

VITA

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EDUCATION:

B.A., 1981	University of California at Santa Barbara, Speech and Hearing Sciences
Honors:	Magna Cum Laude
M.A., 1986	University of Kansas, Human Development
Ph.D., 1989	University of Kansas, Child and Developmental Psychology

CERTIFICATION: Massachusetts State Teachers Certification in Primary and Secondary Hearing and Language Disorders.
Certificate Number: 253365

Board Certified Behavior Analyst, Doctoral Level
Certificate Number: 1-01-0445 (6/30/01)

Licensed Behavior Analyst Washington State
License Number: BA60762429 (7/1/17)

AWARDS:

John Snidecor Award, Outstanding Senior in Speech and Hearing and Sciences, UCSB, 1981
University Service Award; UCSB, 1981
Outstanding Professional Achievement Award; Autism Society of Washington, 1999
Graduate Mentor Award, Association of Behavior Analysis International, 2009
Washington Autism Alliance and Advocacy Community Builder Award, 2016
The Arc of King County's Living our Legacy Award, 2017
ParentMap Magazine Superhero, 2018
Ryther PEAK Champion Award, 2018
Division of Early Childhood of the Council for Exceptional Children Mary McEvoy Award for Service to the Field, 2018

PROFESSIONAL EXPERIENCE:

- 2017 – 2019 Chair, Area of Special Education, School Psychology, Statistics and Measurement (S³), College of Education, University of Washington
- 2009 – present Director, Norris and Dorothy Haring Center for Applied Research and Training in Education, University of Washington
- 2007-2009 Director, Experimental Education Unit, University of Washington
- 2005- 2012 Chair, Area of Special Education, College of Education, University of Washington
- 2001 - Present Professor, Area of Special Education, College of Education, University of Washington
- 1996-2001 Associate Professor, Area of Special Education, College of Education, University of Washington
- 1991-1996 Assistant Professor, Area of Special Education, College of Education, University of Washington
- 1991-1996 Adjunct Assistant Professor, Department of Human Development and Family Life University of Kansas
- 1991 Assistant Scientist, Schiefelbusch Institute for Life Span Studies, University of Kansas
- 1990-1991 Courtesy Assistant Professor, Department of Human Development and Family Life University of Kansas
- 1990-1991 Co-Project Director, Schiefelbusch Institute for Life Span Studies, University of Kansas
- 1988-1991 Co-Investigator, Kansas Early Childhood Research Institute, Schiefelbusch Institute for Life Span Studies, University of Kansas
- 1988-1990 Project Coordinator, Bureau of Child Research.
- 1988 Public Health Service Predoctoral Trainee, National Institute for Child Health and Human Development (Advisor: D. M. Baer).
- 1985-1988 Graduate Research Assistant, Department of Human Development and Family Life.

- 1983-1985 Coordinator of Family Services, The May Institute, Chatham, MA. The May Institute is a residential treatment facility for children with autism and severe behavior disorders.
- 1981-1983 Coordinator of Communication Training, The May Institute, Chatham, MA.
- 1980-1981 Director, Associated Students Community Affairs Board, University of California at Santa Barbara. The Community Affairs Board is a student-run, service-learning organization that places approximately 1,100 student volunteers in over 150 human and social service agencies annually.
- 1979-1981 Research Assistant and Clinician, Autism Research Project, Department of Speech and Hearing, University of California at Santa Barbara (Supervisor: R. L. Koegel)
- 1978 Student Research Assistant, Institute of Psychiatry, Maudsley Hospital, London, England (Supervisors: P. Clark & M. Rutter)

PUBLICATIONS:

(* indicates refereed publications):

*Kelly, E. M., Greeny, K. Rosenburg, N., & **Schwartz, I. S.** (2020). When Rules Are Not Enough: Developing Principles to Guide Ethical Conduct. *Behavioral Analysis in Practice*. DOI 10.1007/s40617-020-00515-x

*Walker, D., Sepulveda, S. and BWG Work Group on Interventions in Child Care and Early Education Members, Hoff, E., Rowe, R., **Schwartz, I. S.**, Dale, P. S., Peterson, P., Diamond, K., Bigelow, K., Raikes, H., Levine, S., & Wasik, B. (2019). Language Intervention Research in Early Childhood Care and Education: A Systematic Review. *Early Childhood Research Quarterly*, 50, 68-85.

*Rosenberg, N. & **Schwartz, I. S.**, (2019). Guidance or Compliance: What Makes an Ethical Behavior Analyst? *Behavior Analysis in Practice*. 12(2), 473-482. <https://doi.org/10.1007/s40617-018-00287-5>

*Penney, A., & **Schwartz, I.** (2018). Effects of coaching on the fidelity of parent implementation of reciprocal imitation training. *Autism*. 23(6), 1497-1507. <https://doi.org/10.1177/1362361318816688>

***Schwartz, I. S.**, & Kelly, E. Review of Hands On, Minds On: How Executive Function, Motor, and Spatial Skills Foster School Readiness. *Teachers College Record*, Date Published: October 11, 2018. <http://www.tcrecord.org> ID Number: 22532, Date Accessed: 10/11/2018 3:00:49 PM

- *Hudson, R.F., Sanders, E.A., Greenway, R., Xie, S., Smith, M., Gasamis, C., Martini, J., **Schwartz, I.**, & Hackett, J. (2017). Effects of emergent literacy interventions for preschoolers with ASD. *Exceptional Children*, 84(1), 55-75. <https://doi.org/10.1177/0014402917705855>
- *Miramontez, S. K., & **Schwartz, I. S.** (2017). The effects of physical activity on the on-task behavior of young children with autism spectrum disorders. *International Electronic Journal of Elementary Education*, 9(2), 405-418. <https://iejee.com/index.php/IEJEE/article/view/166>
- *Fleury, V. P., & **Schwartz, I. S.** (2017). A Modified Dialogic Reading Intervention for Preschool Children With Autism Spectrum Disorder. *Topics in Early Childhood Special Education*, 37(1), 16-28. <https://doi.org/10.1177/0271121416637597>
- *Kamps, D., Heitzman-Powell, L., Rosenberg, N., Mason, R., **Schwartz, I. S.**, & Romaine, R. (2016). Effects of *Reading Mastery* as a Small Group Intervention for Young Children with ASD. *Journal of Developmental and Physical Disabilities*, 28, 703-722.
- *Rosenberg, N., Congdon, M., **Schwartz, I. S.**, & Kamps, D. (2015). The Use of Say-Do Correspondence Training to Increase Generalization of Social Interaction Skills at Recess for Children with Autism Spectrum Disorder. *Education and Training in Autism and Developmental Disabilities*, 50 (2), 213-222. <https://doi.org/10.1007/s10882-016-9503-3>
- *Kamps, D., Thiemann-Bourque, K., Heitzman-Powell, L., **Schwartz, I. S.**, Rosenberg, N., Mason, R. & Cox, S. (2015). A Comprehensive Peer Network Intervention to Improve Social Communication of Children with Autism Spectrum Disorders: A Randomized Trial in Kindergarten and First Grade. *Journal of Autism and Developmental Disorders*. DOI 10.1007/s10803-014-2340-2
- *Kamps, D., Thiemann-Bourque, K., Heitzman-Powell, L., **Schwartz, I. S.**, Cox, S., Rosenberg, N., Mason, R. (2014). Peer Networks to Improve Social Behaviors for Elementary School Children with Autism Spectrum Disorders. *Language, Speech, and Hearing in the Schools*.
- * Fleury, V. P., Miramontez, S. H., Hudson, R. F., & **Schwartz, I. S.** (2014). Promoting active participation in book reading for preschoolers with autism spectrum disorder: A preliminary study. *Child Language Teaching and Therapy*, 30(3), 273-288. DOI: 10.1177/0265659013514069.
- ***Schwartz, I. S.** Sandall, S. R. & Gauvreau, A. N. (2013). Planning to Individualize: Meeting the Needs of All Children Using Activity Matrices. *Teaching Young Children*, 7(2), 21-23.

