INSAR Early Career Committee Mentoring Initiative 2018-2019 Senior Mentors

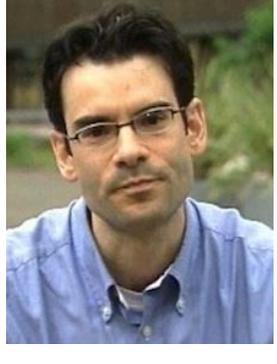| Name	Photo	Bio
David Amaral		After spending the early part of his career at the Salk Institute for Biological Studies, Dr. Amaral joined the University of California, Davis in 1995 as a Professor in the Department of Psychiatry and Behavioral Sciences and the Center for Neuroscience and is currently a Distinguished Professor of Psychiatry and Neuroscience. In 1998, Dr. Amaral was named the Beneto Foundation Chair and founding Research Director of the MIND Institute which is dedicated to studying autism and other neurodevelopmental disorders. Dr. Amaral received a joint PhD in Psychology and Neurobiology from the University of Rochester and he carried out postdoctoral work at Washington University in neuroanatomy. Dr. Amaral pursues research dealing with the neurobiology of social behavior and with the development, neuroanatomical organization, and plasticity of the primate and human amygdala and hippocampal formation. His research effort has increasingly been dedicated to understanding the biological bases of autism spectrum disorder. This work includes postmortem studies of the autistic brain and magnetic resonance imaging studies of children with autism spectrum disorder. He has also spearheaded efforts to establish nonhuman primate models of neuroimmune etiologies of autism spectrum disorder. As Research Director of the MIND Institute, he coordinates a comprehensive and multidisciplinary analysis of children with autism called the Autism Phenome Project to define biomedical characteristics of different types of autism. More recently, Dr. Amaral has become Director of Autism BrainNet, a collaborative effort sponsored by the Simons Foundation to solicit postmortem brain tissue to facilitate autism research. Amaral was the President of INSAR in 2009 and 2010. In April of 2015, Amaral became Editor-in-Chief of Autism Research the journal of the International Society for Autism Research. In 2016, he was appointed to the Interagency Autism Coordinating Committee by the Secretary of Health and Human Services. In 2017, he successfully competed for an NIH Autism Center of Excellence, which he directs.
Raphael Bernier		Raphael Bernier, PhD, is a Professor in the Department of Psychiatry at the University of Washington (UW) and holds adjunct appointments in the Departments of Psychology and School Psychology; is the Executive Director of the Seattle Children's Autism Center, one of the largest outpatient autism programs in the country; is the Associate Director of the Center on Human Development and Disability; and is a licensed clinical psychologist. He received his PhD at UW, his clinical training at UCLA, and also holds degrees from the University of Wisconsin and Tufts University. As the author of over 100 scientific articles and chapters, and the book Autism Spectrum Disorders: A Reference Handbook; the Principal Investigator of several NIH and privately funded studies focused on the etiology and neuroscience of autism spectrum disorder; and an active clinician, Dr. Bernier is at the intersection of science and practice of autism. The overall focus of his research program is the study of the causes, pathophysiology, and treatment of autism. Additionally, in his role at the Seattle Children's Autism Center, he focuses on the successful care of patients and families impacted by autism. The success of his studies and clinical experiences demonstrate his ability to effectively complete creative and innovative projects; develop successful collaborations that necessitate interfacing with neuroscientists, geneticists, and clinicians; and integrate disparate pieces of information to successfully disseminate knowledge and advance the field of mental health in the broader population.

Lauren Brookman-Frazee		Lauren Brookman-Frazee is a Professor of Psychiatry at the University of California, San Diego, Associate Director of the Child and Adolescent Services Research Center, and Research Director at the Autism Discovery Institute at Rady Children's Hospital, San Diego. Dr. Brookman-Frazee's community-partnered research includes characterizing community-based services for children, testing the effectiveness of psychosocial ASD interventions in community service settings, and testing the effectiveness of implementation strategies to promote the update and sustainment of interventions in routine care. Dr. Brookman-Frazee also conducts research on the impact of system-driven implementation of multiple evidence-based practices in children's mental health services, reducing disparities in access and quality of care, and developing pragmatic strategies for assessing delivery of evidence-based practices in community care.
