Welcome Back To

# THE SCTL SCOOP

Social Competence & Treatment Lab (SCTL)
Stony Brook University

**Welcome to the Stony Brook Social Competence & Treatment Lab (SCTL)!**

**We focus on understanding how kids and teens connect to one another, make friends, and help develop new ways to help them to do so.**

**SCTL has a particular focus on supporting youth with autism and their families.**

**The lab uses English to communicate throughout its internal studies and outreach events but accommodations can be made for those who prefer speaking Spanish.**

## CONTACT US

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Twitter.com/TheSCTL_SBU**

**Scan this code for more information:**

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# LETTER FROM DR. MATTHEW LERNER SCTL DIRECTOR

Hello Families, Friends, and Colleagues:

Welcome to our newsletter, the SCTL Scoop! Our research centers around better understanding the social functioning of autistic kids and teens and creating interventions that help them better connect to peers and make friends.

The Social Competence and Treatment Lab (SCTL) has been wonderfully busy with ongoing and brand new studies. Our Investigating Social Patterns in Youth: Virtual Interactions (I-SPY:VI) study is wrapping up, and papers based on the results are coming out soon! We are also thrilled to share that we have joined the SPARK (Simons Powering Autism Research Knowledge) study - the largest autism study in the world, which aims to make new discoveries and advance the understanding of autism. Our PEDAL (Patterns of EEG in Daily Life in ASD Youth) study continues as well, with the aim of studying brainwave (EEG) patterns in daily life among autistic youth and relate these findings to autistic behavior. In another active study, OPRITA (Online Promoting Resilience in Teens), we are examining brief, all-online activities to help improve improving coping and mental health. Finally, our new Superflex Study has just begun! This study explores how the widely-used Social Detective/Superflex curriculum can help youth with autism with social-emotional learning. We hope you find The SCTL Scoop to be a fun way to learn about our studies, findings, accomplishments, and offerings.

We also continue to partner with the Stony Brook Autism Initiative to improve quality of care for autistic individuals throughout Stony Brook Medicine, and the Stony Brook LEND Center to provide interdisciplinary training for those throughout Long Island and beyond who care for autistic individuals. We are also excited to announce the new Introduction to the Science & Lived Experience of Autism (ISLEA) course, a unique, brief, online training program to improve knowledge and empathy among those who support autistic individuals.

All members of the SCTL would like to extend our deepest appreciation to our amazing families for the continued support, particularly throughout the challenges of re-acclimating to the world after the COVID-19 pandemic. None of this would be possible without the time and effort you put into our lab! We are tremendously grateful to have you in our SCTL family, and wish you all good health and well-being!

Sincerely,
Dr. Lerner and all of your friends at the Social Competence & Treatment Lab (SCTL)

# SCTL SPOTLIGHT
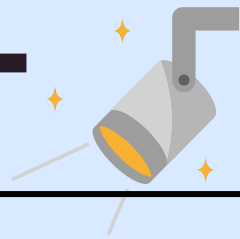
## Abigail Houck, Master's Student

Abby has been a psychology master's student at Stony Brook University since 2022 and graduated with their BA in Psychology in December 2020. She's interested in the connection between autism and transgender identities, the presentation of autistic traits in those with marginalized identities, and how to reduce stigma and harmful practices.

## Jared Richards, First-Year Doctoral Student

Jared has been a Clinical Psychology doctoral student at Stony Brook University since 2022. They are interested in using a multi-disciplinary, intersectional approach to investigate social and emotional well-being in autism and commonly co-occurring conditions (e.g. ADHD, depression) across the lifespan. They hope to refine assessment and intervention techniques for neuro-divergent people, particularly to improve the lives of transition-age autistic youth and adults.

## Allister Collins, Medical Student

Alister has been a medical student at Stony Brook University since 2022 and is interested in researching effective interventions to improve the social functioning of autistic individuals. He is also interested in helping autistic individuals overcome the psychiatric comorbidities that often come with being autistic individuals.

# SCTL SPOTLIGHT
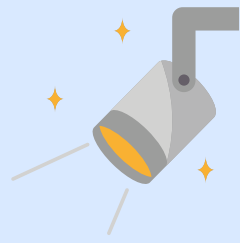
## Steven Honovic, Lab Coordinator

Steven joined our lab as an undergraduate Lab Coordinator in 2022. He graduated from Stony Brook University in May 2021 with a Bachelors of Science in Psychology and graduated with his Masters of Arts in Psychology from Stony Brook in May 2022. He aspires to pursue a Ph.D. in clinical psychology in the future and is very interested in researching interventions for ASD and how those interventions can be incorporated into schools and other environments.