*Gauvreau, A. N. & **Schwartz, I. S.** (2013). Using visual supports to promote appropriate behavior in young children with Autism and related disorders. *Young Exceptional Children Monograph Series*, 15, 29-44.

***Schwartz, I. S.**, Thomas, C.J., McBride, B., & Sandall, S. R. (2013). A School-Based Preschool Program for Children with ASD: A Quasi-Experimental Assessment of Child Change in Project DATA. *School Mental Health*. DOI: 10.1007/s12310-013-9103-7.

*Tucker, V. & **Schwartz, I. S.** (2013). Parents' Perspectives of Collaboration with School Professionals: Barriers and Facilitators to Successful Partnerships in Planning for Students with ASD. *School Mental Health*, 5, 3-14. DOI: 10.1007/s12310-012-9102-0

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*Strain, P.S., **Schwartz, I.S.**, & Barton, E. (2011). Providing Interventions for Young Children with ASD: What We Still Need to Accomplish. *Topics in Early Childhood Special Education*. 33, 321-332. DOI: 10.1177/1053815111429970.

*Sandall, S. R., Ashmun, J. W., **Schwartz, I. S.**, Davis, C. A., Williams, P., Leon-Guerrero, R., Boulware, G. L. & McBride, B. J. (2011). Differential Responses to a School-Based Programs for Young Children with ASD. *Topics in Early Childhood Special Education*, 33, 166-177. doi:10.1177/0271121411403166

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***Schwartz, I. S.**, & Sandall, S. R. (2010). Is Autism the Disability that Breaks Part C? A Commentary on "Infants and Toddlers with Autism Spectrum Disorder: Early Identification and Early Intervention," by Boyd, Odom, Humphreys, and Sam. *Journal of Early Intervention*, 32, 105-109.

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Schwartz, I. S. & Davis, C. A. (2006/7). Early Intervention for Children with Autism Spectrum Disorder. IMPACT -- Supporting Success in School and

Beyond for Students with Autism Spectrum Disorders. University of Minnesota, Institute on Community Integration.

* Boulware, G. **Schwartz, I.S.**, Sandall, S.R., & McBride, B.J., (2006). Project DATA for Toddlers: An Inclusive Approach to Very Young Children with ASD. Topics in Early Childhood Special Education, 26, 94 – 105.

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*McBride, B. J. & **Schwartz, I.S.** (2003). Effects of teaching early interventionists to use discrete trials during ongoing classroom activities. Topics

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*Rosenberg, N., & **Schwartz, I.S.** (2003). Autism spectrum disorders: A primer for early childhood educators. Children and Families, 17(4), 21-26.

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*Hampton, E. O., Williams Whitney, D., & **Schwartz, I.S.** (2002). Weaving assessment information into intervention ideas: Planning communication interventions for young children with disabilities. Assessment for Effective Intervention, 27(4), 49-59.

*Garfinkle, A.N., & **Schwartz, I.S.** (2002). Peer imitation: Increasing social interactions in children with autism and other developmental disabilities in inclusive preschool classrooms. Topics in Early Childhood Special Education, 22(1), 26-38.

* Garfinkle, A.N., & **Schwartz, I.S.** (2001). "Hey! I'm talking to you" A naturalistic procedure to teach preschool children to use their AAC systems with peers. Young Exceptional Children. Monograph Series 3, 47-48.

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***Schwartz, I. S.**, Boulware, G. L., McBride, B. M., Sandall, S R. (2001). Functional assessment strategies for young children with autism. Focus on Autism and Developmental Disabilities, 16, 222-227, & 231.
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- *Horn, E., Lieber, J., Sandall, S. , **Schwartz, I.**, (2000). Supporting young children's IEP goals in inclusive settings through embedded learning opportunities. Topics in Early Childhood Special Education, 20(4), 208-223.
- *Lieber, J., Hanson, M. J., Beckman, P. J., Odom, S. L., Sandall, S. R., **Schwartz, I. S.**, Horn, E., & Wolery, R. (2000). Key influences on the initiation and implementation of inclusive preschool programs. Exceptional Children, 67 (1), 83-98.
- *Stowitschek, J. Rodriguez, J., Trifini-Lisk, M. J., & Schwartz, I. (2000). How early childhood educators got their groove back: Internships for best practices in inclusion. Teaching Exceptional Children, 32 (6), 20-28.
- ***Schwartz, I. S.** (2000). Standing on the shoulders of giants: Looking ahead to facilitating membership and relationships for children with disabilities. Topics in Early Childhood Special Education, 20(2), 123-128.
- Schwartz, I. S.**, Odom, S. L., & Sandall, S. R. (1999). Inclusion benefits all: Including young children with special needs. Child Care Information Exchange, 130, 74-78.
- * Boulware, G. L., **Schwartz, I. S.**, & McBride, B. M. (1999). Addressing challenging behavior at home: Working with families to find solutions. In S. R. Sandall & M. Ostrosky (Eds.), *Practical ideas for addressing challenging behaviors*. Monograph of Young Exceptional Children (pp., 29-40). Denver: Sopris West.
- ***Schwartz, I. S.** (1999). Controversy or lack of consensus: Rethinking interventions in early childhood special education. Topics in Early Childhood Special Education, 19(3), 189-193.
- *Odom, S. L., Horn, E. M., Marquart, J., Hanson, M. J., Wolfberg, P., Beckman, P. J., Lieber J., Li, S., **Schwartz, I.S.**, Janko, S., Sandall, S. (1999). On the forms of inclusion: Context and service delivery models. *Journal of Early Intervention*.
- *Meyer, L., Park, H-S., Grenot-Scheyer, M., **Schwartz, I. S.**, & Harry, B. (1998). Participatory research: New approaches to the research to practice dilemma. Journal of the Association for Persons with Severe Handicaps, 23, 165-177.
- * **Schwartz, I. S.**, Sandall, S. R., Garfinkle, A. N. & Bauer, J. (1998). Outcomes for children with autism: Three case studies. Topics in Early Childhood Special Education, 18, 132-143.