Bhisma Chakrabhati		Bhisma Chakrabarti is Professor of Neuroscience and Mental Health and Research Director of the Centre for Autism at the University of Reading. After a first degree in Chemistry, he studied Neurobiology, and did his PhD with Professor Simon Baron-Cohen. He received the Charles and Katharine Darwin Research Fellowship at the University of Cambridge and has won multiple grants from the Medical Research Council UK. In 2015, he was awarded the Philip Leverhulme Prize in Psychology. The fundamental arm of his research focuses on studying empathy and reward processes in autism. His research uses multiple techniques that measure behavior, autonomic, and neural activity (eye-tracking, psychophysics, facial EMG, EEG, and fMRI). In a parallel, applied arm of research, his lab has been working in India to build an autism research toolkit, through validating widely used screening and diagnostic tools, as well as cognitive measures linked to autism, and using these to conduct the first systematic study of autism prevalence in Indian schoolchildren. He currently leads a consortium that aims to develop a tablet-based platform to detect early autism risk in India. Lab website: www.bhismalab.org www.reading.ac.uk/autism
Tony Charman		Dr. Tony Charman holds the Chair in Clinical Child Psychology at the Institute of Psychiatry, Psychology & Neuroscience, King's College London. His main research interest is the investigation of social cognitive development in individuals with autism spectrum disorder (ASD) and the clinical application of this work via screening, diagnostic, epidemiological, intervention, and 'at risk' studies. Dr. Charman currently runs a number studies that span from: (1) studying infants/toddlers at familial risk of ASD and ADHD and mid-childhood follow-up of previous at-risk cohorts; (2) preschool and school age intervention trials aimed both at improving social communication outcomes and reducing associated emotional and behavioral problems; (3) mixed clinical and cognitive neuroscience studies of children, adolescents, and adults with ASD; to (4) looking at mental health and other adults outcomes of a population cohort of individuals with ASD studied since childhood.

Geri Dawson		Geri Dawson is a Professor in the Departments of Psychiatry and Behavioral Sciences, Pediatrics, and Psychology and Neuroscience and Director of the Duke Center for Autism and Brain Development at Duke University, North Carolina. Dawson is Past-President of the International Society for Autism Research. She serves as a member of the NIH Interagency Autism Coordinating Committee (IACC) which develops the federal strategic plan for autism research, services, and policy. Dawson is a licensed practicing clinical psychologist and scientist, having published >250 articles and 10 books on early detection and treatment of autism and brain development. Her scientific advances include demonstrating that autism symptoms are present during infancy, describing the first case study of an infant with autism, validating the phenomenon of autistic regression, pioneering the use of electrophysiological techniques to elucidate early patterns of brain dysfunction in autism, and co-creating the Early Start Denver Model, an early intervention method that has been empirically shown to improve behavioral outcomes and brain function. Her scientific research was recognized by the National Institutes of Health as a Top Advance in Autism Research in 2007, 2008, 2009, 2010, 2012, 2013, 2014, 2015, 2016, and 2017 and by TIME magazine as one of the top 10 medical breakthroughs of 2012. From 2008-2013, Dawson was Research Professor of Psychiatry at the University of North Carolina, Chapel Hill and served as the first Chief Science Officer for Autism Speaks, an autism science and advocacy organization, where she oversaw $25-30 million of annual research funding. From 1985-2008, Dawson was Professor of Psychology at the University of Washington. There, she was Founding Director of the University of Washington Autism Center where she directed three consecutive interdisciplinary NIH Autism Center of Excellence research awards on genetics, neuroimaging, early diagnosis, and treatment, and oversaw the University of Washington Autism Treatment Center, which provides interdisciplinary clinical services for individuals with autism from infancy through young adulthood. Dawson is a Fellow of the American Psychological Society and American Psychological Association, and is Associate Editor or on editorial boards of four scientific journals. Dawson's awards include a Lifetime Achievement Award from the Association for Psychological Science for outstanding contributions to the area of applied psychological research that addresses a critical problem in society at large, among others. An advocate for families, Dawson has testified to the US Senate to support autism legislation and services several times. Dawson received a Ph.D. in Developmental and Child Clinical Psychology from the University of Washington and completed a clinical internship at the UCLA Neuropsychiatric Institute.