## Ellie Goodwill, Lab Coordinator

Ellie joined our lab as an undergraduate Lab Coordinator in 2022. She graduated from Stony Brook University in 2022 with her B.A. in Psychology and Sociology with minors in Health, Medicine & Society and Women's, Gender & Sexuality Studies. She is interested in developmental psychopathology and the neural mechanisms associated with ASD and ADHD. Ellie hopes to pursue her doctorate in Clinical Psychology in the future and work with children in underserved communities.
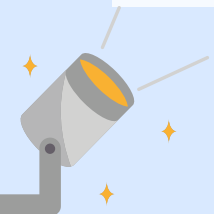
# SCTL ALUMNI
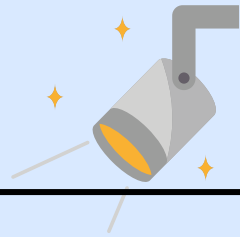
## Jenna Stadheim, Former Coordinator

Jenna was a lab coordinator from 2021 to 2022. She became interested in SCTL because our research is guided by the concept that autistic individuals are, just that, individuals, and their treatments may benefit from being developed respectively to their unique characteristics! She received her Bachelor of Arts in Psychology and a Bachelor of Science in Family and Human Development from Arizona State University in May 2019. She is interested in how group interventions can be used to build social communication skills among autistic individuals and how parent-child relationships regarding service impact the development of autistic individuals. Jenna is currently attending the University of Nebraska-Lincoln (UNL) within their School Psychology Ph.D. Program.

## Caroline Freden, Former Coordinator

Caroline was a lab coordinator from 2019 to 2022 and is particularly interested in exploring gender differences in the presentation and diagnosis of ASD. She received her Bachelor of Science in Psychology and Bachelor of Science and Arts in Biology from The University of Texas at Austin in May 2019 and is currently a Ph.D. student working with the Autism and Neurodevelopment Lab at Montclair State University. She is passionate about conducting scientific research that aims to increase public awareness of and understanding of autism among the general public. She is also interested in increasing accessibility to tailored interventions via implementation in the school or community setting.

# SCTL ALUMNI
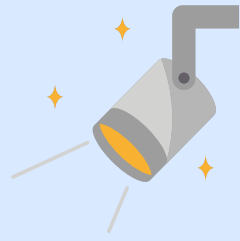
## Alan Gerber, Former Doctoral Student

Dr. Alan Gerber was a former doctoral student in the Clinical Psychology Ph.D. program at Stony Brook University from 2016 to 2022. Dr. Gerber is currently in a T32 Postdoctoral Position at Yale Child Study Center in Dr. James McPartland's lab. This is a highly competitive research fellowship that offers unique training opportunities in child psychology research. Alan hopes to continue building on the work that he has started while at SCTL. He is interested in identifying predictors of variability in treatment outcomes by examining mechanisms of therapeutic change in autistic individuals. Ultimately, his goal is to maximize patient benefit through individualizing interventions.

## Kathryn Hauschild, Former Post Doc.

While at SCTL from 2018 to 2022, Dr. Hauschild was our Associate Director and received an Autism Science Foundation COVID-19 Research Grant. Under this grant, she examined the effects of pandemic-induced isolation on the mental health of autistic youth. Through the fall of 2021, she collected data on how returning to in-person school and changes in mental health supports influence outcomes. Dr. Hauschild received her doctoral degree in developmental psychology from the University of Pittsburgh in 2018 where her research focused on the development of face perception and object knowledge in typically developing infants and infants at familial risk for ASD. Dr. Hauschild is currently an Assistant Professor of Psychology at Farmingdale State College.

## Shana Matthew, Former Master's Student

Shana was a student in the M.A. in General Psychology program at Stony Brook from 2021 to 2022 and hopes to pursue a career in clinical psychology in the future. She is interested in studying the current interventions and neurophysiological underpinnings associated with ASD. She originally graduated from Brooklyn College in 2021 with her B.A. in Psychology and Chemistry and a minor in Neuroscience and is currently earning her Ph.D at Wagner College.

# ACCOMPLISHMENTS & AWARDS

Congratulations to former SCTL members Alan Gerber and Erin Kang for being recognized as "rising stars" in the **40 Under 40** competition. 40 Under 40 recognizes researchers under the age of 40 who are working on autism-related science across the globe.



Dr. Alan Gerber: Dr. Alan Gerber was heavily involved with SCTL for 6 years (2016 - 2022) while attending Stony Brook University as a clinical psychology doctoral student. He is currently a Postdoctoral Fellow working with the McPartland Laboratory, located at the Yale School of Medicine. This lab investigates autism from a clinical neuroscience perspective. His focus is on improving the lives of autistic individuals by individualizing assessment and treatment approaches.

Dr. Erin Kang: Dr. Erin Kang, a SCTL alumnus, was the 2022 recipient of the Slifka/Ritvo Innovation in Autism Research Award for her innovative research ideas. Dr. Erin Kang has been involved in so much of the clinical and research work of SCTL for 6 years (2014 - 2020) and continues to collaborate with SCTL! Erin is currently an Assistant Professor in the Department of Psychology at Montclair State University where she also has a research lab of her own!