***Schwartz, I. S.**, Garfinkle, A. N. & Bauer, J. (1998). The Picture Exchange Communication System: Communicative outcomes for young children with disabilities. Topics in Early Childhood Special Education, 18, 144-159.

***Schwartz, I. S.**, Billingsley, F. F., & McBride, B. (1998). Including children with autism in inclusive preschools: Strategies that work. Young Exceptional Children, 2(1), 19-26.

*Janko, S., **Schwartz, I. S.**, Sandall, S., Anderson, K., & Cottam, C. (1997). Beyond microsystems: Unanticipated lessons about the meaning of inclusion. Topics in Early Childhood Special Education, 17(3), 286-306.

Grenot-Scheyer, M., **Schwartz, I. S.**, & Meyer, L. (1997). Blending best practices for young children: Inclusive early childhood programs. TASH Newsletter, 4, 8-10.

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*Odom, S.L., Peck, C.A, Hanson, M., Beckman, P., Kaiser, A., Lieber, J., Brown, W. H., Horn, E. M., & **Schwartz, I. S.** (1996). Inclusion at the preschool level: An ecological systems analysis. SRCD Social Policy Report, 10, 18-30.

Schwartz, I. S. (1996). Expanding the zone: Thoughts on social validity and training. Journal of Early Intervention. [Invited commentary], 20, 204-205.

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***Schwartz, I. S.** , Carta, J.J., & Grant, S. (1996). Examining the use of recommended language-intervention practices in early childhood special education classrooms. Topics in Early Childhood Special Education, 16(2), 251-272.

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*Washington, K. & **Schwartz, I. S.** (1996). Maternal perceptions of the effects of physical and occupational therapy on caregiving competencies. Physical and Occupational Therapy in Pediatrics, 16(3), 33-54.

***Schwartz, I. S.** & Olswang, L. B. (1996). Documenting child behavior change in naturalistic settings: Exploring some data alternatives. Topics in Early Childhood Special Education, 16(1), 82-101.

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***Schwartz, I. S.**, Staub, D., Gallucci, C., & Peck, C. A. (1995). Blending qualitative and behavior analytic research methods to evaluate outcomes in inclusive schools. Journal of Behavioral Education, 5(1), 93-106.
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*Staub, D., **Schwartz, I. S.**, Gallucci, C., & Peck, C. A. (1994). Four portraits of friendship in an inclusive school. Journal of the Association for Persons with Severe Handicaps, 19, 314-325.

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Book Chapters:

Schwartz, I. S., McBride, B., & Kelly, E. (2020). Getting a Good Start: Effective Practices in Early Intervention. In K. D. Burton and P. Wolfberg, (Eds.), *Educating Learners on the Autism Spectrum: Preparing Highly Qualified Educators and Related Practitioners* (3rd Edition). Kansas City, KS: Autism Asperger Publishing Company.

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Sandall, S. R., Joseph, G. E., **Schwartz, I. S.** (2009). Moving Inclusion Forward in Head Start. In C. A. Peterson, L. Fox, & A. Santos (Eds), *Quality Inclusion Services in a Diverse Society. Young Exceptional Children Monograph, 11*, (pp. 69-80). Missoula, MT: Division of Early Childhood.

Schwartz, I. S., Davis, C. A., McLaughlin, A. & Rosenberg, N. (2009). Generalization in School Setting: Strategies for Planning and Teaching In C. Whalen (Ed.) *Real Life: Real Progress for Children with Autism Spectrum Disorders* (pp 195-212). Baltimore: Brookes.

Schwartz, I. S. & Davis, C. A. (2008). Effective Services for Young Children with Autistic Spectrum Disorders (ASD). Best practices in school psychology. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology V*. Washington, DC: National Association of School Psychology.

Schwartz, I. S., & McBride, B. (2008). Getting a Good Start: Effective Practices in Early Intervention. In ,K. D. Burton and P. Wolfberg, (Eds.), *Educating Learners on the Autism Spectrum: Translating Theory into Meaningful Practice*. Kansas City, KS: Autism Asperger Publishing Company.

This book won the Autism Society of America's Outstanding Literary Work of the Year in its Education Division, 2009

Strain, P.S., **Schwartz, I. S.**, & Bovey, E. H. (2008). Social Skills Intervention for Young Children with Autism: Programmatic Research Findings and Implementation Issues. In W. H. Brown, S. L. Odom, Ph.D., and S. R. McConnell (Eds.). *Social Competence in Young Children*. (pp. 253-272). Baltimore: Brookes.

Schwartz, I. S. & Davis, C. A. (2005). Discrimination training. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy* (Vol. 3, Educational applications). Thousand Oaks: Sage.

Schwartz, I. S (2005). Inclusion and applied behavior analysis: Mending fences and building bridges. In W. L. Heward et al., (Eds.), *Focus on behavior analysis*

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Columbus, OH: Pearson.

Schwartz, I. S. (2003). Social-validity assessments: Voting on science or acknowledging the roots of applied behavior analysis? In T. Stokes & K. Budd (Eds.), *A small matter of proof: The legacy of Donald M. Baer*. Reno, NV: Context Press.

Schwartz, I. S., Garfinkle, A., & Davis, C. (2002). Arranging preschool environments to facilitate valued social and educational outcomes. In M. Shinn, H. Walker, & G. Stoner, (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 455-468). Bethesda, MD: National Association of School Psychologists.

Schwartz, I. S., Sandall, S.R., Odom, S. L., Horn, E., & Beckman, P. J. (2002). "I know if when I see it": In search of a common definition of inclusion. In S. L. Odom (Ed.), *Widening the circle: Including children with disabilities in preschool programs*. (pp. 10-24). New York: Teacher's College Press.

Odom, S. L., Brown, W. H., **Schwartz, I. S.,** Zercher, C., & Sandall, S. R. (2002). Classroom ecology and child participation. . In S. L. Odom (Ed.), *Widening the circle: Including children with disabilities in preschool programs*. (pp. 24-45). New York: Teacher's College Press.

Horn, E., Lieber, H., Sandall, S.R., **Schwartz, I. S.,** & Wolery, R. (2002). Classroom models of individualized instruction. . In S. L. Odom (Ed.), *Widening the circle: Including children with disabilities in preschool programs*. (pp. 46-60). New York: Teacher's College Press.

