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## **PETER C. MUNDY**

Professor, School of Education and the M.I.N.D. Institute  
University of California at Davis

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### **EDUCATION**

B.A. STOCKTON STATE UNIVERSITY, NJ, 1976, Psychology  
M.S. UNIVERSITY OF MIAMI, FL, 1979, Developmental Psychology  
Ph.D. UNIVERSITY OF MIAMI, FL, 1981, Developmental Psychology

### **POSTGRADUATE**

RESEARCH FELLOW UCLA NEUROPSYCHIATRIC INSTITUTE (NPI), 1981-1983,  
Center for Research in Childhood Psychosis, NIMH Fellowship # 5-  
T32-MH-16381-03

CLINICAL FELLOW UCLA NEUROPSYCHIATRIC INSTITUTE (NPI), 1983 - 1985,  
University Affiliated Program (UAP): Chronically ill, emotionally  
disturbed and developmentally disordered children.

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### **APPOINTMENTS**

2016--2019 ASSOCIATE DEAN OF ACADEMIC PERSONNEL AND  
RESEARCH, School of Education, University of California at Davis

2017 – Present DISTINGUISHED PROFESSOR OF EDUCATION

2008 - Present PROFESSOR, and LISA CAPPS CHAIR in Neurodevelopmental  
Disorders and Education, School of Education and the Department of  
Psychiatry and Behavioral Sciences, University of California at Davis

2008 – Present DIRECTOR for Educational Research, UC Davis M.I.N.D. Institute

2005 - 2007 FOUNDING DIRECTOR, Marino Autism Research Institute (MARI)  
at the University of Miami

2000 – 2007	DIRECTOR, Child & Developmental Psychology Division, Department of Psychology, University of Miami
1996 - 2007	PROFESSOR, Psychology and Pediatrics, University of Miami
1993 - 2007	FOUNDING DIRECTOR, Center for Autism and Related Disabilities (CARD), Department of Psychology, University of Miami
1991 - 1996	ASSOCIATE PROFESSOR, Psychology and Pediatrics, University of Miami
1991 - 1999	DIRECTOR, Psychological Services Center, Department of Psychology, University of Miami
1989 –1991	ASSOCIATE DIRECTOR, University Affiliated Program in Developmental Disorders, UCLA Department of Psychiatry
1988 – 1991	CLINICAL ASSISTANT PROFESSOR, Adolescent Ward Psychologist, UCLA Department of Psychiatry
1986 – 1988	ASSISTANT PROFESSOR IN RESIDENCE, Adolescent Inpatient Psychologist, Olive View-UCLA Medical Center
1985 – 1986	STAFF RESEARCH ASSOCIATE, UCLA – Neuropsychiatric Institute
1981 – 1985	POST-DOCTORAL FELLOW, UCLA – Neuropsychiatric Institute

**PUBLICATIONS** (from most recent)

Peer Reviewed

- Mundy, P. & Bullen, J. (2022). The bidirectional social-cognitive mechanisms of social attention symptoms of autism. *Frontiers in Psychiatry-Social Cognition*, 12, 1-23.
- Bullen, J. & Mundy, P. (2022). Patterns of math and reading achievement in children and adolescents with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 92 (5), 1-13.
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- Wang, P., Ysraelit, M., Jellett, R., Pickles, A., Cusack, J., Howlin, P., Szatmari, P., Holbrook, A., Toolan, C., McCauley, J. (2022). Lancet commission on the future of care and clinical research in autism. *The Lancet*, 399, 271-334.
- Boo, C., Alpers-Leon, N., McIntyre, N., Mundy, P. & Naigles, L. (2021). Conversation during a virtual reality task reveals new structural-language profiles of children with ASD, ADHD, and comorbid symptoms of both. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05175-6>
- Smith, J., Kataoka, S., Segovia, F., ... Mundy, P. Smith, T., Linares, D. (2021) Communities Speak Up: Supporting the K-12 School Transitions of Students with Autism. *Multiple Voices for Ethnically Diverse Exceptional Learners* (2021) 21 (1): 55–77.
- Zajic, M. C., Solari, E. J., McIntyre, N. S., Lerro, L., & Mundy, P. C. (2021). Observing visual Attention and writing behaviors during a writing assessment: comparing children with autism spectrum disorder to peers with attention-deficit/hyperactivity disorder and typically developing peers. *Autism Research*, 14, 356-368. DOI: 10.1002/aur.2383.
- Solomon, M., Gordon, A., Iosif, A., Geddert, R., Krug, M., Mundy, P., Hessel, D. (2021). Using the NIH Toolbox to assess cognition in adolescents and young adults with autism spectrum disorders. *Autism Research*, 14, 500-511. DOI: 10.1002/aur.2399.
- McIntyre, N., Grimm, R., Solari, E., Zajic, M., & Mundy, P. (2020). Growth in Narrative Retelling and Inference Abilities and Relations with Reading Comprehension in Children and Adolescents with Autism Spectrum Disorder, *Autism and Developmental Language Impairments*,
- Zajic, M. C., Solari, E. J., McIntyre, N. S., Lerro, L., & Mundy, P. C. (2020). Task engagement during narrative writing in school-age children with autism spectrum disorder compared to peers with and without attentional difficulties. *Research in Autism Spectrum Disorders*, 76, 101590.
- Bullen, J.C., Swain Lerro, L., Zajic, M., McIntyre, N. & Mundy, P. (2020) A Developmental Study of Mathematics in Children with Autism Spectrum Disorder, Symptoms of Attention Deficit Hyperactivity Disorder, or Typical Development. *J Autism Dev Disorder*, 50(12), 4463-4476. <https://doi.org/10.1007/s10803-020-04500-9>.
- Zajic, M. C., Solari, E. J., McIntyre, N. S., Lerro, L., & Mundy, P. (2020). Overt planning behaviors during writing in school-age children with autism spectrum disorder and attention-deficit/hyperactivity disorder. *Research in Developmental Disabilities*. <https://doi.org/10.1016/j.ridd.2020.103631>
- Zajic, M. C., Solari, E. J., Grimm, R. P., McIntyre, N. S., & Mundy, P. C. (2020). Relationships between reading profiles and narrative writing abilities in school-age children with autism spectrum disorder. *Reading and Writing*, 1-26.
- Mundy, P. (2019). Individual differences, social attention and the social-motivation hypothesis of autism. *Behavioral and Brain Sciences*. <http://dx.doi.org/10.1017/S0140525X18002509>
- Seo, S., Kim, E., Mundy, P., Heo, J., & Kim, K. (2019). Joint attention virtual classroom: A preliminary study. *Psychiatry Investigation*, 16, 292-299.
- Solari, E., Grimm, R., McIntyre, N., Mundy, P. (2019). Longitudinal stability of reading profiles in individuals with higher functioning autism. *Autism: International Journal of Research and Practice*. <https://doi.org/10.1177/1362361318812423>, 1-16

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- McCauley, J., Zajic, M., Oswald, T., Swain-Lerro, L., McIntyre, N., Harris, M., Tresniewski, K., Mundy, P., & Solomon, M. (2018). Brief Report: Investigating relation between self-concept and performance in reading and math for school-aged children and adolescents with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders, 48*: 1825-1832.
- Burrows, C., Usher, L., Becker-Haimes, E., McMahon, C., Jasen-Doss, A. Mundy, P., Henderson, H. (2018). Profiles and correlates of parent-child agreement on social anxiety symptom in youth with Autism Spectrum Disorder. *Journal of Autism and Developmental Disabilities, 48*, 2023-2037.
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- Mundy, P. (2018). A review of joint attention and social-cognitive brain systems in typical development and autism spectrum disorder. *European Journal of Neuroscience, 47*(6), 497-514.
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### **Books Chapters, Reviews and Web Publications**

- Mundy, P. (2021). Autism and the Social Mind. *Scientific American*. May 15, 2021.  
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- Mundy, P. (2020). Joint attention and referential communication. In Benson, J. Byrne, C., Suriyan, S., & Iyer, K. (Eds.), *Encyclopedia of Infant and Early Childhood Development*, 2<sup>nd</sup> Edition, (p. 218-227), Amsterdam, Netherlands, Elsevier, Pub.
- McCauley, J., Mundy, P., & Solomon, M. (2019). Parenting and Autism Spectrum Disorders. In M. Bornstein (Ed.), *Handbook of Parenting, Vol. 1, Children and Parenting 3<sup>rd</sup> edition, Chapter 16*, (pp. 523-564). Abingdon-on-Thames, UK, Routledge
- Johnson, J., Goodman, G., & Mundy, P. (2018). Autism Spectrum Disorder, Memory, and the Legal System: Knows and Unknowns (pp. 1-8). In J. Johnson. G. Goodman, & P. Mundy (Eds.), *The Wiley Handbook of Memory, Autism Spectrum Disorders and the Law*. Hoboken, NJ: Wiley.
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## **AUTHORED BOOKS**

- Mundy, P. (2016). *Autism and Joint Attention: Development, Neuroscience and Clinical Fundamentals*. New York, NY: Guilford Publications.