# ACCOMPLISHMENTS & AWARDS

## POSTDOCTORAL POSITION AT YALE CHILD STUDY CENTER

### ALAN GERBER – SCTL ALUMNUS/FORMER DOCTORAL STUDENT

Congratualations to former SCTL doctoral student Alan Gerber for accepting a T32 Postdoctoral Position at the Yale Child Study Center in Dr. James McPartland's lab. Alan joined the lab in April of 2022 and looks forward to continuing to build on the work he's started while at Stony Brook! This is a highly competitive research fellowship that offers unique training opportunities in child psychology research.

## NSF GRADUATE RESEARCH FELLOWSHIP AND FORD FELLOWSHIP HONORABLE MENTION

### KRISTIN WALKER – DOCTORAL STUDENT

Congratulations to Kristin Walker on receiving the Graduate Research Fellowship from the **National Science Foundation** in spring of 2022! She is the first SCTL graduate student to be granted this award. This fellowship gives three years of financial support to aid in Kristin's research pursuits. In 2022 Kristin also received an honorable mention for the **Ford Fellowship**, a fellowship aimed to promote ethnic and racial diversity in academia.

# ACCOMPLISHMENTS & AWARDS

## INTERNSHIP AT PENN STATE



**ERIN LIBSACK –** DOCTORAL STUDENT

We would like to congratulate Erin Libsack who has been chosen as one of three full time doctoral Psychology Interns at Penn State Health Milton S. Hershey Medical Center! The program runs for one year and provides 2,000 hours of clinical and research training. Erin started her internship in 2022 and will finish in 2023.

## 2022 URECA BIOLOGY ALUMNI RESEARCH AWARD



**NOSHIN SHAKAWAT –** UNDERGRADUATE RESEARCH ASSISTANT

Our undergraduate research assistant Noshin Shakawat received the 2022 URECA Biology Alumni Research Award! This grant provided a stipend to support Noshin's research activities during the summer of 2022. Noshin's research explored the correlation between an individual's age bias and recognizing facial affect in individuals with and without autism by studying neural processing speeds through EEG data. The goal of this research is to see if an individual is better at recognizing facial emotions of a person of similar age and if there are differences between individuals with and without autism.

# RECENT EVENTS

## All Kids Fair
### April 23rd
The SCTL team had so much fun attending the All Kids Fair! We enjoyed meeting families and interacting with the children. It was a pleasure to answer questions, spread knowledge, and share information about the SCTL.



## SBU Girls Discover STEM Day
### April 8th
SCTL attended the Girls Discover Science, Technology, Engineering, & Mathematics (STEM) Day at Stony Brook University! The day was filled with hands-on STEM activities!



## Commack SEPTA
### March 29th
The SCTL was excited to interact with children and their families at the Commack SEPTA! Dr. Lerner presented and research assistants were able to talk to many families and spread information about our lab.



## Middle Country School District Parent Training
### February 15th
Dr. Lerner presented on "Novel approaches to improving social connections for and among teens on the autism spectrum" and we talked to parents about the resources the SCTL offers.

# CURRENT STUDIES

**SPARK**

**Simons Powering Autism Research (SPARK):** SPARK is dedicated to accelerating autism research and increasing our understanding of autism. The SPARK study collects genetic, medical, and behavioral information from study participants and then shares these with qualified researchers to enable important new research that aims, ultimately, to improve the lives of autistic individuals.
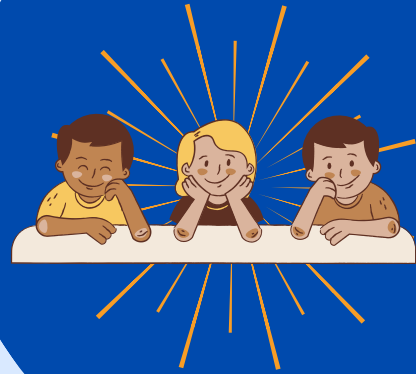
**PEDAL**

**Patterns of EEG in Daily Life in Autism (PEDAL):** Studies brainwave (EEG) patterns in autistic youth and relate these findings to autistic behaviors.

# CURRENT STUDIES

## OPRITA

**Online Promoting Resilience in Teens With ASD (OPRITA):** An online research study to better understand and support emotional resilience and stress coping skills among teens with autism.

## Social Superheroes Study

**Social Superheroes Study (Superflex):** This study is being conducted to learn more about how the Social Detective/Superflex curriculum can help youth with autism with their social-emotional learning (e.g., self-awareness, social awareness, decision-making, and relationship skills).

# SCTL IN THE MEDIA


SPARK
Simons Powering Autism Research

## STONY BROOK UNIVERSITY NEWS

"Joining SPARK opens numerous doors within and beyond Stony Brook on multiple fronts. This partnership provides a direct opportunity for autistic individuals and their families who connect with Stony Brook through any of our clinical, research, or programmatic efforts to benefit from involvement in this groundbreaking project," said Matthew D. Lerner, Ph.D., principal investigator for Stony Brook, associate professor of Psychology, Psychiatry, and Pediatrics, and research director of the Autism Initiative at Stony Brook University. "SPARK also provides a direct way for our clinical and research teams to work more closely together to support this population, and it affirms Stony Brook's place among the top autism clinical and research centers in the country, as well as our commitment to engaging deeply with our community"
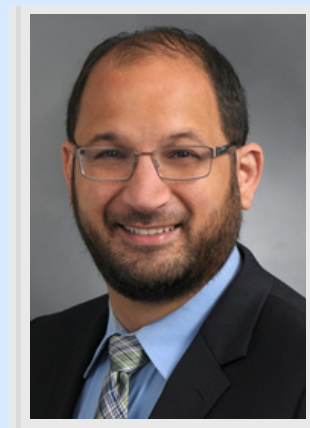
**-- Dr. Matthew Lerner**