Odom, S.L. & **Schwartz, I. S.** (2002). So what do we know from all this? Synthesis points of research on preschool inclusion. . In S. L. Odom (Ed.), *Widening the circle: Including children with disabilities in preschool programs*. (pp. 154-174). New York: Teacher's College Press.

Staub, D. Peck CA, Gallucci, C. & **Schwartz, I. S.** (2000) Peer relationships. In M. Snell & F. Brown (eds.), *Instruction of students with severe disabilities* (pp. 381-408). Upper Saddle River, New Jersey: Merrill.

Schwartz, I., Billingsley, F. F., & Wolery, M. (1999). Letters to the editor. *Infants and Young Children*, 11(3), xii–xiii.

Lieber, J., **Schwartz, I.S.,** Sandall, S., Horn, E., & Wolery, R.A. (1999). Curricular considerations for young children in inclusive settings. In C. Seefeldt (Ed.). *Early childhood curriculum: A review of research*. (pp. 243-264). New York: Teachers College Press

- Schwartz, I. S.**, Garfinkle, A. N., Joseph, G., & McBride, B. (1998). Communication and language disorders. In P. Howlin (Ed.), Behavioral approaches to problems in childhood (pp. 95-114). London: Mac Keith Press.
- Meyer, L. H., Park, H., Grenot-Scheyer, M., **Schwartz, I.S.** & Harry, B. (1998). Participatory research approaches for the study of the social relationships of children and youth. In L. Meyer, H. Park, M. Grenot-Scheyer, **I. S. Schwartz**, & B. Harry (Eds.). Making friends: The influences of culture and development on the social lives of children and youth (pp. 3-30). Baltimore: Brookes.
- Richardson, P., & **Schwartz, I.S.** (1998). Making friends in preschool: Friendship patterns of young children with disabilities. In L. Meyer, H. Park, M. Grenot-Scheyer, **I. S. Schwartz**, & B. Harry (Eds.). Making friends: The influences of culture and development on the social lives of children and youth (pp. 65-80). Baltimore: Brookes.
- Grenot-Scheyer, M., Staub, D., Peck, C.A., & **Schwartz, I.S.** (1998). Reciprocity and friendships: Listening to voices of children and youth with and without disabilities. In L. Meyer, H. Park, M. Grenot-Scheyer, **I. S. Schwartz**, & B. Harry (Eds.). Making friends: The influences of culture and development on the social lives of children and youth (pp. 149-170). Baltimore: Brookes.
- Grenot-Scheyer, M., Harry, B., Park, H., **Schwartz, I.S.** & Meyer, L. H. (1998). Directions and recommendations for future research: Integrating the academic and social lives of America's children and youth. In L. Meyer, H. Park, M. Grenot-Scheyer, **I. S. Schwartz**, & B. Harry (Eds.). Making friends: The influences of culture and development on the social lives of children and youth (pp. 403-412). Baltimore: Brookes.
- Schwartz, I. S.** (1995). Using social-validity assessments to identify outcomes for students with deaf-blindness. In N. G. Haring & L. Romer (Eds.), Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships (pp. 133-142). Baltimore: Brookes Publishing.
- Schwartz, I. S.**, & McBride, B. (1995). Instructional strategies in early intervention for students with deaf blindness. In N. G. Haring & L. Romer (Eds.), Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships (pp. 347- 368). Baltimore: Brookes Publishing.
- Atwater, J. B., Orth-Lopes, L., Elliott, M., Carta, J. J., & **Schwartz, I. S.** (1994). Completing the circle: Planning and implementing transitions to other programs. In M. Wolery & J. Wilbers (Eds.), Including children with special needs in preschool programs (pp. 167 - 188). Washington, DC: NAEYC.
- Atwater, J. B., Carta, J. J., **Schwartz, I. S.**, & McConnell, S. R. (1993). Blending developmentally appropriate practice and early childhood special education:

Redefining best practice to meet the needs of all children. In B. L. Mallory and R. S. New (Eds.), Diversity and developmentally appropriate practice, 185-201. New York: Teachers College Press.

Anderson, S. R., & **Schwartz, I. S.** (1986). Transitional programming. In F. J. Fuoco & W. P. Christian (Eds.), Behavior therapy in residential treatment environments (pp. 76-100). New York: Van Nostrand Reinhold.

Books:

Sandall, S. R., **Schwartz, I. S.**, Joseph, G., & Gauvreau, A. (2019). Building blocks for teaching preschoolers with special needs, (3rd edition). Baltimore: Brookes

Schwartz, I. S., Ashmun, J., McBride, B., Scott, C., & Sandall, S. (2017). The Project DATA Model for Teaching Preschoolers with Autism. Baltimore: Brookes.

Joseph, G., Sandall, S. R., & **Schwartz, I. S.** (2010). Training guide for building blocks for teaching preschoolers with special needs. Baltimore: Brookes.

Sandall, S. R., & **Schwartz, I. S.** (2008). Building blocks for teaching preschoolers with special needs, (2nd edition). Baltimore: Brookes.

Bambara, L. M., Dunlap, G. & **Schwartz, I. S.** (Editors) (2004). Positive behavior support: Critical articles on improving practice for individuals with severe disabilities. Austin, TX: Pro-Ed.

Sandall, S. R., & **Schwartz, I. S.** (2002). Building blocks for teaching preschoolers with special needs. Baltimore: Brookes.

Allen, K.E., & **Schwartz, I. S.** (2001). The exceptional child: Inclusion in early childhood settings (4th edition). Albany, NY: Delmar Publishing.

Meyer, L., Park, H., Grenot-Scheyer, M., **Schwartz, I. S.**, & Harry, B. (1998). Making friends: The influences of culture and development on the social lives of children and youth. Baltimore: Brookes.

Allen, K.E., & **Schwartz, I. S.** (1996). The exceptional child: Inclusion in early childhood settings (3rd edition). Albany, NY: Delmar Publishing.

PUBLIC SCHOLARSHIP:

Schwartz, I. S. (2020, Feb. 28). We owe more to kids with developmental disabilities. Op-Ed Seattle Times.
<https://www.seattletimes.com/opinion/children-with-developmental-disabilities-deserve-timely-diagnosis-intervention/>

Schwartz, I. S. (2018, June 22). Inclusive education is a plus for children of all abilities. <https://www.seattletimes.com/opinion/inclusive-education-is-a-plus-for-children-of-all-abilities/>

Schwartz, I. S. (2015). The Power of Inclusive Education. TEDx Talk. Seattle, WA. <https://www.youtube.com/watch?v=ZIPsPRaZP6M>

GRANTS RECEIVED:

Schwartz, I. S. (2018-2020). Special Education Technical Assistance and Support in Washington State Charter Schools. Bill and Melinda Gates Foundation. (\$380,000).