## **EDITED BOOKS**

- Johnson, J., Goodman, G., & Mundy, P. Eds., (2018). *The Wiley Handbook of Memory, Autism Spectrum Disorders and the Law*. Hoboken, NJ: Wiley.
- Mundy, P. & Mastergeorge, A. Eds. (2012). *Autism for Educators: Vol. 1, Translating Research to Schools and Classrooms*. San Francisco, CA: Jossey Bass.

## SELECTED RECENT PRESENTATIONS

Bullen, J., Leroy, L., Zajic, M., McIntyre, N., Mundy, P. (2021). Assessing the Impact of Sensory Processing on Academic Achievement and Attention. The 2021 Virtual Meeting of the International Society for Autism Research, May 5<sup>th</sup>.

Sanchez, M., Bullen, J., Leroy, L., Zajic, M., McIntyre, N., Mundy, P. (2021). Behavioral gender differences in school aged children with ASD. The 2021 Virtual Meeting of the International Society for Autism Research, May 5<sup>th</sup>.

Razaghzadeh, A., Bullen, J., Zajic, M., McIntyre, N., & Mundy, P. (2021). The factors affecting social cognition in children with autism. The 2021 Virtual Meeting of the International Society for Autism Research, May 4<sup>th</sup>.

Mundy, P. (2021). Advances in Research on the Social Attention Symptoms of Autism. *China Wiley/Autism Research Webinar Series*, Session 3, April 23<sup>rd</sup>.

Mundy P. (2021). The learning difficulties of autism spectrum disorders and reading comprehension. 2021 Southern California Tri-County IDA Virtual Conference on *The Effects of Reading Comprehension on Unique Minds*, April 10<sup>th</sup>.

Mundy, P. (2021). Social symptoms and learning in Autism Spectrum Disorders. Annual UC Berkeley School Psychology Conference 2021, March 19, Zoom-Berkeley, CA

McIntyre, N., Steinbenner, & Mundy, P. (2020). *Reading comprehension & growth in morphological awareness in children with ASD & Typical Development*. American Speech and Language Convention, Meritorious Poster Award (1 of 57 selected out of 1531 submissions). Convention cancelled due to global pandemic.

Mundy P. (2020). Symptom continuity from infancy through childhood and adolescence in autism. Presented as part of the International Society for Autism Research (INSAR) Institute webinar series, June 25<sup>th</sup>, <https://www.autism-insar.org/page/SI2020>, 1000+ international attendees.

Mundy, P. (2020). Change is possible: mediators, moderators and the malleability of development in autism. Research Review presented to the Lancet Commission on the Future of Research and Care for Autism, February 20<sup>th</sup>, London, UK.

Mundy, P. (2019). Autism and learning problems from infancy to adolescence. Key Note Address to the Regional Meeting of the International Society of Autism Research, October 18<sup>th</sup>, Puerto Varas, Chile.

Mundy, P. (2019) The role of joint attention in the social neurocognitive development of Autism Spectrum Disorder. Colloquium presented at the Curry School of Education, October 3<sup>rd</sup>,

University of Virginia.

Bullen, J., Lerro, L. & Mundy, P. (2019). Testing the Mathematics Advantage Hypothesis in Students with ASD. Paper presented at International Society for Research in Autism Conference, May 2<sup>nd</sup>, Montreal, Canada.

Zajc, M., McIntyre, N., & Mundy, P. (2019). Latent Change Score Analysis of Writing Development over 12 Months in School-Age Children with Autism Spectrum Disorder. Paper presented at International Society for Research in Autism Conference, May 4<sup>th</sup>, Montreal, Canada

Zajc, M., McIntyre, N., & Mundy, P. (2019). Response Differences on the Minecraft Writing Assessment: Comparisons between Children with Autism Spectrum Disorder, Children with Attention-Deficit/Hyperactivity Disorder, and Typically Developing Children, Paper presented at International Society for Research in Autism Conference, May 4<sup>th</sup>, Montreal, Canada

Mundy, P. (2019). Is joint attention a primary construct in social neurocognitive developmental research? Developmental Science Colloquium, March 27<sup>th</sup>, Boston University.

Mundy, P. (2018). The continuum of learning difficulties for young people on the Spectrum. The Help Group Summit, Skirbal Cultural Center, Oct. 19<sup>th</sup>, Los Angeles, CA.

Johnson, J., Goodman, G., Mundy, P., De Vault, B. (2018). Memory in youth with autism, forensic interviewing protocols and predictors of accuracy. American Psychological Association, August 11, San Francisco, CA.

Zajc, M., McIntyre, N., Leroy, L., McCauley, J., & Mundy, P. (2018). Attention and task engagement during writing: Diagnostic, developmental and cognitive factors in school-aged children with ASD or ADHD. Symposium paper presented at the Society for the Scientific Study of Reading, July 21<sup>st</sup>, Brighton, UK.

Solari, E., Grimm, R., McIntyre, N., Mundy, P. (2018). Longitudinal stability of reading profiles in individuals with higher functioning autism. Symposium paper presented at the Society for the Scientific Study of Reading, July 21<sup>st</sup>, Brighton, UK.

Mundy, P. (2018). Learning disability in ASD from infancy to Adolescence. Invited presentation to the Intellectual and Developmental Disabilities Research Center (DC-IDDRC) Children's Research Institute, Children's National Health System, April 28<sup>th</sup>, Washington, DC.

Mundy, P. (2018). The Sharing Mind: Autism, Neurodiversity, and Joint Attention. Invited paper presented at Cognitive Science Seminar on Evolution, development and Neurodiversity at the University of Memphis, February 7<sup>th</sup>, 2018.



Bronstein, B., Nuske, H.J., McGhee Hassrick, E., Hauptman, L., Aponte C.A., Levato, L., Stahmer, A.C., Mandell, D.S., Mundy, P., Smith, T. (2018) Broken Bridges: New School Transitions for Students with Autism Spectrum Disorder: A Review on Difficulties and Strategies for Success. Paper presented at the International Meeting of Autism Research, May 11, Rotterdam, Netherlands.

Johnson, J., Goodman, G., Mundy, P., & De Vault, B. (2018). Memory deficits, pragmatic ability and cognitive flexibility limit utility of existing forensic interviewing methods for youth with high functioning autism. Paper presented at the International Meeting of Autism Research, May 12, Rotterdam, Netherlands.

McGhee Hassrick, E., Iadarola, S., Friedman, C., Shamsi, Z., Chow, J., Hauptman, L., Bronstein, B., Fitzgerald, A., Carley, K., Linares, D., Stahmer, A., Mandell, D., Mundy, P., Smith, T., Kasari, C. (2018). Pilot Data Findings: Mapping Transition Network Dynamics for Low Resource Parents of Children with ASD during School Transitions. Paper presented at the International Meeting of Autism Research, May 11, Rotterdam, Netherlands.

McGhee Hassrick, E., Shih, W., Friedman C., Shamsi, Z., Vojnoska, S.F., Bronstein, B., Linares, D., Carley, K., Smith, T., Mandell, D., Stahmer, A., Mundy, P., Kasari, C. (2018). Social Networks and Perceived Transition Success: the Role of Social Networks in Supporting Children with ASD during School Transitions. Paper presented at the International Meeting of Autism Research, May 12, Rotterdam Netherlands.

Mundy, P., McIntyre, N., Henry, A., Zajc, M. (2018). Assessing learning problems associated with Autism Spectrum Disorders, Invited in-service invited for the Marin County Office of Education, March 17<sup>th</sup>, San Rafael, CA.

Mundy, P. (2017). The development of joint attention and social cognition: Common information processing and neurocognitive pathways. Presented to the faculty of Psychology and Psychiatry Uppsala University and the Karolinska Institute, Uppsala, Sweden, Sept. 21<sup>st</sup>, 2017.

McIntyre, N., Grimm, R., Swain-Lerro, L., Zajic, M., McCauley, J., Schiltz, H., & Mundy, P. (2017). Growth in narrative retelling abilities of higher functioning children with ASD: Associations with ASD symptomology, verbal ability, and reading comprehension. International Meeting for Autism Research, San Francisco, May 10<sup>th</sup>.