Connie Kasari		Connie Kasari, Ph.D. University of California, Los Angeles, Professor of Human Development and Psychiatry. She received her Ph.D. from the University of North Carolina at Chapel Hill and was a NIMH postdoctoral fellow at the Neuropsychiatric Institute at UCLA. Since 1990 she has been on the faculty at UCLA where she teaches both graduate and undergraduate courses, and has been the primary advisor to more than 60 PhD students. She is a founding member of the Center for Autism Research and Treatment at UCLA. Her research aims to develop novel, evidence-tested interventions implemented in community settings. Recent projects include targeted treatments for early social communication development in at-risk infants, toddlers and preschoolers with autism, and peer relationships for school aged children with autism. She leads several large multi-site studies including a network on interventions for minimally verbal school aged children with ASD, and a network that aims to decrease disparities in interventions for children with ASD who are under-represented in research trials. She is on the science advisory board of the Autism Speaks Foundation, and regularly presents to both academic and practitioner audiences locally, nationally and internationally.

Cathy Lord		As far as mentoring, Dr. Cathy Lord has been very happy to mentor both straight-out clinical researchers (that is, clinical and developmental psychologists who want to study clinical phenomena in autism such as behavioral phenotypes, assessment and treatment response) as well as young researchers in other disciplines who are interested in having a mentor who has strong feelings about keeping basic science useful (e.g., she has had wonderful mentees in several areas of neuroscience, psychiatry and in genetics). Dr. Lord has been in psychiatry and pediatric departments most of her life but also in a psychology department at Michigan and so is happy to mentor investigators considering careers in different academic settings. Dr. Lord has had a lot of experience with NIH grants and some private foundations but not so much other sources of funding.
David Mandell		David Mandell conducts two types of research. The first examines, at the state and national level, the effects of different strategies to organize, finance and deliver services on service use patterns and outcomes. This type of research usually involves using secondary data, especially insurance claims. The second consists of experimental studies designed to determine the best strategies to successfully implement proven-efficacious practices in community settings. These studies generally involve partnering with community organizations, including schools and early intervention systems, and prospective collection of primary data.
Sally Ozonoff		Sally Ozonoff, PhD, is a Professor of Psychiatry at UC Davis School of Medicine. Her training is in child clinical psychology, with a minor in developmental psychology. She is a licensed psychologist and actively provides clinical services to children and families, specializing in differential diagnosis of ASD from infancy through adulthood. Dr. Ozonoff's research program focuses on the very early phenotype of ASD, screening and diagnosis of ASD in infancy, and developmental trajectories of onset, symptom emergence, and longitudinal change. She has been PI of an R01 studying infants at risk for ASD for the past 15 years, during which time she has gained expertise in assessing the wide range of symptoms (e.g., the broader autism phenotype, ADHD, learning disabilities, mood and anxiety disorders) presented in family members of children with ASD. Dr. Ozonoff has expertise in the development of coding systems applicable to young children that assess a range of behaviors, including early social-communication, motor, behavioral inhibition, inattention, and hyperactivity. Her most recent area of focus is in the development of innovative tools for infant screening.