Schwartz, I. S. & Rosenberg, N. (2106-2021). Preparing BCBA's to Work with Students with Autism Spectrum Disorders. Office of Special Education and Rehabilitative Services. (\$1,250,000 over 5 years).

McBride, B. & **Schwartz, I. S.** (2012-2016). Project DATA: Evaluation of a Comprehensive Model to Educate Preschoolers with ASD. Institute of Education Science, US Department of Education. (\$3,000,000 over 4 years).

McBride, B. & **Schwartz, I. S.** (2012-2016). Evaluation of a Comprehensive Community-Based Intervention for Toddlers with ASD. Institute of Education Science, US Department of Education. (\$3,000,000 over 4 years).

Kamps, D. & **Schwartz, I. S.** (2009-2013). Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children with Autism Spectrum Disorders. Institute of Education Science, US Department of Education. (\$2,000,000 over 4 years).

Schwartz, I. S. (2007-2011). Project DATA: Preparing Teachers to Work with Very Young Children with Autism Spectrum Disorders. Office of Special Education and Rehabilitative Services. (\$800,000 over 4 years).

Davis, C. A. & **Schwartz, I. S.** (2007-2011). Scaling the Pyramid: Tertiary Intervention Model for Serving Students with Challenging Behavior Office of Special Education and Rehabilitative Services. (\$900,000 over 4 years).

Schwartz, I. S., Saltonstall, B. (2006). Supporting Maturing Girls with Developmental Disability: Promoting Awareness and Education for Menstruation. Washington Association for Retarded Citizens. Principal Investigator. (\$12,694).

Schwartz, I. S., & Harnis, M. (2006). Automated Data Capture in Early Childhood Classrooms for Students with Autism. Cure Autism Now. (\$10,000).

Davis, C. A. & **Schwartz, I. S.** (2005-2009). Effective Elementary Education for Children with Autism: Model Development and Validation. Office of Special Education and Rehabilitative Services. (\$898,430 over 4 years).

Schwartz, I. S. (2003-2007). Center for Training Personnel to Provide Evidence-Based Educational Services to Students with Autism Spectrum Disorders. Office of Special Education and Rehabilitative Services. (\$5,000,000 over 5 years).

Schwartz, I. S. & Boulware, G.L., & Sandall, S. R. . (2002-2006). Providing Effective Services to Infants and Toddlers with Autism and Related Disorders: Blending Approaches to Meet Individual Needs Office of Special Education and Rehabilitative Services. (\$560,000 over 4 years).

Schwartz, I. S. & McBride, B. (2001-2005). Project DATA Outreach: Developmentally appropriate treatment for autism. Office of Special Education and Rehabilitative Services. (\$560,000 over 4 years).

Schwartz, I. S. (2000-2001). Evaluating interventions for young children with autism: Identifying characteristics of effective programs. University of Washington Royalty Research Fund. (\$37,114).

Billingsely, F. & **Schwartz, I. S.** (2000-2005). Preparing graduate level educators for programs serving students with low incidence, severe disabilities. Office of Special Education and Rehabilitative Services. (\$1,500,000 over 5 years).

Schwartz, I. S. (2000-2002). Instructional interventions for young children with autism: Identifying, describing, and evaluating options. Office of Special Education and Rehabilitative Services. (\$540,000 over 3 years).

Schwartz, I. S. (1997-2001). School-based preschool programs for children with autism: Blending approaches to meet individual needs. Office of Special Education and Rehabilitative Services. (\$560,000 over 4 years).

White, O.R., Deitz, J., & **Schwartz, I. S.** (1997-2001). Preparing leaders for careers in transdisciplinary professional development, research and administration in the education of children with disabilities. Office of Special Education and Rehabilitative Services. (\$900,000 over 4 years).

Stowitschek, J., & **Schwartz, I.S.** (1995-1998). Generative empowerment of early childhood educators to engage in continuous program renewal for young children with disabilities: A technology supported approach. Office of Special Education and Rehabilitative Services. (\$424,000 over 3 years).

Schwartz, I.S. (1994-1998). Preparing personnel to teach young children with severe disabilities in integrated preschool classrooms. Office of Special Education and Rehabilitative Services. (\$324,000 over 4 years)

Schwartz, I.S. & Tatarka, M. (1994-1995). Neurobehavioral characteristics of infants exposed to cocaine. Washington Association for Retarded Citizens. Principal Investigator. (\$10,000 over 1 year)

Odom, S.L., Beckman, P., Hanson, M., Kaiser, A., Leiber, J., Peck, C.A., & **Schwartz, I. S.** (1994-1999). Early childhood research institute on inclusion. Office of Special Education and Rehabilitative Services. Co-Principal Investigator. (\$3,750,000 over 5 years -- UW subcontract \$480,000 over 4 years)

Meyer, L., Grenot-Scheyer, M., Harry, B., Park, H., Peck, C., & **Schwartz, I.S.** (1992-1997). Consortium research institute on social relationships of children and youth with severe disabilities. Office of Special Education and Rehabilitative Services. Co-Principal Investigator. Principal Investigator of the UW subcontract. (\$3,500,000 over 5 years -- UW subcontract \$625,000 over 5 years)

Peck, C.A., White, O.R., Billingsley, F., & **Schwartz, I.S.** (1992-1996). The inclusive education project: Toward an empirical understanding of process and outcomes associated with the education of children with moderate and severe handicaps in regular classrooms. severe disabilities. Office of Special Education and Rehabilitative Services. Co-Principal Investigator. Principal Investigator of the UW subcontract. (\$600,000 over 4 years -- UW subcontract \$98,000 over 4 years)

White, O.R., & Deitz, J. (1992-1996). Preparing leadership personnel: Careers in personnel training and research for occupational and physical therapists in educational settings. Office of Special Education and Rehabilitative Services. Faculty Mentor. (\$555,000 over 5 years)

Schwartz, I. S. (1992). Effects of choice-making on appropriate play behavior. University of Washington College of Education Research Support. (\$2,000 over 1 year)

Carta, J. J., **Schwartz, I. S.**, & Atwater, J. B. (1991-1994). Skills for promoting integration in preschool, kindergarten, and first grade classrooms: An outreach training model. Office of Special Education and Rehabilitative Services. Senior Research Associate. (\$450,000 over 3 years)

Carta, J. J., **Schwartz, I. S.**, & Greenwood, C. R. (1990-1994). A programmatic approach for comparing the effectiveness of early childhood language program features. Office of Special Education and Rehabilitative Services. Co-Principal Investigator. Principal Investigator of the UW subcontract (1992-1994). (\$1,236,000 over 4 years -- UW subcontract \$120,000 over 2 years)