Henry, A., McIntyre, N., Zajic, M., Solari, E., & Mundy, P. (2017). Narrative generation in children with ASD: The effects of reading comprehension intervention on mental state use. International Meeting for Autism Research, San Francisco, May 10<sup>th</sup>.

Sparapani, N., Solari, E., McIntyre, N., Zajic, M., Henry, A., & Mundy, P. (2017). Strategic reading comprehension intervention for children with ASD: Developing and observational tool to identify patterns of active engagement and instructional support. International Meeting for Autism Research, San Francisco, May 10<sup>th</sup>.

Zajic, M., McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz, H., Oswald, T., & Mundy, P. (2017). The influence of social communication on written communication in school-age higher functioning children with ASD. International Meeting for Autism Research, San Francisco, May 11th.

Burrows, C., Usher, L., Becker-Haimes, McMahon, C., Mundy, P. & Henderson, H. (2017). Parent-child informant discrepancies of social anxiety in ASD relate to ASD symptom and adaptive functioning. International Meeting for Autism Research, San Francisco, May 11th.

McCauley, J., Adler, E., Argente, Mundy, P., & Solomon, M. (2017). Parenting Practices, Temperament, and Depressive Symptoms in School-Aged Children with Autism Spectrum Disorder. International Meeting for Autism Research, San Francisco, May 11th.

Zajic, M., McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz, H., Oswald, T. & Mundy, P. (2017). Minecraft Working Memory Task: Considering Content in the Working Memory Abilities in School-Age, Higher-Functioning Children with Autism Spectrum Disorders International Meeting for Autism Research, San Francisco, May 11th.

Mundy, P. (2017). Autism and Joint Attention Clinical and neuroscience implications across the life span. Florida International University Center for Families and Children, Miami, April 11<sup>th</sup>.

Mundy, P. (2017). The role of joint attention on Autism: Assessment, Intervention and Social Cognitive Neuroscience. Promising Pathways Conference on Best Practice in ASD, Florida Gulf Coast University, April 8<sup>th</sup>.

Mundy, P. (2017). Conceptualizing autism as a learning disability: from preschool research to school-aged academic interventions. Ninth Annual Autism Symposium, Wolfson Children's Hospital, Jacksonville, FL, March 8<sup>th</sup>.

Schiltz, H., Cooper, E., Zajic, M., Swain-Lerro, L. McIntyre, N., McCauley, J., Mundy, P. (2017). Eye Contact and Anxiety in High Functioning Children with ASD. Paper presented at the Society for Research in Child Development Biennial Meeting, April 6, Austin, Texas.

Mundy, P. (2017). Joint Attention, Language and Learning in Autism. California Speech-Language and Hearing Association (CSHA) January 21<sup>st</sup>, Sacramento, CA.

Mundy, P. (2017). Understanding and advancing learning in children with ASD from infancy to childhood. Orange County Department of Education \_ Lunch and Learn Session, Feb. 28<sup>th</sup>, Santa Ana, CA.

Mundy P. (2017). Factors that impair or facilitate school-based learning in elementary and secondary students with ASD. Orange County Regional Center, Feb. 28<sup>th</sup>, Santa Ana, CA.

Mundy, P. (2016). Conference inaugural: Joint Attention: Its role in learning, Social cognition and Intervention in Autism (Atencion conjunta: su papel el aprendizaje, la cognicion social y la intervencion del autismo). 18<sup>th</sup> Congress of the Association of Spanish Autism Professionals AETAPI), Leon, Spain, Nov. 18<sup>th</sup>, 2016. (Atencion conjunta: su papel el aprendizaje, la cognicion social y la intervencion del autismo).

Mundy, P. (2016). Presidential Address: A Novel Model of Joint Attention and Social Cognition (Un nuevo modelo de atención conjunta y cognición social humana). Presented at the 2<sup>nd</sup> Congreso Latinoamericano para el Avance de la Ciencia Psicología (The second congress for the Latin American Advancement of Psychological Science, Bueno Aires, October, 14, 2016.

Alpers-Leon, N., Naigles, L., McIntyre, N., & Mundy, P. (2016). So um... like what are children with autism and ADHD saying? Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, June 16<sup>th</sup> -18<sup>th</sup>

Zellou, G. .... Mundy, P. (2016). The role of fundamental and formant frequency information on voice and speaker perception in children with Autism and Attention Deficit Hyperactivity. LabPhon15 Conference: Speech Dynamics and Phonological Representation, July 13-16, Cornell University.

McIntyre, N., Mundy, P., Solomon, M., Oswald, T., Swain-Lerro, L., Zajic, M., & Schiltz, H. (2016). A longitudinal study of the social-cognitive phenotype of ASD and reading comprehension development. Poster presented at the International Meeting for Autism Research, Baltimore, MD., May 15<sup>th</sup>.

Mundy, P. (2016). Joint attention and autism through the lens of virtual reality. Presentation to the International Meeting for Autism Research (IMFAR) Pre-Conference on Technology in Research on ASD. Baltimore, MD., May 11<sup>th</sup>

Zajic, M., McIntyre, N., Lerro, L., Mundy, P., et al. (2016). Writing Development in Higher-Functioning Children with Autism Spectrum Disorder with and without ADHD Comorbidity. Poster presented at the International Meeting for Autism Research, Baltimore, MD., May 13<sup>th</sup>.

Swain-Leroy, McIntyre, N., Zajic, M., Mundy, P. et al. (2016). Educational Implications of Auditory Processing Deficits in Students with High-Functioning Autism Spectrum Disorders. Paper presented at the International Meeting for Autism Research, Baltimore, MD., May 13<sup>th</sup>.

Mundy, P. (2016). Key Note Address: *Intervention for Autism and Infant developmental Science*. Annual Meeting of the MCHB Developmental-Behavioral Pediatrics Fellowship Training Programs, Li Shing Learning and Knowledge Center, March 10<sup>th</sup>, Stanford University.

Mundy, P. (2015). Joint attention: Developmental, Neurocognitive and Molecular Pathways. Presented to the faculty and graduate students in Developmental Psychology, Stanford University, June 29<sup>th</sup>, Palo Alto, CA.

Mundy, P., Kim, K., Swain-Lerro, L., McIntyre, N., Zajic, M., Oswald, T., & Solomon, M. (2015). Joint attention and information processing in higher functioning children with ASD. Paper presented at the International Meeting for Autism Research, Salt Lake City, Utah, May 14.

Mundy, P., Novotny, S., Swain-Lerro, L., McIntyre, N., Zajic, M., & Oswald, T. (2015). The Social Phenotype of ASD and Parent Report of Joint Attention in school aged children. Paper presented at the International Meeting for Autism Research, Salt Lake City, Utah, May 15.

Oswald, T., McIntyre, N., Lerro, L., Zajic, M., Solomon, M., & Mundy, P. (2015). Development of self-determination in youth with Autism Spectrum Disorder. Paper presented at the International Meeting for Autism Research, Salt Lake City, Utah, May 14.

Torrabian, S., Alpers, N., Naigles, L., Oslawald, T., McIntyre, N., Swain-Lerro, L., & Mundy P. (2015). Language Dysflunecny and cognitive load in children with Autism. Paper presented at the International Meeting for Autism Research, Salt Lake City, Utah, May 14.

Zajic, M., Swain-Lerro, L., McIntyre, N. (2015). Writing Ability and Working Memory in Children with Higher Functioning ASD. Paper presented at the International Meeting for Autism Research, Salt Lake City, Utah, May 15.

Mundy, P. (2015). Evidence based elementary and secondary education for autism. Community lecture presented to as part of the Peninsula and South Bay Autism Lecture Series, Feb. 18<sup>th</sup>, Wings Learning Center, Redwood City, CA, and the Marin and North Bay Autism Lecture Series, Feb. 25<sup>th</sup>, Marin County Office of Education, San Rafael, CA

McIntyre, N., Mundy, P., Solomon, M., Oswald, T., Swain-Lerro, L., Novotny, S. (2015). The Impact of Attention Disturbance and Language Impairment on Reading Comprehension in School-Aged Children with ASD. Paper presented at the SRCDC Biennial Meeting to be held March 19 - 21, Philadelphia, PA.

Alpers, N., Torabian, S., McIntyre, N., Oswald, T., Swain-Lerro, L., Novotny, S., Kapelkina, T., Naigles, L., & Mundy, P. (2015). Assessing Language in School-Aged Children with ASD in a Virtual, Public Speaking Task. Paper presented at the SRCDC Biennial Meeting to be held March 19 - 21, Philadelphia, PA.

