

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Yoder, Paul J.		POSITION TITLE Professor	
eRA COMMONS USER NAME (credential, e.g., agency login) yoderpj			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Louisiana State University	BS	1978	Psychology
George Peabody College	MS	1979	Special Education
University of North Carolina, Chapel Hill	PhD	1985	Special Education

A. Positions and Honors

Positions and Employment

- 1980 Research Assistant, Central Wisconsin Center for Developmentally Delayed, Madison, WI
- 1980 – 1981 Special Educator (mildly to moderately retarded preschoolers), East Baton Rouge Parish Schools
- 1981 Special Educator (moderately to severely language retarded toddlers), Baton Rouge Speech and Hearing Foundation
- 1982 – 1983 Special Educator (mildly to severely language disordered preschoolers), High Point Preschool Enrichment Center
- 1983 – 1985 Research Assistant, University of North Carolina at Chapel Hill
- 1984 Teaching Assistant, University of North Carolina at Chapel Hill
- 1985 – 1987 Postdoctoral Trainee, NICHD T32HD07226, Peabody College, Vanderbilt University
- 1986 – Pres Investigator, Vanderbilt Kennedy Center
- 1987 – 1993 Research Assistant Professor, Department of Special Education, Peabody College, Vanderbilt University
- 1993 – 1999 Research Associate Professor, Department of Special Education, Peabody College, Vanderbilt University
- 1999 – 2002 Research Professor, Department of Special Education, Peabody College, Vanderbilt University
- 2002 – Pres Professor, Department of Special Education, Peabody College, Vanderbilt University

B. Selected peer-reviewed publications (in chronological order)

- Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2001). An examination of the relation between teacher praise and students' with emotional/behavioral disorders opportunities to respond to academic requests. *Journal of Emotional and Behavioral Disorders, 10*, 1-13.
- Yoder, P., Bruce, P., & Tapp, J. (2001). Comparing sequential associations within a single dyad. *Behavioral Research Methods, Instruments, and Computers, 33*, 331-338.
- Yoder, P. J., McCathren, R., Warren, S., & Watson, A. L. (2001). Important distinctions in measuring maternal responses to communication in children with disabilities. *Communication Disorders Quarterly, 22*, 135-147.
- Yoder, P. J., & Warren, S. F. (2001). Intentional communication elicits language-facilitating maternal responses. *American Journal of Mental Retardation, 4*, 327-335.
- Yoder, P. J., & Warren, S. F. (2001). Relative treatment effects of two prelinguistic communication intervention on language development in toddlers with developmental delays varies by maternal characteristics. *Journal of Speech, Language, Hearing Research, 44*, 224-237.
- Camarata, S., & Yoder, P. (2002). Language transactions during development and intervention: Theoretical implications for developmental neuroscience. *International Journal of Developmental Neuroscience, 20*, 459-467.
- Harwood, K., Warren, S., & Yoder P. (2002). Importance of responsivity in developing contingent exchanges in beginning communicators. In J. Reichley, D., Beukelman, & J. Light (Eds.), *Exemplary strategies for beginning communicators: Implementing an argumentative communication system* (pp. 59-96). Baltimore, MD: Brookes.
- Henderson, L., Yoder, P., Yale, M., & McDuffie, A. (2002). Getting the point: Electrophysiological correlates of proto-declarative point. *International Journal for Developmental Neurosciences, 20*, 449-458.
- Leew, S., Warren, S., & Yoder, P. (2002). Infants and toddlers: Putting research into practice. In H. Goldstein, L. Kaczmarek, & K. English (Eds.), *Promoting social communication in children and youth with developmental disabilities* (pp. 151-172). Baltimore, MD: Brookes.