Kamps, D. M., & **Schwartz, I. S.** (1989). The analysis of instructional agents and their behaviors in language acquisition and usage with developmentally disabled children. University of Kansas Mental Retardation Research Center. Co-Principal Investigator. (\$10,000 over 1 year)

Carta, J. J., Greenwood, C. R., & **Schwartz, I. S.** (1988-1993). Programming successful classroom transition: Assessment of children's survival skills and classroom requirements. Subproject of Kansas Early Childhood Research Institute. Office of Special Education and Rehabilitative Services. Co-Principal Investigator. (\$2,500,000 over 5 years -- subproject \$150,00 over 5 years)

PRESENTATIONS:

Invited:

Schwartz, I.S. & Bateman, K. J. (March, 2020). Ethical Issues Surrounding Challenging Behaviors: Issues for BCBAs and School Teams. Workshop presented at the Association for Positive Behavior Support, Miami, FL

Schwartz, I. S. (November, 2019) Education for the Cognitive Development of Persons With Special Needs", Keynote address presented at Huaibei Normal University. Huaibei China,

Schwartz, I. S. (2019, September). Building blocks for inclusion: Focusing on What works. Workshop presented at the Inclusion Collaborative State Conference. Santa Clara, CA.

Davis, C. & **Schwartz, I. S.**, (2019, April). Training Course on Early Diagnosis and Intervention for Children with Autism Spectrum Disorder. Seminar Presented at National Children's Hospital, Hanoi, Vietnam.

Schwartz, I. S. (2018, August). Ethical Dilemmas and Realistic Solutions: Grappling with the Challenges of Practicing Behavior Analysis in the Real World. Paper presented at the National Autism Conference. State College, PA.

Schwartz, I. S. (2018, March). Navigating Ethical and Professional Issues When BCBAs Work in Schools. Paper presented at the Association for Positive Behavior Support Conference. San Diego, CA

Schwartz, I. S. (2017, October). Including Children with Autism: Strategies that Work. Paper presented at the Oklahoma Directors of Special Services Best Practice Conference. Norman, OK

Schwartz, I. S. & Badgett, N. (2017, March). Ethical Issues Surrounding Challenging Behaviors: Issues for BCBAs and School Teams. Paper presented at the International Conference on Positive Behavior Support. Denver, CO.

Schwartz, I. S. (2016, September). Early Intensive Behavioral Intervention för små barn med autism: En evidensbaserad strategy (EIBI for children with autism: Evidence-based instructional strategies. Paper presented at the Nordic Special Education Conference, Reykjavik, Iceland.

Schwartz, I. S. (2016, May). Don Baer Invited Presentation: Taking EIBI to School: A Review of School-Base Early Intensive Behavioral Interventions. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.

Schwartz, I. S. (2016, April). Using Data-Based Decision Making and Classroom Based Assessment with Young Children with ASD. Gonzaga University Annual School of Education Assessment Conference. (Spokane, Washington).

Schwartz, I. S. (2015, February). Project DATA: Best Practices for Young Children with Autism. New Mexico State Infant and Early Childhood Conference. (Albuquerque, New Mexico).

Schwartz, I. S. (2014, September). Early Intensive Behavioral Interventions for Children with Autism: What the Evidence Says. Vietnamese Psychiatric Association. Hanoi, Vietnam.

Schwartz, I. S. (2014, May). Using the DEC Recommended Practices to Provide High Quality Programs for Toddlers and Preschoolers with ASD. Paper presented at the 14th National Early Childhood Inclusion Institute. Chapel Hill, NC.

Schwartz, I. S. (2014, May). Using the Building Blocks Approach to Meet the Needs of Young Children with Autism and Related Disorders. Paper presented at the 14th National Early Childhood Inclusion Institute. Chapel Hill, NC.

Sandall, S. R. & **Schwartz, I. S.** (May, 2013). Embedding Teaching and Learning in the Preschool Classroom. Paper presented at the 13th National Early Childhood Inclusion Institute. Chapel Hill, NC.

Schwartz, I. S. (May, 2013). Including Children with ASD: Strategies that Work. Paper presented at the 13th National Early Childhood Inclusion Institute. Chapel Hill, NC.

Schwartz, I. S. (2013, April). Bullying and Children with ASD: Current research and implications for practice. Paper presented at the SARRC (Southwest Autism Research and Resource Center) Conference on Bullying. Phoenix, AZ.

Schwartz, I.S., (2012, March). Enhancing Learning for Children with Autism: Strategies for Educators. Paper presented at the 11th Annual Alabama Autism Conference. Tuscaloosa, AL.

Schwartz, I. S. (2010, November). Project DATA: Blending Approaches to Meet the Needs of All Children with Autism. Paper Presented at the Kansas Center for Autism and Training Conference. Kansas City, KS.

Schwartz, I. S. (2010, April). Standing on the Shoulders of Giants: Looking Back to Go Forward. Keynote Address Presented at the Washington State Infant and Early Childhood Conference. Tacoma, WA.

Schwartz, I. S. (2010, April). Working with Public Schools to Provide Effective Services to Students with Autism. Paper presented at the Children's Hospital Institute for Behavioral Research Symposium on Autism Research. Seattle, WA.

Schwartz, I. S. (2010, April). Project DATA: Ten Years of Behavioral Outcomes for Young Children with ASD. Paper presented at the International Council for Exceptional Children Conference. Seattle, WA.

Schwartz, I. S. (2010, January). Effective Services for Young Children with ASD. Paper presented at the Oklahoma State Special Education Directors Meeting. Oklahoma City, OK.

Schwartz, I. S. (2010, January). The Whys, Hows, and This is Fun of Including Students with ASD in General Education. Annual Conference of the Center for Autism and Related Disorders. Orlando, FL.

Schwartz, I. S. (2009, May). The Building Blocks Approach: Making the Most of the Inclusive Early Childhood Setting. Paper presented at the Kansas State Early Childhood Training Conference. Overland Park, KS.

Schwartz, I. S. (2009, February). Effective Programs for Young Children with Autism: Common Characteristics and Active Ingredients. University of Minnesota Futures Planning Conference. Minneapolis, MN.

Schwartz, I. S. (2008, November). Project DATA: Effective Services for Children with ASD in Elementary School. New York Center for Autism and Related Disorder Annual Conference, Albany, NY.

Schwartz, I. S. (2008, June). Building social skills and social relationships in school settings. Paper presented at the Organization for Autism Research Convocation. Atlanta, GA.

Schwartz, I. (2007, November). ASD and the public schools: How applied behavior analysts can help public schools get the job done. Distinguished Lecturer Series. San Diego State University, San Diego, CA.