Mundy, P. (2014). Joint Attention, Autism and the NIMH RDoC Dimensional Approach to Psychopathology. Paper presented to the Department of Psychology, UCLA, Dec. 15<sup>th</sup>, Los Angeles, CA.

Chitwood, K., Mundy, P., Hagerman, R., & Carter-Ching, C. (2014). Reading Intervention for Children with FXS. 14th International Fragile X Conference, July 16-20, Orange County, California

Hess, L.G., Mundy, P., & Hagerman, R. (2014). Effects of Sertraline Treatment for Young Children with FXS. 14th International Fragile X Conference, July 16-20, Orange County, California

Mundy, P. (2014). A New Perspective on the Social Phenotype of ASD and Academic Development. Invited talk for the Affinity Lecture Series hosted by the UCLA Center for Autism Research and Treatment (CART). Friday, May 2, 2014.

S. Torabian, N. Alpers, L. Naigles, N. S. McIntyre, T. Oswald, L. E. Swain-Lerro, S. Novotny, T. Kapelkina and P. C. Mundy, (2014). Assessing Language in School-Aged Children with ASD in a Virtual, Public Speaking Task. Presented at the International Meeting for Autism Research, Atlanta, Georgia, May 14-17.

T. Oswald, N. S. McIntyre, S. Novotny, L. E. Swain-Lerro, J. S. Beck, M. Montanez, M. Solomon and P. C. Mundy, (2014). Verbal Memory and ADHD Symptoms in Higher Functioning School-Aged Students with ASD. Presented at the International Meeting for Autism Research, Atlanta, Georgia, May 14-17.

N. S. McIntyre, S. Novotny, L. E. Swain-Lerro, J. S. Beck, M. Montanez, T. M. Oswald, M. Solomon and P. C. Mundy, (2014) Reading Comprehension Impairments in Higher Functioning School-Aged Children with ASD. Presented at the International Meeting for Autism Research, Atlanta, Georgia, May 14-17.

S. Novotny, W. Jarrold, N. S. McIntyre, L. E. Swain-Lerro, T. M. Oswald, M. Solomon and P. C. Mundy, (2014). Social Attention, Higher Functioning ASD, and ADHD Symptoms. Presented at the International Meeting for Autism Research, Atlanta, Georgia, May 14-17.

M. C. Zajic, N. S. McIntyre, L. E. Swain-Lerro, S. Novotny, T. Kapelkina, T. Oswald and P. C. Mundy, (2014). Writing Development and Working Memory in School-Age Children with ASD. Presented at the International Meeting for Autism Research, Atlanta, Georgia, May 14-17.

Mundy, P. (2013). Interacting with Autism: The Causes of Autism Panel. USC School of Cinematic Arts, September 28<sup>th</sup>, 2013.

Mundy, P. (2013). Joint Attention Theory: Communicative, Cognitive and Developmental Factors. Cognitive Science Conference Workshop: When I see you: Gaze and joint attention in human interaction. Berlin, Humbolt University, July 31, 2013

McIntyre, N., Mundy, P., Gwaltney, M., Hatt, N., Jarrold, W., Solomon, M., & Swain, L. (2013). Reading and Oral Language Comprehension in Students with ASD. Paper presented at the International Meeting for Autism Research, May 4<sup>th</sup>, San Sebastian, Spain.

Mundy, P., Jarrold, W., Bailenson, J., McIntyre, N., Hatt, N., Swain, L., Gwaltney, M., Solomon, M., & Kim, K. (2013). A Study of Virtual Social-Attention, Anxiety, & ADHD in Older Children with ASD. Paper presented at the International Meeting for Autism Research, May 4<sup>th</sup>,

San Sebastian, Spain.

Novotny, S., Mundy, P., Solomon, M., Jarrold, B., McIntyre, N., Swain, L., Hatt, N., & Gwaltney, M. (2013). Validity of a Brief Joint Attention Scale Based on Items from the SCQ and SRS. Paper presented at the International Meeting for Autism Research, May 3<sup>rd</sup>, San Sebastian, Spain.

Beck, J., Oswald, T., Jarrold, W., Kim, K., Gwaltney, M., McIntyre, N., Novotny, S., Swain, L., Mundy, P., & Solomon, M. (2013). Transitive Inference Learning in Children and Adolescents with ASD. Paper presented at the International Meeting for Autism Research, May 3<sup>rd</sup>, San Sebastian, Spain.

Mundy, P. (2013). Early Social-Communication Scales Training. Tuberous Sclerosis Complex Autism Center for Excellence Research Network, February 28<sup>th</sup>, Cincinnati Children's Hospital Medical Center, Cinn. Ohio.

Mundy, P. (2012). What is the Social Phenotype of Autism Spectrum Disorders 15<sup>th</sup> SSBP International Research Symposium 11-13 October 2012, Leuven, Belgium (200 participants).

Mundy, P. (2012). Research on the Critical Nature of Elementary and Secondary Education for Autism. Marin & North Bay Autism Lecture Series, Nov. 14<sup>th</sup>, Marin County office of Education. Nov. 14<sup>th</sup>, Marin County office of Education. (60 participants)

Mundy, P. (2012). Social Attention and the Cognitive Phenotype of Autism Spectrum Disorders, Special Lecture, Post-Doctoral Intervention Training Program, Vanderbilt Kennedy Center, Nov. 26<sup>th</sup>, Nashville, TN. (200 participants)

Mundy, P. (2012). Research on the Critical Nature of Elementary and Secondary Education for Autism. Peninsula and South Bay Autism Lecture Series, Nov. 28<sup>th</sup>, Wings Learning Center, Redwood City, CA. (35 Participants)

Mundy, P. (2012). Attention and the Social Cognitive Phenotype of Autism Spectrum Disorders. 1<sup>st</sup> Annual Marian Sigman Memorial Lecture, UCLA Center for Autism Research and Treatment, Dec. 7<sup>th</sup>, Semel Institute for Neuroscience. (160 Participants)

Gwaltney, M., McIntyre, N., Jarrold, W., Hatt, N., Kim, K., Hileman, C. & Mundy, P. (2012). Social attention and classroom public speaking in students with ASD: A Virtual Reality Study. Paper presented at the International Meeting for Autism Research, Toronto, Canada, May 18<sup>th</sup>.

Ono, K., Henderson, H., Hileman, C., & Mundy, P. (2012). Syndrome specific and non-syndrome specific predictors of developmental change in children with higher functioning autism. Paper presented at the International Meeting for Autism Research, Toronto, Canada, May 19<sup>th</sup>.

Scheeren, A., Mundy, P., Koot, H., Mous, L., & Bergeer, S. (2012). Factors associated with empathic behavior in children and adolescents with higher functioning ASD. Paper presented at the International Meeting for Autism Research, Toronto, Canada, May 19th.

Mundy, P. (2012). Education for Autism: Theory, Research & Policy Implications. Invited presentation to the WestEd Board of Directors, WestEd, April 19<sup>th</sup>, San Francisco.

Mundy, P. (2011). Community Presentation: *The Social Learning Disability of Autism - Implications for Education*. Abramson Research Center, Children's Hospital of Philadelphia, University of Pennsylvania, November 22, Philadelphia, PA.

Mundy, P. (2011). The Development of Complex Social Attention in Children with ASD. Distinguished Lecture Series, the Autism Research Center, Children's Hospital of Philadelphia, University of Pennsylvania, November 22, Philadelphia, PA.

Mundy, P. (2011). Joint Attention Development: Theory and Research from Infancy to Adolescence. Paper presented to the Faculty of Developmental Psychology, Department of Psychology, November, 14<sup>th</sup>, UC Berkeley, Berkeley, CA.

Mundy, P. (2011). Autism for Educators of School Aged Children – The Challenge of the Decade. Community In-service Training, Autism Community Training Center and the Consortium for the Advancement of Child Health, Simon Fraser University, October, 21, Vancouver, British Columbia, Canada.

Mundy, P. (2011). Social attention and social learning in autism: From infancy to adolescence. Third Herzliya Symposium on Developmental Psychopathology: New Directions in Autism Research: Identification and Treatment, The Interdisciplinary Center, Herzliya, Israel, June 1<sup>st</sup>.

Hatt, N., Jarrold, W., Kim, K., Solomon, M., Ozonoff, S., Bailenson, J., Parsons, T., Wimsett, C., Mundy, P. (2011). M.I.N.D. Institute social attention, virtual reality and computational methods development. A virtual reality study of complex social attention in autism. Paper presented at the International Meeting for Autism Research (IMFAR), San Diego CA, April 14<sup>th</sup>.