**Read the full story [here](#)!**

## WEBINAR

**We are excited to share that our Director, Dr. Matthew Lerner, offered a public webinar through SPARK for Autism on "Surveying the Landscape of Autism Intervention Practices Across the U.S.!" on October 18th, 2022.**

**Watch [here](#)!**

# SCTL IN THE MEDIA



A map of the nation's network of SPARK-affiliated programs researching autism, including Stony Brook University. Credit: Simons Foundation Autism Research Initiative

## PRESS RELEASE

In an effort to further advance scientific understanding of autism, Stony Brook University clinicians and researchers will join a nationwide network called SPARK (Simons Powering Autism Research Knowledge).

Stony Brook is the latest institutional member of SPARK, which includes more than 30 of the nation's leading medical schools and autism research centers. SPARK's research involves recruiting individuals and families affected by autism. Currently, more than 100,000 people with autism and 175,000 of their family members participate in SPARK. Having large numbers of individuals participate in studies may lead to a better understanding of the causes of autism and inform better treatments, services, and support practices for families.

We look forward to contributing to this study to engage and support the Long Island autism community!

**Read the full press release here!**

# SCTL IN THE MEDIA

## STONY BROOK UNIVERSITY NEWS

### Stony Brook University to Help Expand Mental Health Services for Youth

New York State Governor Kathy Hochul announced more than $3.3 million to community-based healthcare providers that will increase access to mental health services for children and families, including $250,000 to Stony Brook University to provide training that will help mental health care providers better serve dually diagnosed people who are living with mental illness and a developmental disability.

"Access to mental health programs is a critical component of our efforts to ensure New Yorkers receive the care they need for themselves and their loved ones," Governor Hochul said in the November 18, 2022 announcement. "Too often, vulnerable populations face barriers in their ability to access mental health services, and these grants will help expand access to statewide programs, helping support more young New Yorkers to properly address their mental health needs."

**Lerner said the project — administered in collaboration with the Stony Brook School of Professional Development — is unique in its focus on helping existing state-licensed mental health practitioners throughout New York who might otherwise not offer treatment to autistic youth and other developmental disabilities to develop their confidence and skills in doing so. It is also unique in its integration of the lived experience of autistic adults as part of the training model.**

The awards include more than $1 million divided among 35 not-for-profit community-based programs that operate under contracts with the Office of Mental Health or are funded by the agency or county mental health departments with local funds or state aid. These awards will support expanding suicide prevention initiatives, respite programs, family and youth peer support services and children's non-Medicaid managed care programs.

**Read the full press release here!**

# PUBLICATION UPDATE

Because of your involvement, our lab has recently produced...

**15** **Published articles**

**7** **Talks to the community**

**21** **Presentations at research conferences**

THANK YOU!

# SELECTED WORKS
## RECENTLY PUBLISHED & PRESENTED

**\* = Student author**

The SCTL believes it is critical to share all that we have been learning from the information we collect - especially with the families who make our research possible.

On the following pages, you will find concise, easy-to-read summaries of some recently published articles.

We hope you enjoy reading about some of the latest findings in autism research and that they inspire you to stay connected to the SCTL, continue learning with us, and share these findings with those who may be interested!

# SELECTED WORKS

## Facial emotions are accurately encoded in the neural signal of those with autism spectrum disorder: A deep learning approach

People with autism spectrum disorder often show difficulties with recognizing emotions through people's facial expressions. 88 adolescents, with and without ASD, classified facial emotions by choosing whether a face displayed a happy, sad, angry, or fearful expression. SCTL researchers looked at the brain connections of participants to understand how they classify different emotions. How a person perceives other people's facial expressions directly impacts the emotions they believe other people are feeling. The commonly thought reasons behind why individuals with ASD exhibit difficulties with recognizing emotions are that (a) that autistic individuals do not possess information about what different facial emotions mean or (b) autistic individuals do posses information about what different facial emotions mean but are unable to 'appropriately' react when faced with such facial emotions. Determining the true reason is important to better understanding the information processing of individuals on the spectrum. SCTL researchers discovered for the first time that individuals with and without ASD have information about facial emotions in their brain. Researchers also found that the ASD group having difficulties in interpreting facial emotions likely results from difficulties utilizing information that the brain has regarding facial emotions. The findings of this study show the importance of understanding the internal processes involved in facial features and emotions. Knowing that some people with ASD have difficulties recognizing facial emotions opens the door for new interventions that cant better support them and their ability to interpret social cues and establish successful relationships.