Schwartz, I. (2007,). Building Blocks for Starting School the Right Way. University of Washington Alumni Association Series on Early Childhood Education. Seattle, WA.

Schwartz, I. (2007, May). Evaluating Data the Old Fashioned Way: One Child at a Time" Keynote Address at the Washington State Infant and Early Childhood Conference. Bellevue, WA.

Schwartz, I. (2007, March). Project DATA: Blending approaches to meet the needs of young children with ASD. National Training Institute on Challenging Behaviors. Clearwater, FL.

Schwartz, I. (2007, March). Spreading the word about effective behavioral programming: Strategies that work. Paper presented at the International Conference on Positive Behavior Support, Boston, MA.

Schwartz, I. S. (2006, May). Teaching the principles to the principals: Examining the role of Applied Behavior Analysis in the public schools. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.

Schwartz, I. S. (2006, May). Positive behavioral support and behavior analysis: Is there a necessary distinction. Panel presentation at the Association for Behavior Analysis Conference, Atlanta, GA.

Schwartz, I. S. (2001, November). Including all children: What are the outcomes we want? Paper presented at the Best of the Coalition of Essential Schools Fall Forum, Seattle, WA

Schwartz, I. S. (1999, March). Best practices for young children with autism: Blending approaches to meet individual needs. Paper presented at the Best of the Northwest Autism Conference, Yakima, WA.

Schwartz, I. S. (1998, May). Behavioral Programming in an Integrated Setting. Paper presented at the Learning to Learn Autism Conference, Bellevue, WA.

Schwartz, I. S. (1998, February). Project DATA: Developmentally Appropriate Treatments for Autism. Paper presented at the Best of the Northwest Autism Conference, Bellevue, WA.

Schwartz, I. S. & Beckman, P. (1998, February). Current findings of the Early Childhood Research Institute on Inclusion. Paper presented at OSEP's Early Childhood Projects' Annual Meeting, Washington, DC.

Schwartz, I. S. (1997, April). Inclusion of children with developmental disabilities in preschool classrooms. Paper presented at the Northwest Society for Developmental and Behavioral Pediatrics, Seattle, WA.

Alvares, R., Norris, J., **Schwartz, I.S.**, & Hoffman, L. (1996, November). From broom closet to classroom: Forum on collaboration and inclusion. Paper presented at the American Speech-Language-Hearing Association Convention, Seattle, WA.

Schwartz, I.S. (1995, April). Listening to multiple voices: Involving consumers in research. Keynote address presented at the University of Washington, UAP, Applied Research Conference, Seattle, WA.

Schwartz, I. S. (1995, January). Influencing research and practice: Giving consumers a voice. Paper presented at the University of Minnesota Institute of Community Integration Colloquium, Minneapolis, MN.

Schwartz, I. S. (1993, October). Making friends at preschool: Looking at children across settings. Paper presented at The Association for Persons with Severe Handicaps, Chicago, IL.

LaMontagne, M.J., Ostrosky, M., **Schwartz, I.S.**, & Hemmeter, M.L. (1992, November). Employment dilemma: Options, issues, and solutions for graduate students. Paper presented at the International Early Childhood Conference on Children with Special Needs, Washington, D.C.

Schwartz, I. S. (1991, October). Social validity. Invited paper presented at the Northwest Association for Behavior Analysis Conference, Victoria, BC, Canada.

Schwartz, I. S. (1990, November). Getting ready for kindergarten: Teaching classroom survival skills to young children with disabilities. Paper presented at the Handicapped Children's Early Education Project - Project Directors Meeting, Washington, D.C.

Todd, J. T., **Schwartz, I. S.**, Johnson, L. M., Midgley, B. D., Orth-Lopes, L., Bannerman, D. J., & Altus, D. E. (1988, May). A behavioral birthday bash. Banquet program presented at the Annual Convention of the Association for Behavior Analysis, Philadelphia, PA. (Also presented 1988, September at the Florida Association for Behavior Analysis, Orlando, FL.)

National:

Schwartz, I.S., Rosenberg, N., Lucyshyn, J. & Kelly, E. (2019, May) Using A Decision-Making Framework to Address Ethical Dilemmas in Schools. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.

Schwartz, I. S. & Rosenberg, N. (2018, May). Guidance or Compliance: What makes an ethical behavior analyst? Paper presented at the Association for Behavior Analysis Conference, San Diego, CA.

Bateman, K., & **Schwartz, I. S.** (2018, May). The effects of implementation of parent coaching to increase quality of life for children and families affected by ASD. Paper presented at the Association for Behavior Analysis Conference, San Diego, CA.

Fleury, V., **Schwartz, I. S.**, & Pokorski, B. (2018, March). Battling Pseudoscientific Approaches to "Treating" Autism: The Role of the Research Scientist. Paper presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

- Schwartz, I. S.**, Rosenberg, N., Bateman, K., Peterson, K. (2017, May). Preparing students practice ethical applied behavior analysis. Paper presented at the Association for Behavior Analysis Conference, Denver, CO.
- Huntington, S., & **Schwartz, I. S.** (2017, May). An examination of social preference across different social partners for individuals with disabilities. Paper presented at the Association for Behavior Analysis Conference, Denver, CO.
- McBride, B. **Schwartz, I. S.**, & Fung, J. (2017, May). Social and developmental outcomes for toddlers involved in the Project DATA Model. Paper presented at the Association for Behavior Analysis Conference, Denver, CO.
- Schwartz, I. S.**, McBride, B., & Fung, J. (October, 2016). Programs for Toddlers with ASD: Results of a Multi-Site Randomized Clinical Trial. Paper presented at the International Early Childhood Conference on Children with Special Needs and their Families. Louisville, KY.
- Veverka, Y. & **Schwartz, I. S.** (2016, May). The Effects of an Embedded Food Play Intervention on Food Selectivity in Infants and Toddlers. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.
- Bateman, K. & **Schwartz, I. S.** (2016, May). The Effects of the System of Least Prompts on Pretend Play Skills for Children with Autism and Other Developmental Disabilities. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.
- McBride, B. & **Schwartz, I. S.** (February, 2016). Programs for Toddlers with ASD: Results of a Multi-Site Randomized Clinical Trial. Paper presented at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schwartz, I. S.** & Rosenberg, N. (October, 2015). Blending EI/ECSE and applied behavior analysis: Grappling with ethical issues facing Board Certified Behavior Analysts. Paper presented at the International Early Childhood Conference on Children with Special Needs and their Families. Atlanta, GA.
- Harris, A., & **Schwartz, I.S.** (October, 2015). The IRIS Center: Resources about infants, toddlers, and children with disabilities. Paper presented at the International Early Childhood Conference on Children with Special Needs and their Families. Atlanta, GA.
- Schwartz, I.S.**, Strain, P.S., & Dunlap, G. (October, 2015). Applying the DEC Recommended Practices when working with children with ASD. Paper presented at the International Early Childhood Conference on Children with Special Needs and their Families. Atlanta, GA.
- Hudson, R.F., Sanders, E., Xie, S., Smith, M., Hackett, J., Greenway, R.M., Gasamis, C., & **Schwartz, I.S.**, (2015, April). *Effects of Phonological Awareness*

Intervention for Preschoolers With ASD. Paper presented at Council for Exceptional Children Annual Conference. San Diego, CA.