Jarrold, W., Gwaltney, M., Hatt, N., McIntyre, N., Kim, K., Solomon, M., Ozonoff, S., Bailenson, J., & Mundy, P. (2011). A virtual reality study of complex social attention in autism. Paper presented at the International Meeting for Autism Research (IMFAR), San Diego CA, April 14<sup>th</sup>.

Mundy, P. (2011). Complex social attention, virtual reality and school aged children with autism. NIMH Invited Research Track Symposium: Novel treatments for neurodevelopmental disorders. American Psychiatric Association Conference, Honolulu, Hawaii, May 15<sup>th</sup>.

Mundy, P. (2011). Social Attention impairments in autism: From brains to behavior in infants and adolescents. Marin Autism Collaborative Annual Meeting, San Rafael, CA., April 2<sup>nd</sup>.

Henderson, H., Ono, K., & Mundy, P. (2011). A multilevel analysis of self referenced processing in higher function children with autism. Paper presented at the Society for Research in Child Development Biennial Conference, Montreal, Canada, April 1st.

Ono, K., Henderson, H., & Mundy, P. (2011). Dopamine D4 receptor gene in relation to attention problems in typically developing and higher functioning children with autism. Paper presented at the Society for Research in Child Development Biennial Conference, Montreal, Canada, March 31<sup>st</sup>.

Mundy, P. (2011). Social attention and social learning in school aged children with autism. Santa Clara County Association of School Psychologists, Santa Clara, CA, March 4<sup>th</sup>.

Mundy, P. (2011, February). Joint attention, neural networks and social learning in autism. International Conference Autism 2011: *Communicative and symbolic behaviors in children with autism: Functional specificities and conditions of appearance*. Université Paris Descartes, February, 4th-5<sup>th</sup>.

Mundy, P. (2011). Social attention and Learning in Autism. 5<sup>th</sup> Annual Grandparent Autism Network Conference on Autism, Irvine, California, January 29th.

Mundy, P. (2010, December). Autism and Education: Where we are and where we want to be. California School Board Association Annual Education Conference, San Francisco, CA.

Mundy, P. (2010, August). Autism, social attention and virtual reality applications for treatment. UC Davis M.I.N.D. Institute Summer Institute on Neurodevelopmental Disorders, California State University, Sacramento, CA

Mundy, P. (2010). Testimony for the Informational Hearing: Health Insurance Coverage For Behavioral Intervention Therapy For Autism Spectrum Disorders, California Capitol, June 10<sup>th</sup>, 2010.

Henderson, H. A., Mohapatra, L., Hileman, C., Ono, K., Schwartz, C. B., Kojkowski, N., Jaime, M., & Mundy, P. C. (2010, May). *A multilevel analysis of response monitoring in higher functioning children with autism*. Paper presented at the 2010 International Meeting for Autism Research, Philadelphia, Pennsylvania.

Hileman, C., Henderson, H., Newell, L., Jaime, M., & Mundy, P. (2010, May). Metacognitive awareness of face processing in high functioning autism. Paper presented at the 9th International Meeting for Autism Research, Philadelphia, Pennsylvania.

Jaime, M., Henderson, H., Hileman, C., Newell, L., & Mundy, P. (2010, May). EEG coherence of adolescents with high functioning autism during social perception. Poster presented at the 2010 International Meeting for Autism Research, Philadelphia, Pennsylvania.



Kojkowski, N. M., Coman, D. C., Mohapatra, L., Hileman, C., Ono, K., Schneider, M., Mundy, P. C., & Henderson, H. A. (2010, May). Gender differences in symptom presentation and emotional comorbidities in high functioning children with autism. Poster presented at the 2010 International Meeting for Autism Research, Philadelphia, Pennsylvania.

Mohapatra, L., Henderson, H.A., Ono, K.E., Hileman, C., Kojkowski, N., Jaime, M., Mundy, P.C. (2010, May). The Heterogeneous Presentation Among Children with Higher Functioning Autism: The Influence of Approach/Withdrawal Tendencies on Self-Regulatory Behaviors. Paper presented at the International Meeting for Autism Research. Philadelphia, Pennsylvania.

Ono K. E, Henderson H. A, Mohapatra L, Hileman C, Kojkowski, N, Jaime M, and Mundy P. C. (2010, May). Moderating Effect of Temperament on the Relation between Symptom Severity and Age of First Parental Concern: A Retrospective Study. Paper presented at the International Meeting for Autism Research. Philadelphia, Pennsylvania.

Jarrold, W., Hatt, N., Gwaltney, M., Seymour, B., Solomon, M., Ozonoff, S. & Mundy, P. Social Attention and Autism: Virtual Reality applications. Poster presented at the 2010 International Meeting for Autism Research, Philadelphia, Pennsylvania.

Mundy, P. (2010). An overview of educational interventions for autism. Paper presented at the Primer Congreso Internacional Autismo, April 26<sup>th</sup>, Guadalajara Mexico.

Mundy, P. (2010). Neural networks, social learning and the developmental disorder of autism. The Simpson Ramsey Lecturer at the Neurodevelopment and Developmental Disorders Symposium, Civitan International Research Center, April 22<sup>nd</sup>, University of Alabama at Birmingham.

Mundy, P. (2010). Neurodevelopment, Joint Attention and the Social Mind in Autism. The *Leonard and Frances Blackman Lecturer* at the annual Mind and Body in Autism Conference, April 16<sup>th</sup>, Teachers College, Columbia University, NYC.

Mundy, P. (2010). Interventions for School-aged children with significant intellectual/developmental disability. First International Autism Conference of the Asian Autism Institute, Manila, Philippines, February 3<sup>rd</sup>.

Mundy, P. (2010). Identification and Treatment of Higher Functioning Children with Autism. First International Autism Conference of the Asian Autism Institute, Manila, Philippines, February 4<sup>th</sup>.

Mundy, P. (2010). Social and neurocognitive development in children with autism. First International Autism Conference of the Asian Autism Institute, Manila, Philippines, February 5<sup>th</sup>.

Mundy, P. (2010). Joint attention as a fundamental faculty of the social brain. The Social Brain

Workshop, University of Tokyo, Tokyo, Jan. 24<sup>th</sup>. Workshop funded by grants from the National Institutes of Health and the Japanese Nation Institute for Physiological Sciences.

Mundy, P. (2009). Education and Cognitive Neuroscience: Example of Potential. Presented at the AAU Education Deans Meeting, November 13, 2009, Fairmont Hotel, Washington, DC.

Mundy, P. (2009). Attention, joint attention, and social cognition: Lessons learned from autism Research. The Help Group Summit, Advances and Best Practices with Autism, ADHD and Learning Disabilities. Los Angeles, October 2, 2009.

Mundy, P. (2009). Understanding and Educating Higher Functioning Children with Autism: Elementary, High School and Beyond. M.I.N.D., Summer Institute, California State Sacramento, August 7<sup>th</sup>, 2009.

Mundy, P. (2009). Understanding People with Autism Not Affected by Mental Retardation. IES Professional Development Center Presentation for the Michigan Department of Education, June 25<sup>th</sup>, Lansing, Michigan.

Mundy, P. (2009). Linking neurodevelopment, social symptoms and early intervention in autism. Eden Institute Foundation Princeton Lecture Series 2009 Fellowship presentation, June 5<sup>th</sup>, Princeton University, Princeton, NJ.

Mundy, P. (2009). Working Effectively With Higher Functioning Students With Autism. Five Hour In-service provided for the Albuquerque Public Schools and the University of New Mexico Center for Development and Disability, May 18<sup>th</sup>, Albuquerque, NM.

Mundy, P. (2009). From Infancy to Imagining: The Developmental Psychology of Marian Sigman. Chair's presentation from the Life Time Achievement Award Ceremony for Marion Sigman, International Meeting for Autism Research, May 8<sup>th</sup>, Chicago.

Mundy, P. (2009). Joint attention, neural interconnectivity and the development of autism. 9<sup>th</sup> International Conference on Autism, March 9<sup>th</sup>, Rotterdam, Netherlands.

Mundy, P. (2008). Attention, Joint attention and Social Cognition: Lessons Learned from Research on Autism. Paper presented to the faculty of York University. December, 11<sup>th</sup>.

Mundy, P. (2008). Information processing, joint attention and autism. Paper presented to the faculty of the Hunter College, Autism Speaks and the NYC Parent of Children with Autism. October, 17.