Torres, J. M. M, Clarkson, T., Hauschild, K. M., Luhmann, C. C., Lerner, M. D., & Riccardi, G. (2022). Facial emotions are accurately encoded in the neural signal of those with autism spectrum disorder: A deep learning approach. *Biological psychiatry: Cognitive Neuroscience and Neuroimaging, 7*(7), 688–695. https://doi.org/10.1016/j.bpsc.2021.03.015

# SELECTED WORKS

## Performance-and Theater-Based Interventions for Supporting Social Cognition and Social Communication in Autistic Youth: A Review and Theoretical Synthesis

There are multiple avenues to support improvement of social functioning in autistic youth. Teaching children with a focus on engagement and interactive experiences that foster implicit learning, which is learning without conscious awareness is relatively new in comparison to the structured learning approach that has been historically used. In these novel approaches, children learn through 'doing' and engaging with the social information as much as possible (like through activities and games), rather than trying to forcefully memorize information through didactic instruction. SCTL researchers reviewed literature evaluating five types of interventions aimed at improving children's social skills through more interactive, implicit learning using performance- and theater-based approaches. The literature suggests that interactive learning results in more social communication gains such as increased peer interactions, reciprocal friendships, and being more accepted by peers than the traditional form of social learning. Researchers are starting to look more into these approaches, and should continue to study the effects of these approaches with more autistic youth from diverse backgrounds.

McDonald, R. G.,* Khawar, S.,* Yacoub, N., Cargill, M., Lerner, M. D., & Kang., E. (2022). Performance and theater-based social skills interventions for supporting social cognition and social communication in autistic youth: A review and theoretical *synthesis. Seminars in Speech and Language, 43*(4), 255–276. https://doi.org/10.1055/s-0042-1750763

# SELECTED WORKS

## Predictors of Treatment Response to a Community-Delivered Group Social Skills Intervention for Youth with ASD

"Group social skills interventions" are methods of improving the social skills of youth with autism. SCTL researchers looked at how a group of 75 autistic children responded to the most research-backed intervention, beginning with simple lessons and progressing to complex ones as the child ages and learns. Participants completed a task assessing their ability to recognize faces and voices and their parents completed an assessment of their child's mental health and social skills. Children need to be able to develop friendships and solve social problems to successfully form and maintain healthy relationships. Males and females have differing levels of ability to recognize emotions and children with ASD and ADHD show more improvements in handling common day-to-day issues and being more independent than their peers. Also, intervention strategies are more likely to work if children did not have any other co-occurring diagnoses. These findings serve as an important example of how treatment outcomes can vary with autistic children. The researchers of this study emphasize that this is why it is important to consider the different ways groups of autistic people may respond to various interventions, even when they are otherwise evidence-based.

Gerber, A. H.,* Kang, E., Nahmias, A. S., Libsack, E. J.,* Simson, C. E.*, & Lerner, M. D. (2022). Predictors of treatment response to a community-delivered group social skills intervention for youth with ASD. *Journal of Autism and Developmental Disorders, 52*(10), 1-14. https://doi.org/10.1007/s10803-022-05559-2

# SELECTED WORKS

## Vocal Emotion Recognition in Autism: Behavioral Performance and Event-Related Potential (ERP) Response

In general, emotion recognition promotes social abilities. Most autism studies focus on emotions in the form of people's facial expressions rather than people's voices. In this study, SCTL researchers aimed at expanding this research by looking at how participants recognized emotion by instead focusing on people's voices. They did this by studying how often participants correctly identified the emotion conveyed and how their brains responded to vocal emotions through a measured brain response. The study included autistic and non-autistic youth ages 11-18 years old. We measured vocal emotion recognition accuracy and several brain responses. SCTL researchers particularly focused on LPP, a brain response that measures attention to emotional information, suggesting youth with more communication problems might pay more attention to subtle emotional information. After considering verbal ability, social communication difficulties were associated with a larger LPP response. Beyond LPP, social cognition was related to vocal emotion recognition abilities. When it comes to improving social skills, broader social cognition interventions that consider things like co-occurring conditions may be more beneficial than narrow emotion recognition interventions that strictly consider small demographics.

Day T. C.,* Malik I., Boateng S., Hauschild K. M., Lerner M. D. (2023). Vocal Emotion Recognition in Autism: Behavioral Performance and Event-Related Potential (ERP) Response. *Journal of Autism and Developmental Disorders,* 1-14. https://doi.org/10.1007/s10803-023-05898-8.

# SELECTED WORKS

## Quantifying Social Skill Deficits and Strengths Profiles in Autistic Youth

Difficulties with social interaction are regarded as a fundamental, distinguishing feature of autism. There is an assumption that autistic individuals mainly have difficulties with social acquisition,  or that they don't have the necessary understanding of social norms, rules, and skills. The possibility that children on the autism spectrum possess skills that are not consistently practiced is rarely considered. Social performance deficits occur when someone has difficulties reliably acting out  already acquired or known  social behaviors. This study evaluated social acquisition and social performance as well social  skill strengths  of autistic and non-autistic youth. Parents provided detailed evaluations to obtain social profiles of 211 autistic and non-autistic youth. The results showed that autistic youth have more social acquisition and performance deficits than non-autistic youth. Autistic youth had a greater prevalence of social performance deficits  and social skill strengths  compared to social acquisition deficits, indicating that performance deficits are the more significant contributor to social difficulties,  and acquisition deficits the least significant , for autistic individuals. This suggests the need to move away from simply teaching social rules to address social challenges in autism - as doing so may have minimal impact on how autistic youth function in the real world.