Liz Pellicano		Dr. Liz Pellicano recently returned to Australia having been Director of the Centre for Research in Autism and Education (CRAE) at University College London. She is a developmental psychologist determined to conduct genuinely world-class research in order to improve our knowledge of the challenges faced by autistic children, young people, and adults and to translate that research into meaningful changes in practice. Dr. Pellicano trained as an educational psychologist at the University of Western Australia (where she also completed her PhD in 2005), before becoming a Research Fellow in Psychiatry at the University of Oxford and Lecturer in Development Psychology at the University of Bristol. She joined CRAE at the then-Institute of Education as Senior Lecturer in 2009. Dr. Pellicano became Director of CRAE at UCL Institute of Education in 2013 and Professor of Autism Education in 2015. She joined Macquarie University in Sydney in October 2017 as Professor of Autism Education. Dr. Pellicano's work uses a range of methodologies (experimental, longitudinal, qualitative, participatory) across a range of areas, including autistic perception and cognition, autism education, and social and ethical issues related to autism, to understand autism better and how we might improve the lives lived by autistic people. Her recent work has emphasized the importance of working with autistic people, rather than on or for them, involving them in the research process and valuing their experience and expertise.
Jane Roberts		Dr. Jane Roberts received her Ph.D. from the University of North Carolina at Chapel Hill and is a Professor in the Department of Psychology at the University of South Carolina. She is the Principal Investigator of several grants funded by the National Institute of Mental Health focused on detection of the early signs of autism and anxiety in high risk populations including fragile X syndrome, autism spectrum disorder, and Down syndrome. Dr. Roberts employs a multi-method biobehavioral longitudinal approach to her research including genetic, physiological, behavioral and cognitive measures across infancy through early childhood. Her career path includes initial employment as a school psychologist in the public schools followed by over a decade at a research institute and culminating with her current tenured faculty position.
Diana Robins		Diana L. Robins, Ph.D. is a Professor at the AJ Drexel Autism Institute at Drexel University, where she leads the Research Program Area in Early Detection and Intervention for ASD. She also holds secondary appointments in Community Health and Prevention in the Dornsife School of Public Health and Psychology in the College of Arts and Sciences at Drexel University. Much of her work has centered around developing, validating, and refining a widely-used screening tool for ASD, the Modified Checklist for Autism in Toddlers, or M-CHAT. The original M-CHAT paper has been cited more than 1400 times, and the validation of the recent revision, M-CHAT-R with Follow-Up (M-CHAT-R/F), demonstrated that the 2-stage screening questionnaire detects many cases of autism, and children in the study were diagnosed about two years younger than the national median, which improves access to ASD-specific early intervention. Her current studies examine the optimal ages for primary care screening to detect autism risk, and a new Autism Centers of Excellence (ACE) network to relate early detection in primary care to early intervention and positive outcomes by age 5. Dr. Robins received her doctorate in Clinical Psychology, with an emphasis in Clinical Neuropsychology from the University of Connecticut. Following her APA-approved internship at the University of Florida Health Sciences Center, Dr. Robins completed a 2-year postdoctoral fellowship at the Yale University School of Medicine Child Study Center. She then spent 10 years on the faculty at Georgia State University, with a joint appointment in the Department of Psychology and the Neuroscience Institute, before moving to Drexel University in 2014. She is delighted that her program at the AJ Drexel Autism Institute draws students from public health, psychology, and medicine to work together on public health approaches to improving early detection and intervention for ASD.