Mundy, P. (2008). Neural Connectivity and Social Attention Impairments in Autism. Paper presented at the Psychiatry Translational Grand Rounds, UC Davis Health System Office of

Continuing Medical Education & Department of Psychiatry and Behavioral Sciences, Sept. 26<sup>th</sup>.

Mundy, P. (2008). Understanding the Social Deficits of Older Higher Functioning Children with Autism. Keynote address to the Promising Pathways Conference, Florida Gulf Coast University, April 10<sup>th</sup>.

Mundy, P. (2008). Introduction to the Clinical and Behavioral Aspects of ASD. Opening paper presentation at the Marino Autism Research Institute Scientific Symposium on the Environment and Autism Etiology. Vanderbilt University, April 22<sup>nd</sup>.

Mundy, P. (2007). Attention, Joint Attention and Social Cognition: A translational perspective on developmental psychology and autism research. Minnesota Symposium on Child development. October 12<sup>th</sup>, University of Minnesota, Minneapolis, MN.

Mundy, P. (2007). Early Intervention in Autism: Theory and Progress. Paper presented as part of the Symposium in Honor of the Retirement of Professor Ina van Berckelaer-Onnes, Center for the Study of Developmental Disorders, University of Leiden, June 29<sup>th</sup>, Leiden, Netherlands.

Mundy, P. (2007). Sources of phenotypic variability in children with higher functioning autism. Invited lecture for the Autism and Developmental Disorders Colloquium Series, Department of Brain and Cognitive Sciences, MIT, April 11<sup>th</sup>, Boston.

Mundy, P. (2007). Modifiers of the expression of autism in higher functioning children. Invited lecture for the UCLA Center for Autism Research and Treatment, Semel Institute for Neuroscience, UCLA, January 5<sup>th</sup>, Los Angeles

Mundy, P. (2006). Modifiers of Autism: Motivation, Self -Monitoring and Comorbidity. Invited talk for the Department of Experimental Clinical and Health Psychology, University of Ghent, Wednesday, Nov. 29<sup>th</sup>, 2006, Ghent Belgium.

Mundy, P. (2006). New perspectives on joint attention and language development. Invited plenary paper presented at the Symposium for Research on Child Language Disorders, June 1<sup>st</sup>, Madison, Wisconsin.

Mundy, P. (2006). Beyond preschool: Interventions for older, higher functioning children with autism. Invited presentation for the Symposium on Psychosocial Intervention in Autism at the International Meeting for Autism Research (IMFAR), June 3<sup>rd</sup>, Montreal, Canada.

Mundy, P. Henderson, H., N. Zahka, C. Burnette, C. Schwartz, A. Pradella, N. Kojkowski, & C. Hileman. (2006). Moderators of development in Autism: Preliminary data for NIMH # 071273. Paper presented at the International Meeting for Autism Research (IMFAR), June 3<sup>rd</sup>, Montreal, Canada.

Mundy, P. (2006). A broader perspective on autism: Moderators of development. Invited paper

presented at the University of Leiden, May 5<sup>th</sup>, Leiden, Netherlands.

Mundy, P. (2006). Motivation and Autism: Research and Theory. Invited presentation for NIMH Conference on Comparative and Primate Research. March 9<sup>th</sup>, Vanderbilt Kennedy Center for Human Development.

Mundy, P. (2006). Joint attention and Autism: From Infancy to Adolescence. Invited presentation for Grand Round to the department of Pediatrics of Brown University Medical School, February 17<sup>th</sup>, Rhode Island Hospital.

Pradella, A., Burnetter, C., Zahka, N., Schwartz, C., Hileman, C., Henderson, H., Mundy, P., (2006). Age, Electroencephalograph Asymmetry and Social-Emotional Status in Children". American Psychological Society Annual Convention, New York.

Mundy, P. (2005). Infant joint attention and developmental vulnerability. Invited presentation to the faculty of the Department of Psychology and Child Study Center at Penn State University, December 6<sup>th</sup>.

Mundy, P. (Sept., 2005). The development of joint attention and defining the social deficits of Autism. Invited address to the 28<sup>th</sup> meeting of the Japanese Psychological Association, Keio University, Tokyo, Japan.

Mundy, P. (May, 2005). Joint attention and autism: Theory, assessment and neurodevelopment. Paper presented at the 4<sup>th</sup> International Conference on Autism, Madrid, Spain.

Mundy, P. (April, 2005). Joint attention and the development of social competence. Invited paper presented at the "Pathways of Development: Perspectives from Developmental, Cognitive and Affective Neuroscience", The Center for Neurobehavioral Development, University of Minnesota.

Sutton, S. K., Henderson, H., & Mundy, P. (April, 2005). Resting anterior EEG asymmetry and error-related negativity in high-functioning children with autism. Paper presented at the 11<sup>th</sup> annual meeting of the Emotion Research Group, Asheville, NC.

Courtney, C., Steve, S., Meyer, J., Henderson, H., Schwartz, C., Zahka, N., & Mundy, P. Frontal Asymmetry Subgroups and Cognitive Processes in Autism. (2005). Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia.

Schwartz, C., Henderson, H., Burnette, C., Sutton, S., Weisman, A., Zahka, N., & Mundy, P. (2005) Variations in Self-Monitoring and Anxiety in Higher Functioning Children With Autism. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia.

Thorp, D., Mundy, P. & Delgado, C. (2005). Attention mapping and language development: Evidence for developmental periods of sensitivity. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia.

Schwartz, C., Henderson, H., Burnette, C., Sutton, S., Weisman, A., Zahka, N., & Mundy, P. (2005). Variations in Self-Monitoring and Anxiety in Higher Functioning Children With Autism. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia.

Venezia, M., Messinger, D. & Mundy, P. (2005). The Development of Anticipatory Smiling: Affective Communication Predicts Social Outcome. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia.

#### **PROFESSIONAL ASSOCIATIONS**

*American Psychological Association. Member: Association for Psychological Science.  
Member: International Mind, Brain, Education Society, Member: International Society for Autism Research, Member: International Society for Infant Studies, Member: Society for Research in Child Development, Member.*

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#### **GRANTS – ONGOING**

##### **1) UC Davis Center for Excellence in Developmental Disabilities (UCEDD) at the MIND Institute**

2% Effort      Education Disciplinary Coordinator

The UC Davis UCEDD is part of a federally funded network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families, and communities

##### **2) R324A210288 (IES) Examining How Teacher-Student Interactions within Mathematics and Literacy Instructional Contexts Relate to the Developmental and Academic Outcomes of Early Elementary Students with Autism**

10% Effort      Mundy (CoPI)      7/1/21 - -6/30/25      \$1,699,999.00

This study is designed to the relations between differences in teacher instruction and student engagement and participation during classroom literacy and mathematics activities in students with and without ASD. The study will evaluate the moderating role of classroom-level (i.e., organization) and student level factors (i.e., ASD symptomology and severity) on the relation among teacher instructional, student participation, and developmental and academic outcomes. Second the study will examine teacher-student interactions as a mediator of student developmental and academic outcomes from the beginning to the end of the school year

##### **3) UC Davis Lisa Capps Endowment for Research on Neurodevelopment Disorders Mundy (PI)    Ongoing/Annual, \$65,000.00**

## 11% Effort

This research endowment is awarded through the UC Davis Department of Psychiatry and the M.I.N.D. Institute. The funding is specific to the promotion of educationally relevant research for school-aged higher functioning children with ASD. Currently, Dr. Mundy's efforts focus on developing and Reading and Academic Development Center at UC Davis for higher functioning children with ASD.

### **GRANTS SUBMITTED**

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**Project 1: Mechanisms and Predictors of Early Intellectual Development in Autism, Autism Center of Excellence entitled Center for Inclusive Research on Phenotypes of Autism Spectrum Disorder (NIH).** (Mundy, Senior Investigator, 2% Effort)

### **GRANTS: COMPLETED**

IES R324A120168, Mundy (P.I.) 03/01/2012-02/28/2017, \$1,533,705.00, 19% effort

Virtual Reality Applications for Attention and Learning in Children with Autism and ADHD. The goal of this longitudinal study is to examine the development of academic reading, math and writing skills in 80 children with Autism Spectrum Disorders (ASD) and 40 age and IQ matched children with ADHD as well as 40 children with typical development. Three assessments across 30 months of development will provide cross-sequential data on the development of an elementary school group (8-11 years old) and a secondary school group (12-16 years old). Two of the hypotheses to be examined are: 1) Impairments in reading comprehension will be especially robust in the ASD, and these impairments are part of the school-aged expression of the social-communication phenotype of ASD. 2) The ASD children will display syndrome specific impairments of social attention and the degree of these impairments will moderate learning, academic success, and social success for 8- to 18-year-old students with ASD.