- Smith, J. D., Warren, S. F., Yoder, P. J., & Feurer, I. (2002). Teachers' use of natural communication intervention strategies. *Journal of Early Intervention*.
- Warren, S., Yoder, P., & Leew, S. (2002). Promoting the development of social communication in infants and toddlers. In H. Goldstein, L. Kaczmarek, & K. English (Eds.), *Promoting social communication in children and youth with developmental disabilities* (pp. 121-150). Baltimore, MD: Brookes.
- Yoder, P. J., & Warren, S. F. (2002). Effects of prelinguistic milieu teaching and parent responsivity education in dyads with children with intellectual disabilities. *Journal of Speech, Language, and Hearing Research*, *45*, 1158-1174.
- Warren, S., & Yoder, P. (2003). Early intervention for young children with language impairments. In L. Verhoeven & H. van Balkom (Eds.), *Classification of developmental language disorders: Theoretical issues and clinical implications* (pp. 267-381). Amsterdam: Lawrence Erlbaum.
- Yoder, P. J., Short-Meyerson, K., & Tapp, J. (2004). Measurement of behaviour with a special emphasis on sequential analysis of behaviour. In E. Emerson, T. Thompson, T. Parmenter & C. Hatton (eds.), *International Handbook of Research Methods in Intellectual Disability* (pp. 179-202). Wiley.
- Yoder, P. J., & Warren, S. F. (2004). Early predictors of language in children with and without Down syndrome. *American Journal on Mental Retardation*, *109*, 285-300.
- Yoder, P. J., Blackford, J., Waller, N., & Kim, Y. (2004). Enhancing power while controlling family-wise error in electrocortical studies. *Clinical and Experimental Neuropsychology*, *26*, 320-331.
- Yoder, P. J., & Tapp, J. (2004). Empirical guidance for time-window sequential analysis of single cases. *Journal of Behavioral Education*, *13*, 227-246.
- Smith, J. D., Warren, S. F., Yoder, P. J., Feurer, I. (2004). Teachers' use of natural communication intervention strategies. *Journal of Early Intervention*, *27*, 1-14.
- Yoder, P. J., & Compton, D. (2004). Identifying Predictors of Treatment Response. *Mental Retardation and Developmental Disabilities Research Reviews*, *10*, 162-168.
- Yoder, P. J. & McDuffie, A. (2004). Treatment of Joint Attention in Children with Disabilities. In T. Charman and W. Stone (eds.), *Early social-communication in autism spectrum disorders: Identification and intervention*.
- Roberts, C., Yoder, P.J., & Kennedy, C. H. (2005). Descriptive analysis of epileptic events and the occurrence of self-injury and aggression. *American Journal of Mental Retardation*, *110*, 378-392.
- McDuffie, A., & Yoder, P. (2005). Labels increase attention to novel objects in children with autism and comprehension matched children with typical development. *Autism*, *10*, 229-242.
- McDuffie, A., Yoder, P., & Stone, W. (2005). Prelinguistic predictors of vocabulary acquisition in young children with autism spectrum disorders. *Journal of Speech, Language, and Hearing-Research*, *48*, 1080-1097.
- Yoder, P. J., Gardner, E., & Camarata, S. (2005). Treatment effect on speech intelligibility and length of utterance in children with specific language and intelligibility impairments. *Journal of Early Intervention*, *28*, 34-49.
- Lord, C., Yoder, P.J., et al., (2006). Challenges in evaluating psychosocial interventions for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *10*.
- Taylor, C., Yoder, P., McWilliam, R. (2006). Generalizability and decision studies: An example using conversational language samples. *Journal of Early Intervention*, *28*, 139-153.
- Yoder, P., & Stone, W. (2006). Randomized comparison of two communication interventions for preschoolers with autism spectrum disorders. *Journal of Consulting and Clinical Psychology*, *74*, 426-435.
- Fey, M., Warren, S., Brady, N., Finestack, L., Bredin-Oja, S., Yoder, P., et al. (2006). Early effects of Prelinguistic Milieu Teaching and Responsive Education for children with developmental delays and their parents. *Journal of Speech, Language, and Hearing Sciences*, *49*, 526-548.
- Yoder, P. J., Camarata, S., Williams, S., & Camarata, M. (2006). The association between differentiated processing of syllables and comprehension of grammatical morphology in children with Down Syndrome. *American Journal of Mental Retardation*, *111*(2), 138-152.
- Taylor, C., & Yoder, P. (2006). Interpreting kappa in observational research: Baserate matters. *American Journal of Mental Retardation*, *111*(6), 433-441.
- Yoder, P. J. & McDuffie, A. (2006). Treatment of Joint Attention in Children with Disabilities. In T. Charman and W. Stone (eds.), *Social & communication in autism spectrum disorders: Early identification, diagnosis, & intervention* (pp. 117 – 142). New York, Guilford.
- Yoder P. J., & Stone, W. (2006). A randomized comparison of the effect of two prelinguistic communication interventions on the acquisition of spoken communication in preschoolers with ASD. *Journal of Speech, Language, and Hearing Research*, *49*, 1 – 14.
- Yoder, P. J. & McDuffie, A. (2006). Teaching children with autism to talk. *Seminars in Language Disorders*, *26*: 161-172.
- McDuffie, A., Yoder, P., & Stone, W. (2006). Fast-mapping in young children with autism spectrum disorders. *First Language*, *26*, 421-438.
- Yoder, P. J. (2006). Predictors of growth in lexical density in children with ASD. *American Journal of Speech-Language Pathology*, *15*, 378 - 388.