Gates J. A.,* Gerber A. H,* Miller C. E., & Lerner M. D. (2022). Quantifying social skill deficits and strengths profiles in autistic youth. *The Society for Research in Child Development, 0*(0), 1-15. https://doi.org/10.1111/cdev.13889

# RECENTLY PUBLISHED WORKS
## (ARTICLES & PRESENTATIONS)

**\* = Student author**

## Published Articles

Keenan, E. G., Gurba, A. N., Mahaffey, B., Kappenberg, C. F., & Lerner, M. D. (in press). Leveling up dialectical behavior therapy for autistic individuals with emotion dysregulation: Clinical and personal insights. *Autism in Adulthood*.

Mayor-Torres, J. M., Medina-DeVillers, S., Clarkson, T., Lerner, M. D., & Riccardi, G. (in press) Evaluation of interpretability for deep learning algorithms in EEG emotion recognition: a case study in autism. *Artificial Intelligence in Medicine.*

Corbett, B. A., White, S. W., Lerner, M. D., Preacher, K. J., Klemencic, M. E., Simmons, G. L., Pilkington, J., Gable, P., Gioia, A., & Key, A. P. (in press). Peers, play, and performance to build social salience in autistic youth: A multisite randomized clinical trial. *Journal of Consulting and Clinical Psychology.*

Fjermestad, K. W., McLeod, B. D., Silverman, W. K., Bjaastad, J. F, Lerner, M. D., & Wergeland, G. J. H. (in press). The Therapy Process Observational Coding System: Group Cohesion Scale in youth anxiety treatment: Psychometric properties. *Journal of Clinical Psychology.* https://doi.org/10.1002/jclp.23496

Day, T. C.,\* Malik, I., Boateng, S., Hauschild, K. M., & Lerner, M. D. (2023). Vocal emotion recognition in autism: Behavioral performance and event-related potential (ERP) response. *Journal of Autism and Developmental Disorders*, 1-14. https://doi.org/10.1007/s10803-023-05898-8

McKenney, E. E.,\* Brunwasser, S., Richards, J.,\* Day, T.,\* Kofner, B., McDonald, R.,\* Williams, Z. J., Gillespie-Lynch, K., Kang, E., Lerner, M. D., & Gotham, K. O. (2023). Repetitive negative thinking as a transdiagnostic prospective predictor of depression and anxiety symptoms in neurodiverse first-semester college students. *Autism in Adulthood*. https://doi.org/10.1089/aut.2022.0078

# RECENTLY PUBLISHED WORKS

## Published Articles

Kang, E., Lerner, M. D., & Gadow, K. D. (2022). The importance of parent-teacher informant discrepancy in characterizing autistic youth: A replication latent profile analysis. *Journal of Clinical Child & Adolescent Psychology*, 1-11.

De Los Reyes, A., Wang, M., Lerner, M. D., Makol, B.A., Fitzpatrick, O., & Weisz, J.R. (2022). The Operations Triad Model and youth mental health assessments: Catalyzing a paradigm shift in measurement validation. *Journal of Clinical Child and Adolescent* Psycholog*y, 51*(5), 1-36. https://doi.org/10.1080/15374416.2022.2111684

Lerner, M. D., Brown, C. E.,* Sridhar, A.,* Tschida, J. E.,* Felsman, P. G.,* Libsack, E. J.,* Kerns, C. M., Moskowitz, L., Soorya, L., Wainer, A., Cohn, E., & Drahota, A. (2022). Usual care for youth with autism spectrum disorder: Community-based providers' reported familiarity with treatment practices. *Frontiers in Psychiatry, 13,* 923025. https://doi.org/10.3389/fpsyt.2022.923025

Gates J. A.,* Gerber A. H,* Miller C. E., & Lerner M. D. (2022). Quantifying social skill deficits and strengths profiles in autistic youth. *The Society for Research in Child* Development, *0*(0), 1-15. https://doi.org/10.1111/cdev.13889

McDonald, R. G.,* Khawar, S.,* Yacoub, N., Cargill, M., Lerner, M. D., & Kang., E. (2022). Performance- and theater-based social skills interventions for supporting social cognition and social communication in autistic youth: A review and theoretical synthesis. *Seminars in Speech and Language, 43*(4), 255–276. https://doi.org/10.1055/s-0042-1750763

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Gerber, A. H.,* Kang, E., Nahmias, A. S., Libsack, E. J.,* Simson, C. E.* & Lerner, M. D. (2022). Predictors of treatment response to a community-delivered group social skills intervention for youth with ASD. *Journal of Autism and Developmental Disorders, 52*(10), 1-14. https://doi.org/10.1007/s10803-022-05559-2

