

Interviewed regarding the topic of wellness for healthcare providers for the podcast “*Physician Suicide*”

<http://psychiatryunbound.apapublishing.libsynpro.com/physician-suicide>

2018 **Fatherly.com**, Andy Kryza (August 31, 2018)

Interviewed regarding early signs of autism for the article “*The Signs of Autism Parents Can Look for in Babies*” <https://www.fatherly.com/parenting/signs-autism-parents-can-look-for-in-babies/>

2017 **Bay Area Parent Magazine**, Mallory Pickett (February, 2017)

Interviewed regarding autism and resources for parents for the article “*What You Need to Know About Your Child’s Special Need*” <http://www.bayareaparent.com/Article/What-You-Need-to-Know-About-Your-Childs-Special-Need/>

2014 **SFARI.org**, Rachel Nuwer (December 1, 2014)

Interviewed regarding new Yale Child Study Center research documenting brain changes after PRT, for the article “*‘Brain-normalizing’ therapy points to new kind of biomarker*” <http://sfari.org/news-and-opinion/news/2014/brain-normalizing-therapy-points-to-new-kind-of-biomarker>

2014 **San Francisco Chronicle**, Erin Allday (March 28, 2014)

Interviewed regarding new Centers for Disease Control ASD prevalence data for the article “*1 in 68 kids diagnosed with autism; better testing cited*” <http://www.sfgate.com/default/article/1-in-68-kids-diagnosed-with-autism-better-5355631.php>

2013 **San Jose Mercury News**, Chris Palmer (February 19, 2013)

Interviewed regarding optimal outcomes for children with ASD for article “*Some autistic children recover, study shows*”

http://www.mercurynews.com/science/ci_22625747/

2011 **Stanford Medicine Magazine**, Erin Digitale (October 7, 2011)

Interviewed regarding parent involvement in autism treatment at Stanford for Autism Feature Story (published Spring 2012)

Gengoux

- 2011 **KLIV Radio AM 1590**, Michael Erwin (April 1, 2011)
Interviewed regarding 4th Annual Autism Spectrum Update
- 2010 **LA Times**, Jennifer Martinez (August 8, 2010)
Interviewed regarding Applied Behavior Analysis treatment for article “*Retired military families not eligible for autism treatment benefit*”
<http://articles.latimes.com/2010/aug/08/nation/la-na-autism-tricare-20100808>

ADDITIONAL PROFESSIONAL EXPERIENCE AND TRAINING

- 2021 **Physician Well-being Director Course**
Stanford WellMD/WellPhD Center
- 2016 **Brief Observation of Social Communication Change (BOSCC)**
Attended training at University of California, San Francisco
- 2016 **Early Start Denver Model (ESDM)**
Certification from UC Davis MIND Institute
- 2009 **Autism Diagnostic Observation Schedule Toddler Module (ADOS-T)**
Certificate of Reliability from University of Michigan Autism and Communication Disorders Center
- 2008 **Autism Diagnostic Observation Schedule (ADOS) Toddler Training Workshop**
University of Michigan Autism and Communication Disorders Center
- 2008 **Autism Diagnostic Observation Schedule (ADOS)**
Certificate of Reliability from University of Michigan Autism and Communication Disorders Center
(Booster Training 2016)
- 2004-2006 **Student Representative, CCSP Department Curriculum Committee**
University of California, Santa Barbara.
- 2003-2007 **Editorial Assistant, Research and Practice for Persons with Severe Disabilities**, University of California, Santa Barbara.
Supervisor: Lynn Kern Koegel, Ph.D.
- 2006 **Picture Exchange Communication System (PECS)**
Pyramid Certified PECS Implementer
- 2005 **Autism Diagnostic Interview - Revised (ADI-R)**
Certificate of Reliability from University of Michigan Autism and Communication Disorders Center

Gengoux
2001-2002

Editor, Psychology Department Newsletter
Claremont McKenna College