- Camarata, S., Yoder, P., & Camarata, M. (2006). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down Syndrome. *Down Syndrome Research and Practice*, 11, 9-17.
- Camarata, S., Yoder, P., & Camarata, M. (2006). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down Syndrome. *Down Syndrome Research and Practice*, 11, 9-17.
- Presmanes, A. G., Walden, T. A., Stone, W. L., & Yoder, P., J. (2007). Effects of different attentional cues on responding to joint attention in younger siblings of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 133 – 144.
- Warren, S., Fey, M., & Yoder, P. (2007). Differential treatment intensity research: A missing link to creating optimally effective communication interventions. *Mental Retardation and Developmental Disabilities Research Reviews*, 13, 70 - 77.
- Bruckner, C. & Yoder, P. (2007). Restricted Object Use in Young Children with Autism: Definition and Construct Validity. *Autism*, 11, 161 – 171.
- McDuffie, A., Turner, L., Stone, W., Yoder, P., Wolery, M., & Ulman, T. (2007). Developmental correlates of different types of motor imitation in young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 401 - 412.
- Stone, W. L., McMahon, C. R., Yoder, P. J., Walden, T. (2007). Early social-communicative and cognitive development of younger siblings of children with autism spectrum disorders. *Archives of Pediatrics, and Adolescent Medicine*, 161, 384 - 390.
- McMahon, C., Malesa, E., Yoder, P., & Stone, W. (2007). Parents of children with autism spectrum disorders have merited concerns about their later-born infants. *Research and Practice for Persons with Severe Disabilities*, 32, 154 – 160.
- Yoder, P. (2007). Early social interactions intervention shows promise for increasing social communication skills in preschoolers with autism spectrum disorders. *Evidence-Based Communication Assessment and Intervention*, 1, 18 – 20.
- Bruckner, C., Yoder, P., Stone, W., & Saylor, M. (2007). Construct validity of the MCDI-I receptive scale can be improved: Differential item functioning between toddlers with autism spectrum disorders and typically developing infants. *Journal of Speech language hearing Research*, 50, 1631-1638.
- Yoder, P., & Lieberman, R. (2008). What does teaching declaratives tell us about the criteria by which we can judge the developmental importance of treatment outcomes? *Evidence-Based Communication Assessment and Intervention*, 2, 225 – 235.
- Tager-Flusberg, H., Rogers, S., Cooper, J. Landa, R., Lord, C. Paul, R., Rice, M. Stoel-Gammon, C., Wetherby, A. & Yoder, P. (2009, in press). Defining spoken language benchmarks and selecting measures of expressive language development for young children with autism spectrum disorders. *Journal of Speech Language Hearing Research*.
- Yoder, P., Stone, W., Walden, T., Malesa, E. (2009, in press). Predicting social impairment in younger siblings of children with ASD. *Journal of Autism and Developmental Disorders*.