Paul Shattuck		Paul Shattuck is an Associate Professor at Drexel University's AJ Drexel Autism Institute where he leads the Life Course Outcomes Program. His advanced training is in sociology, social policy and public health. The Life Course Outcomes research program uses an ecological life course perspective to examine how outcomes unfold across life – lately with a particular emphasis on adolescence and emerging adulthood. He has particular expertise in analyzing secondary data, program evaluation, policy analysis and public health research methods. Most of his research now revolves around a recent HRSA award: Autism Transitions Research Project. His team is documenting young adult outcomes using population-based datasets and to understand contextual and antecedent factors that influence those outcomes. He has received grants from NIH, NSF, HRSA, Autism Speaks and other sources. Shattuck has pioneered approaches for research dissemination and regularly presents his work to legislators, agency leaders and advocacy groups. His work has been cited over 5,000 times and you can see his record of publication on Google Scholar: https://scholar.google.com/citations?user=RkxM8zIAAAAJ&hl=en
Aubyn Stahmer		Aubyn Stahmer, PhD, has spent over 20 years developing expertise and training in the area of intervention delivery, parent education, services research, implementation science and examining outcomes for children with autism spectrum disorder (ASD) and their families. She has an excellent background in applied behavior analysis, diagnostic evaluation, and parent education and extensive training in mental health services research. Dr. Stahmer's training includes the use of qualitative research methods (e.g., focus groups & surveys), single subject design, and implementation of hybrid implantation/effectiveness randomized trials. Mental health services and translational research are the primary foci of her current scholarly activities. The secondary focus of her research is the effectiveness of intervention strategies for children with autism. Dr. Stahmer is currently the principal investigator on several federal and foundation grants that involve multi-site, community collaboration. Her newest project is a multi-site trial examining leadership and provider mechanisms that affect implementation of evidence-based practices in schools and community settings. The program of research in Dr. Stahmer's laboratory involves using basic services research and implementation theory to collaboratively adapt and translate evidence-based practices for use in community settings. This research is conducted by teams that include researchers, community providers, funding agency representatives and families. She is currently an editor for the journal Autism Research. Dr. Stahmer served on the Editorial Board of the Journal of Positive Behavioral Interventions for six years and serves as an ad hoc reviewer on an additional nine peer-reviewed journals. She is currently serving as an author on the upcoming American Academy of Neurology autism treatment guidelines commissioned by NIH. This past year, Dr. Stahmer was selected as a Fellow of the NIMH funded Implementation Research Institute.
Helen Tager-Flusberg		Helen Tager-Flusberg, PhD, has long-standing interests in language and related social-cognitive developments in a number of different populations, especially autism, Williams syndrome, and developmental language disorders. More recently, her research has explored the connections between brain structure and function and cognitive/behavioral impairments in people with ASD at different ages, from infancy through young adulthood. Information about Dr. Tager-Fluberg's current work may be found at: www.bu.edu/autism

Andrew Whitehouse		Andrew Whitehouse is the Angela Wright Bennett Professor of Autism Research at the Telethon Kids Institute and Professor of Autism Research at The University of Western Australia. He is also Chief Research Officer of the Cooperative Research Centre for Living with Autism (Autism CRC) and Adjunct Professor at Curtin University and Edith Cowan University. Andrew's team maintains a strong focus on developing and trialing new behavioral interventions for infants at high risk of ASD, as well as children with a diagnosis of ASD, and has a great interest in building large datasets for widespread research use. Andrew has considerable experience in translating research findings into policy outcomes, and was recently the Chair of the national committee that developed Australia's first national guideline for ASD diagnosis. Information about Andrew's research team and their research output can be found at autism.telethonkids.org.au
Lonnie Zwaigenbaum		Dr. Lonnie Zwaigenbaum is the co-director of the Autism Research Centre at Glenrose Rehabilitation Hospital, Edmonton, Alberta, and Professor of Pediatrics and Psychiatry at University of Alberta, Canada. Dr. Zwaigenbaums' research focuses on early development in autism and related neurodevelopmental disorders. With the goals of identifying early behavioural and neurobiological markers of autism, his research group is following a high-risk cohort; namely, infant siblings of children with autism. This is helping the group identify specific risk markers to aid in earlier diagnosis and study basic processes (e.g., attention, emotion, executive control) that may underlie later symptoms. Other research includes genetic studies of autism using molecular and genomic strategies, a national longitudinal study of developmental trajectories and outcomes in newly diagnosed preschool children with autism, and a qualitative study of the values, priorities and worldviews of families of children with autism. Other areas of interest include screening/early diagnosis, intervention studies, and epidemiology of autism.