1R21MH085904 - 01, 5/30/09-6/01/11 Virtual Reality and Social Skill in Autism

(P. Mundy, P.I.,)

The aim of this research program is to develop new methods for social-cognitive neuroscience research and evaluation with higher functioning children with autism. A second aim is to test novel hypotheses about the biomarkers of processes that lead to individual differences in the social learning of HFA children. The long term goal of this study is develop innovative therapeutic applications of virtual reality (VR) technology to provide a cost effective solution to the problem of improving methods for promoting generalization in social skills training (SST) for children with higher function autism (HFA). Total Direct Costs: \$275,000

R01 MH071273-01A1, 05/01/05 – 04/30/10, "Motivation, Self-Monitoring & Family Process in Autism".

(P. Mundy, P.I. with H. Henderson, Co P.I.)

This project will examine bio-behavioral and family process markers of individual differences in the social and emotional development of higher functioning children with autism. In particular this program of reach will examine a frontal EEG asymmetry index of motivation process, a frontal ERP error related

negativity measure of the contribution of the anterior cingulate to self monitoring, and expressed emotion in family members in relation to differences in social symptom presentation and comorbid anxiety in children with autism. Total costs \$1,500,000.

874-90240-2P001 7/1/04 – 6/30/05, Executive Director, State of Florida Department of Education, Center for Autism and Related Disabilities. This ongoing annually renewable program provides services to clients with autism, families of children with autism, and professionals and educators who provide services to those with autism. \$1.6 million/year direct annual costs.

5 T32 HD07473 5/1/05 – 4/30/10 Project Director, NIH/ NICHD, Training Grant in Mental Retardation/Developmental Disabilities. This training grant provides support for three pre-doctoral and two postdoctoral trainees. \$932,457 direct cost for entire project. Post-doctoral supplement received for research on the genetics of spinal muscular atrophy (\$89,000.00; September 30, 2005).

Marino Foundation Award: In conjunction with Psychology and Arts and Sciences Administration successfully completed the application and negotiation for the Marino Autism Research Institute (MARI; P. Mundy, P.I.), \$1,200,000.00 direct costs Jan. 2006 to Dec. 2008. MARI will be a collaborative enterprise with Vanderbilt University to develop new and innovative approaches to research and treatment in Autism and related disabilities.

UR3/CCU421965 9/30/02 – 3/30/06, Investigator, Centers for Disease Control, Surveillance of Autism Spectrum Disorder in Miami-Dade County, FL. The goal of this project is to enhance the current surveillance of autism spectrum disorders and other developmental disabilities in children three to ten years of age through increased community awareness, professional training, verification of new and existing cases and improved methods of case ascertainment. \$1,006,134.00 total costs

5 R01 HD38052 8/1/99 – 7/31/05, Principal Investigator, NIH/NICHD: Infant Joint Attention and Developmental Outcomes. This project is looking at individual differences in joint attention skill development as infant predictors of outcome and the degree to which the continuity between infant joint attention and childhood outcomes reflect caregiver and infant constitutional factors. \$ 1,212,724.00 total costs, No cost continuation through 7/31/05.

90YF0039 9/1/02 – 8/31/05, Investigator: Infusing Infant Mental Health Services in Early Head Start through a Research-Based Collaborative Partnership. This project seeks to identify community-level, family-level, and ontological factors related to infant-toddler mental health in a quasi-experimental, intervention-based research design. \$796,000 total direct costs.

Cure Autism Now 6/1/03 – 5/30/04, Principal Investigator, and Social Communication Skills Assessment System for Children with Autism. This longitudinal project is testing the efficacy of the Early Social Communication Scales Live and the Pictorial Infant Communication Scale with children with autism and controls. \$100,000 total costs.

1 KD1 SP089849/30/99 – 6/30/03, Principal Investigator, SAMHSA, Prevention for Young Children at Risk for Substance Abuse. \$336,000 for three years

NIDCD R01 NS26121-061996-2000. Co-Principal Investigator (with K. Oller), Vocal Development in Handicapped Infants, Direct costs of entire project, \$2,130,414

NICHHD, HD17662-51983-1986 Co-Principal Investigator (with M. Sigman), Social Communication in Mentally Retarded Children, Direct costs for entire project, \$937,465.

NINCDS-2543-081981-1991 Co-Principal Investigator (with M. Sigman) Object Concepts in Autistic Children, Direct costs for entire project, \$472,835.

Case Studies of Infants and Toddlers Prenatally Exposed to Cocaine, Department of Education, 1993-1998. Keith Scott, Ph.D. & Rebecca Fewell, Ph.D. PIs., Peter Mundy, Ph.D. Senior Investigator. Direct costs of entire project, \$654,123.

Homelessness in an Adolescent Psychiatric Population, California Department of Mental, Health, 1986 - 1988, P.I.s, M. Greenblatt, M.D., Peter Mundy, Ph.D., & Jill Robertson, M.D. Direct costs for entire project, \$120,000.

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## PROFESSIONAL ACTIVITIES

### Advisory Committees

- 1) **Chair**, Data Safety Monitoring Board for NIMH collaborative RO1 "Interventions for Communication in Autism" network (ICAN) (P.Is, Tris Smith at U. Rochester, Becky Landa at Kennedy Krieger Institute, and Connie Kasari at UCLA), 2010-2014
- 2) **Member** of the National Advisory Committee to the NIH Collaborative Programs of Excellence in Autism (CPEA) and Studies to Advance Autism Research and Treatment (STAART) Network: May 2002 to 2007.
- 3) **Ad-hoc Member** of the NIH Interagency Coordinating Committee (IACC) on Diagnostic Research for Autism, Last meeting January 17<sup>th</sup>, Arlington, VA, 2008.

### NIH Study Section, Ad-hoc or Special Emphasis Review Panels

- 1) **Member**, NIMH/NICHHD STTR/SBIR 01 2016 ZRG1 RPHB-R 12 B Special Emphasis Panel, November 16, 17, & 23, 2015.



- 2) **Member:** National Institute of Mental Health Special Emphasis Panel, “Services Research for ASD Across the Life Span” ZMH1 ERB-K (05), March 2014.
- 3) **Member,** Biobehavioral and Behavioral Sciences Subcommittee, 2007-2011
- 4) **Member:** Autism Speaks Basic and Clinical Stage 1 Grant Reviews, Oct. 28, 09
- 5) **Chair,** Network R01 applications for the Autism Centers of Excellence (October 26<sup>th</sup>, Washington, DC, 2006).
- 6) **Chair,** Autism and Related Disabilities: Development and Outcome (PO1 HD 003008-38A1; April 2005 and April 2006).
- 7) **Member,** Ad-hoc subcommittee for the review of the Collaborative Programs of Excellence in Autism (LOI HD-01-110; Washington, D.C., March, 2002).
- 8) **Member,** Ad-hoc subcommittee for RO1 Reviews (ZRG1 BBBP-4 02 M, Washington, D.C., April 2001)
- 9) **Member,** Ad-hoc Committee for the review of Program Projects on the Neurobiology and Metabolic Genetics of Autism (Washington, D.C., Nov. 1996)
- 10) **Member,** Ad-hoc Committee for the review of Mental Retardation and Developmental Disabilities Center Grant (2 PO1 HD 03008- New Haven, Conn., Aug-Sept. 1999)

#### Other Grant Reviews

- 1) **Member,** Medical Research Council (MRC), Autism Speaks, and Human Research Board or Ireland Committee Review of the Autism Genome Project, Friday September 22<sup>nd</sup>, 2006, MRC Head Office, London W 1b 1AL, UK.
- 2) **Member,** Treatment Advisory Board Reviews, Intervention Grant Submissions, Autism Speaks, Saturday, April 21, 2007, Digital Sandbox Network Events Center, 55 Broad Street, New York.

## EDITORIAL ACTIVITIES

**SENIOR ASSOCIATE EDITOR:** *Autism Research* (2013-2019)

EDITORIAL BOARD: *Journal of Abnormal Child Psychology*  
*Development and Psychopathology*  
*The SAGE Encyclopedia of Intellectual and developmental Disorders* edited by Ellen Braaten

CONSULTING EDITOR: *Infancy*  
*Developmental Science*

*American Journal of Mental Retardation*  
*Journal of Autism and Developmental Disorders*  
*Developmental Psychology*  
*Journal of Child Psychology and Psychiatry*  
*Child Development*  
*Developmental Science*  
*Primateology*

### EXTERNAL DISSERTATION COMMITTEES

**Emilia Thorup** Joint attention in development: Insights from Children with autism and infant siblings. Uppsala University, Uppsala Sweden, September, 2017.