Cooper, C. M.,* Rosen, T.,* Kim, H.,* Eaton, N., Cohn, E., Drahota, A., Moskowitz, L., the UCAS Consortium, Lerner, M. D., & Kerns, C. M. (2022). Predictors of expert providers' familiarity with intervention practices for school- and transition-age youth with ASD. *Autism, 00*(0), 1-13. https://doi.org/10.1177/13623613221100787

Rosen, T. E., Rodriguez-Seijas, C., Gadow, K. D., & Lerner, M. D. (2022). Incorporating autism symptoms into a transdiagnostic model of anxiety and depression symptoms results in an improved model and distinct factor structure for autistic youth. *Autism.* https://doi.org/10.21203/rs.3.rs-2026271/v1

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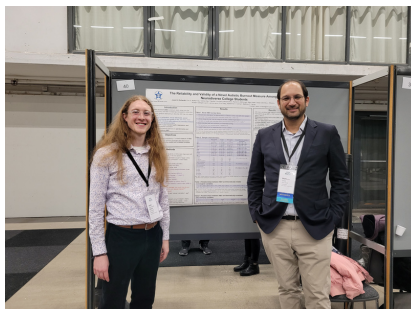
# RECENTLY PUBLISHED WORKS

## Presentations

Barkley, S.,* Day, T.,* Lerner, M.D., Nelson, B. (2023, May). *Neural response to social and monetary reward in autism spectrum and comorbid internalizing symptoms.* Poster Presentation at the International Society for Autism Research (INSAR), Stockholm, SE.

Houck, A.,* Richards, J.,* Day, T., Goodwill, J., & Lerner, M.D. (2023, March 23-25). *Emotion Regulation to Faces as a Mechanism of Passing as Non-autistic in Adolescence.* Poster Presentation at the Biennial Convention of the Society for Research in Child Development (SRCD), Salt Lake City, UT, United States.

McKenney, E. E., Brunwasser, S. M., Richards, J. K.,* Day, T.,* Cucchiara, C., Kofner, B., McDonald, G., Cargill, M. I., Williams, Z. J., Gillespie-Lynch, K., Lamm, J., Kang, E., Gotham, K., & Lerner, M. D. (2023, May). *Repetitive negative thinking as a prospective predictor of depression and anxiety symptoms in autistic and non-autistic incoming college students.* Poster presentation at the International Society for Autism Research (INSAR), Stockholm, SE.

Nahmias, A.S., Honovic, S.,* Gerber, A.,* Schleider, J., and Lerner, M.D. (May 2023). *Improvements in Internalizing Symptoms in Autistic Adolescents in Response to a Single Session Online Growth Mindset Intervention.* Poster Presentation at the International Society for Autism Research (INSAR), Stockholm, SE.

Richards, J. K.,* McKenney, E. E., Day, T.,* Cucchiara, C., Kofner, B., McDonald, R. G., Cargill, M. I., Williams, Z. J., Gillespie-Lynch, K., Lamm, J., Kang, E., Gotham, K., & Lerner, M. D. (2023, May). *The reliability and validity of a novel autistic burnout measure among neurodiverse college students.* Poster presentation at the International Society for Autism Research (INSAR), Stockholm, SE.



Photos from the International Society for Autism Research (INSAR) Annual Meeting in Stockholm, Sweden 2023

# RECENTLY PUBLISHED WORKS

## Presentations

Keenan, E.G.,* Gurba, A.,* Houck, A.*, & Lerner, M.D. (2022, November 17-20). *Hands on Loop: Repetitive behaviors are increased in transgender and gender diverse autistic adults.* Poster at the Autism Spectrum and Developmental Disabilities Special Interest Group Session (ASDD SIG) at the Annual Convention of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY, United States.

Walker, K.,* Gates, J.A.,* Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., & Lerner, M.D. (2022, November 17-20). *Autism providers' adversity inquiries (AI) differ by patient race and socioeconomic status.* Poster at the Autism Spectrum and Developmental Disabilities Special Interest Group (ASDD SIG) at the Annual Convention of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY, United States.

Gerber, A.H., McNair, M.L., Novoa Uriarte, V.N., Schleider, J., Freden, C.E., & Lerner, M.D. (2022, November 17-20). *Improvements in depression and perceived control in autistic youth in response to a single-session growth-mindset intervention*. Poster at the Annual Convention of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY, United States.

McDonald, R.G., Mckenny, E., Cargill, M.I., Richards, J.K., Day, T., Kofner, B., Gillespie-Lynch, K., Lerner, M.D., Gotham, K., & Kang, E. (2022, November 17-20). *Impact of friendships on generalized anxiety in gender-diverse college students during the COVID-19 pandemic*. Poster at the Annual Convention of the Association of Behavior and Cognitive Therapies (ABCT), New York, NY, United States.