C. Research Support

Ongoing Research Support

1 R01 DC006893-01A2 Yoder (PI)
NIH/NIDCD

02/01/09 – 01/31/13

Predicting Useful Speech in Children With Autism

The aims of this study will examine the unique predictors of early lexical development and the potential mediating role that parental input may play in this predictive model.

Role: PI

MARI foundation

09/01/07 – 08/31/09

Efficacy of More Than Words in Young Children At-risk for Autism

The proposed study will employ a clinical randomized design to provide empirical evidence of (1) whether a widely-used parent-focused intervention for young children with or at risk for ASD (Hanan's More than Words program) is efficacious; (2) which children and families benefit most from this approach; and (3) whether there are corollary benefits to family well-being associated with provision of Hanan's More than Words program.

Role: PI

Autism Speaks Carter (PI)

01/01/07 – 12/31/09

Early Intervention and Treatment of Autism Spectrum Disorders

The purpose of this project is to assess the effectiveness of a widely-used, parent-implemented intervention for young children with or at risk for autism spectrum disorders. Child and parent outcomes following treatment and at 6-month follow-up will be assessed.

Role: Investigator

5 R01 DC007660 Warren (PI) 08/01/05 – 07/31/10

NIH/NIDCD

Effects of Intensity of Early Communication Intervention - This project investigates whether two different intensity levels of the same communication treatment differentially effects the communication and language development of children with intellectual disabilities.

Role: Co-PI (Vanderbilt site)

5 R01 DC005994 Yoder (PI) 01/01/04 – 11/30/09

NIH/NIDCD

ERP & Behavioral Predictors of Language Intervention - This project investigates whether ERP and behavioral measures of speech processing predict SLI children's differential response to one of two language interventions.

Role: PI

1 R01 DC008640 Camarata (PI) 09/01/07 – 08/31/11

NIH/NIDCD

Treatment of Speech Disorders in Children with Down Syndrome - The purpose of this project is to examine the relationship between pretreatment levels of cognitive ability, speech-motor ability, degree of speech accuracy in elicited and spontaneous contexts, degree of speech comprehension in spontaneous contexts, EEG/ERP measures of auditory differentiation of phonemes and (a) growth in levels of speech – comprehensibility and speech accuracy within children with DS who experienced speech therapy and (b) differential response to two levels of speech treatment designed to increase levels of speech accuracy and speech comprehensibility in these children.

Role: Co-Investigator

H325D050102 Kennedy (PI) 01/01/06 – 12/31/09

US Department of Education

Preparation Training in Severe Disabilities in Autism

The goal of this training program is to produce doctoral-level students with content expertise in educating students with severe disabilities and autism.

Role: Co-Investigator

Completed Research Support

R01 HD043292 Stone (PI) 07/01/03 – 04/30/08

NIH/NICHHD

Early Social Orienting in Siblings of Children With ASD - The development of social orienting behaviors in the domains of affect and attention are examined longitudinally in two sibling groups: younger siblings of children with autism spectrum disorders and younger siblings of typically-developing children who are CA-matched.

Role: Co-Investigator

H325A030093 Wolery (PI) 01/01/04 – 12/31/06

EDUC

Preparing Personnel to Work with Young Children with Autism and their Families

The goal of this project is to train personnel to work with autistic children and their families.

Role: Co-Investigator

H0325D070075 Kaiser (PI) 09/01/03 – 08/31/07

EDUC

Doctoral Leadership Training in Early Childhood Special Education

The goal of this doctoral training program is to train students in early childhood special education.

Role: Program faculty