**Anke Scheeren**, Empathic responsiveness of children and adolescents with high-functioning autism spectrum disorder. Department of Developmental Psychology, VU University, Amsterdam, January 2012.

**Anna Matejka** Are pictures worth a thousand words? Testing two versions of the Pictorial Infant Communication Scale, Department of Educational & Counseling Psych, McGill University, October 19<sup>th</sup>, 2009

**Gabriela Markov**, Interactions among infant peers: Examining Individual differences in social competence. Department of Psychology, Cognitive and Developmental Processes, York University, Canada, Dec 12, 2008.

### TEACHING

- 1) Exception Children in the Classroom, EDU 115 (Undergraduate Level), School of Education, University of California at Davis, Winter, Spring, Fall Quarters, 2009.
- 2) Individual Differences EDU 133 (Graduate Level), School of Education, University of California at Davis, Spring Quarter, 2008
- 3) Child and Family Assessment (Graduate Level), Department of Psychology, University of Miami (annually since 1991- 2007).
- 4) Psychological Development in Infancy (Graduate Level), University of Miami (1998, 2001, 2004)
- 5) Atypical Social Development (Graduate Level), University of Miami (1997, 2000, 2003)
- 6) Supervision of adult and child practicum training, Department of Psychology, University of Miami (1991-2007).

- 7) Coordinator of Postdoctoral Training in Clinical Child Psychology, UCLA UAP (1989-1991).
- 8) Supervision of Psychology and Psychiatry Trainees, UCLA Inpatient Service for Cognitive and Behavior Disturbance in Adolescence (19 President88-1991)
- 9) Medical Resident's Psychology Seminar, Olive View Medical Center (1986-1988)
- 10) Supervision of research assistants in developmental assessment and behavioral coding of infants and preschool children: UCLA & University of Miami (1979-1986)
- 11) Lecturer, Psychiatry 243B, Infant Assessment, UCLA (1985).
- 12) Lecturer, Psychology 315, Chronic Illness and Child Development, UCLA (1984)

## **ADMINISTRATIVE AND CLINICAL EXPERIENCE**

Psychologist Licenses: Florida PY0004743

California PS 009301 (expired 1997)

- 1) Director for Educational Research, M.I.N.D. Institute, 2007 to present. Develop and stimulate research programs on a UC Davis wide basis that meet the immediate or near term goal of improved the understanding and implementation of interventions for children with autism in the schools. In conjunction with the Lisa Capps endowment for research a special emphasis area is research on the improved identification and social/academic education of higher functioning children with autism in elementary, middle and his school.
- 2) Director, Marino Autism Research Institute (MARI, 2005 to 2007). Provided scientific and administrative oversight for an institute developed in collaboration with faculty of the University of Miami and faculty of Vanderbilt University to facilitate innovations in research and treatment for individuals and families affected by autism spectrum disorders (ASD). The specific focus the institute is on the biological and behavioral factors that influence individual differences in the expression, course and outcomes of people affected by ASD. (Annual budget \$400,000.00)
- 3) Director, Child & Developmental Psychology Division, (2000-2077) provided administrative coordination and leadership for a faculty of 12 and 20-30 graduate students involved in research and training on Child Clinical, Pediatric Psychology and Applied Developmental Psychology within the Department of Psychology.
- 4) Executive Director of the University of Miami Center for Autism and Related Disabilities (UM-CARD, 1994- 2007) provided assistance to individuals and families affected by autism and related disabilities in the South East Florida catchment area of 5 million people. 2006-2007 budget, \$1.6 million. UM CARD was the Autism Society of America National Center of the Year (1999).
- 5) Director of the Psychological Services Center, University of Miami, 1991-1999. Coordinated and supervised the graduate training and clinical services provided in an on campus community

mental health center serving 80 clients per month while providing practicum training for 25 clinical graduate students per year. Annual Budget, \$80,000, Annual Income (1996/1997) \$109,000.

6) Training Director of the UCLA University Affiliated Program, 1989 to 1991. Coordinated the of clinical training for psychology post-doctoral fellows (5) and trainees from other disciplines (e.g., social work, speech and language) within the UAP.

7) Coordinator of Psychological Service, A-West, UCLA, NPI & H, 1988-1989. Diagnostic and treatment consultation on all patients admitted to a ward for adolescents with cognitive and disruptive behavior disorders. Supervision of all psychology trainees, and all the psychological assessment services on the ward.

8) Program Coordinator: Adolescent Inpatient Service, Department of Psychiatry, Olive View Medical Center, 1986 to 1988. Development of a 12-bed inpatient service for adolescents requiring emergency psychiatric evaluation and treatment in a county hospital. Consultation to an adult inpatient service.

9) Inpatient and outpatient assessment and treatment of children and adolescents with chronic illness and behavioral disorders, UCLA Pediatric Nephrology, Metabolic Disorders and Oncology Clinics, 1984-1985.

10) Outpatient assessment and treatment of children and adolescents with cognitive and behavioral disorders, Child Outpatient Department, UCLA NPI 1984.

11) Inpatient assessment and treatment of behavioral disorders in preschool and school age children, Ward 5-West, UCLA NPI 1983.

## **AWARDS & RECOGNITION**

2021. Appointed Fellow of the International Society for Autism Research

2018: Appointed to the international **Lancet Commission on the Future of Care and Research in Autism**. Commission report to be published in 2020.

2018: Voted to the office of **President by the International Society of Autism Research, INSAR**. INSAR includes over 2500 scientists and students worldwide (2019-2021).

2017: University honorary title of **DISTINGUISHED PROFESSOR** at UC Davis in recognition of the achievement of the highest level of scholarship.

2014: **Visiting Professor**, Jane and Terry Semel Institute for Neuroscience and Human Behavior at UCLA, April 1<sup>st</sup> to June 27<sup>th</sup> .

2014: Kim, K., Rosenthal, Z., Gwaltney, M., Jarrold, W., Hatt, N., McIntyre, N., Swain, L., Solomon, M., & Mundy, P. (in press). A virtual joy-stick paradigm for the study of emotional responses and social motivation in children with ASD. *Journal of Autism and*

Related Disorders. Paper selected to appear in Psychology Progress. Psychology Progress alerts the scientific community to breaking journal articles considered to represent the best in Psychology research. <http://psychologyprogress.com/>

2011: The Early Social Communication Scales (Mundy, P., Delgado, C., Block, J., Venezia, M., Hogan, A., and Seibert, J. (2003), available through UC Davis at [http://www.ucdmc.ucdavis.edu/mindinstitute/ourteam/faculty\\_staff/escs.pdf](http://www.ucdmc.ucdavis.edu/mindinstitute/ourteam/faculty_staff/escs.pdf) was selected by Autism Speaks for the recommended list of measures appropriate for clinical trials with Autism Spectrum Disorders in the areas of Social Communication and Repetitive and Restricted Behaviors (Nancy E. Jones, PhD Program Director|Autism Treatment Network | Autism Clinical Trials Network | Autism Speaks/Department of Applied Linguistics | UCLA, Sept. 8<sup>th</sup> 2011.

2010: Simpson-Ramsey Lecture award; University of Alabama at Birmingham Civitan International Research Center, for the impact of joint attention research and theory development on the field of autism and interdisciplinary neuroscience.

2010: Leonard and Frances Blackman Lecture award; Columbia University Teachers College, for impact of joint attention research and theory development on the field of autism and education applications.

2009: Princeton Lecture Series Fellowship award, Eden Institute Foundation, for career accomplishments in the field of autism.

2008: Awarded the Lisa Capps Chair in Neurodevelopmental Disabilities and Education at the University of California at Davis.

2003: *Mundy, Sigman, Ungerer & Sherman (1986)* Selected as one of the most outstanding papers about communication in autism by the Japanese Society for Promotion of Research on Autism. Paper translated and reprinted in *Advances in Research on Autism and developmental Disorders*, Seiwa Shoten, Ltd. Japan, selected 2003, published 2006.

1996-1997: Teacher of the Year, University of Miami, Department of Psychology, Graduate Student Association.

1995-1996: University of Miami, Department of Psychology Alumni Award for Outstanding Contributions to Psychology.

1992-1993 National William R. Jones Most Valuable Mentor Award for Minority Graduate Scholars.