Jeyanayagam, B., McDonald, R.G., Cargill, M.I., Lynch, E., Khawar, S., Lerner, M.D., & Kang, E. (2022, November 17-20). *Specific autism symptoms differentially predict self- and parent-reported social anxiety in youth with and without ASD*. Poster at the Annual Convention of the Association of Behavior and Cognitive Therapies (ABCT), New York, NY, United States.



Photos from the Association for Behavioral and Cognitive Therapy (ABCT) 2022

# RECENTLY PUBLISHED WORKS

## Presentations

McDonald, R.G.,* Day, T.,* Cargill, M.I., Khawar, S., Yacoub, N., Trimber, E., Lerner, M.D., Kang, E.* (2022, May 11-14). *Late positive potential to emotional faces in young children with autism: Associations with sex and reciprocal social interaction.* Poster at the International Society for Autism Research 2022 Annual Meeting, Austin, TX, United States.

Nahmias, A.S., Gerber, A.H.,* Hauschild, K.M.,* and Lerner, M.D. (2022). *Mental health and educational service use during the COVID-19 pandemic by adolescents with and without* autism spectrum disorder. Poster at the 16th Annual Women in Medicine Research Day, Stony Brook, NY, United States.

Day, T.C.,* McNair, M.L.,* Reicher, D., Gerber, A.* & Lerner, M.D. (2022, May 11-14). Trajectories of self-reported internalizing symptoms among autistic and nonautistic youth during the COVID-19 pandemic. In M. D. Lerner (Chair). *Challenges and resilience: Effects of the COVID-19 pandemic on autistic individuals and their families across the lifespan*. Symposium at the International Society for Autism Research Annual Meeting, Austin, TX, United States.

McKenney, E.E., Richards, J.K., Day, T.,* Kofner, B., McDonald, R., Gillespie-Lynch, K., Kang E.,* Lerner, M.D., & Gotham, K. (2022, May 11-14). Modeling social predictors of depressive symptoms across the first semester in autistic and non-autistic college students. In J. Schwartzman (Chair). *Advances in understanding depression and suicide in autism*. Symposium at the International Society for Autism Research Annual Meeting, Austin, TX, United States.
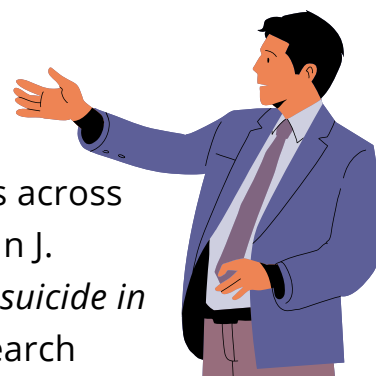
Freden, C.E.,* Hauschild, K.M.,* & Lerner, M.D. (2022, May 11-14). Social performance – but not social knowledge– predicts autism spectrum disorder among adolescents. Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, TX, United States.

Walker, K.,* Gates, J.A.,* Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., & Lerner, M.D. (2022, May 11-14). Exploring the intersection of race and autism in young adults: Do provider adverse childhood experience (ACE) inquiries differ based on patient race? Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, TX, United States.

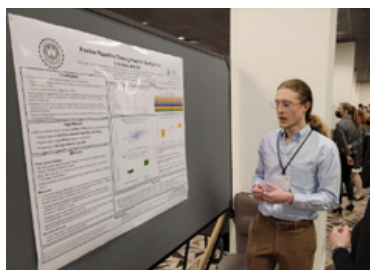# RECENTLY PUBLISHED WORKS

## Presentations

Gerber, A.H.,* Keluskar, J.,* Ballan, M.,* & Lerner, M.D. (2022, May 11-14). Social disruption and loneliness in autistic and non-autistic youth during the COVID-19 pandemic. Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, TX, United States.

Honovic, S.,* Gates, J. A.,* Walker, K.,* Kerns, C., Drahota, A., Cohn, E., Soorya, L., Moskowitz, L., Wainer, A., Lerner, M. D. (2022, May 11-14). Usual care settings and differences in screening and treatment of trauma for autistic youth. Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, TX, United States.

McNair, M.L.*, Hauschild, K.,* Lerner, M.D. (2022, May 11-14). *Identifying Features of Minimally-Structured Interaction Activities That Facilitate or Impede Social Opportunities for Autistic Youth*. Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, Texas, United States.

Fowler-Benton, E., McDonald, R.G., Khawar, S., Yacoub, N., Cargill, M.I., Macapagal, N. Rosen, T., Lerner, M.D. & Kang, E.* (2022, May 11-14). *Differential Effects of Specific Anxiety Symptoms on Facial Emotion Recognition in Youth with Autism Spectrum Disorder: Examination By Stimulus Ty*pe. Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, TX, United States.

Cargill, M.I., McDonald, R.G.,Yacoub, N., Khawar, S., Lerner, M.D., & Kang, E.* (2022, May 11-14). *The moderating effect of sex on autistic trait emotional intelligence and alexithymia*. Poster at the International Society for Autism Research (INSAR) 2022 Annual Meeting, Austin, TX, United States.





Photos from International Society for Autism Research (INSAR) 2022

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