Rosenberg, N. & **Schwartz, I. S.**, (October, 2014). Blending EI/ECSE and applied behavior analysis: Grappling with ethical issues facing Board Certified Behavior Analysts. Paper presented at the International Early Childhood Conference on Children with Special Needs and their Families. St. Louis, MO.

McBride, B. & **Schwartz, I.S.** (May, 2014). Intervention and Comprehensive Program Practices for Very Young Children with ASD. Paper presented at the Association for Behavior Analysis International Conference, Chicago, IL.

Schwartz, I. S., **McBride, B.**, & Garfinkle, A. (2014, February). Working with States to Provide (and Conduct Research About) Services for Young Children with ASD. Paper presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Goldstein, H., Davis, C., & **Schwartz, I. S.** (2014, February). Revisiting Social Validity: Informing Implementation Science. Paper presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Harris, A., & Schwartz, I.S., (November, 2013). The IRIS Center: Free Online Resources for Working with Young Children with Disabilities, Collaborating with their Families, and Connecting with Related Services Providers. Paper presented at the National Association for the Education of Young Children Conference, Washington, D.C.

Smith, D., & Schwartz, I.S. (October, 2013). IRIS Center Online Resources: Working with Infants, Toddlers, and Children with Disabilities. Paper presented at the International Early Childhood Conference on Children with Special Needs and their Families. San Francisco, CA.

Gauvreau, A. & Schwartz, I.S. (May, 2013). Increasing Social Communication During Mealtimes in Preschool Aged Children with ASD. Paper presented at the Association for Behavior Analysis International Conference, Minneapolis, MN.

Sandall, S. R. & Schwartz, I. S. (April, 2013). Leading the Way for Inclusion in the 21st Century. Paper presented at the Head Start Leadership Institute. Washington, DC.

Schwartz, I. S. & Sandall, S. R. (September, 2012). Using the Building Blocks Model to develop effective programs for children with autism spectrum disorder. RTI Early Childhood Summit, Albuquerque, NM.

Kamps, D. M., **Schwartz, I. S.**, & Rosenberg, N. (May 2012). Peer Networks Project: Improving social-communication, literacy, and adaptive behaviors for young children with ASD. Paper presented at the Association for Behavior Analysis International Conference, Seattle, WA.

Glahn, T.J., Saggi, R., Jackson, R., & Schwartz, I. S. (May 2012). Co-morbidity and autism: Identifying the interrelated discrete factors and characteristics for determining treatment. Paper presented at the Association for Behavior Analysis International Conference, Seattle, WA.

Herriott, S., & **Schwartz, I. S.** (February, 2012). The Effects of Physical Activity on On-task Behavior in Young Children with Autism Spectrum Disorders. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Schwartz, I.S., Gauvreau, A. & Nevin, R. (2010, October). Project DATA: Intentional Instruction for Children with Autism Spectrum in Preschool Classrooms. Workshop presented at the International Early Childhood Conference on Children with Special Needs, Kansas City, KS.

Kamps, D. Heitzman-Powell, L, Thieman-Borque, K., Schwartz, I., & Rosenberg, N. (2010, June). Peer Networks Project: Improving Social Communication, Literacy, and Adaptive Behaviors for Young Children with ASD. Paper presented at the IES Research Conference, Washington, DC.

Hudson, D., & **Schwartz, I.S.** (2010, May). Increasing Social Interactions of Young Students with Autism: The Effectiveness of the Conversation Flip Book. Paper presented at the Association for Behavior Analysis International Conference, San Antonio, TX.

Davis, C. A., **Schwartz, I. S.**, & Williams, P. L. (2010, May). Elementary DATA: Team Based Training for Identification and Delivery of Services to Students with ASD. Paper presented at the Association for Behavior Analysis International Conference, San Antonio, TX.

Joseph, G., Sandall, S., & **Schwartz, I S.** (2009, October). The Head Start Center on Inclusion: An Overview. Paper presented at the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.

Sainatio, D., Davis, C., Garfinkle, A. & **Schwartz, I. S.** (2009, May). A focus on generalization of skills for young children with autism and developmental disorders. Paper presented at the Association for Behavior Analysis International Conference, Phoenix, AZ.

Stock, R., **Schwartz, I. S.**, Bondy, A., S., Carbone, V., & Friman, P. C. (2009, May). Professional Development Series: Research in Non-University Settings. Paper presented at the Association for Behavior Analysis International Conference, Phoenix, AZ.

Wang, Hui-Ting & **Schwartz, I. S.** (2009, May). Effects of generic video modeling on parent child interaction of families with a child with autism. Paper

presented at the Association for Behavior Analysis International Conference, Phoenix, AZ.

Whalen, C., Weiss, M. J., Bondy, A. S., **Schwartz, I. S.**, & Daneshvar, S. D. (2009, May). Facilitating generalization of treatment effects in individuals with autism. Paper presented at the Association for Behavior Analysis International Conference, Phoenix, AZ.

Sainatio, D., Davis, C., Garfinkle, A. & **Schwartz, I. S.** (2007, May). Strategies for increasing reading fluency, communication, and levels of engagement in students with developmental disabilities. Paper presented at the Association for Behavior Analysis Conference, San Diego, CA.

Jones, C.J.. & **Schwartz, I. S.** (2007, May). The family dinner: An observational study of social communication patterns of families of children with autism. Paper presented at the Association for Behavior Analysis Conference, San Diego, CA.

Chen, P.Y. & **Schwartz, I. S.** (2007, May). The effect of a peer mediated intervention on the social interactions of children with ASD in an inclusive kindergarten. Paper presented at the Association for Behavior Analysis Conference, San Diego, CA

Strain, P., Dunlap, G., **Schwartz, I.** & Berkman, K. (2007. March). Autism and positive behavior support. Paper presented at the International Conference on Positive Behavior Support, Boston, MA.

Rosenberg, N. & **Schwartz, I. S.** (2006, May). Teaching preschoolers with ASD to wash hands using commercially available video modeling tapes. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.

Hudson, D. & **Schwartz, I. S.** (2006, May). The comparison of low and high technology augmentative communication to determine preference. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.

Jones, C. & **Schwartz, I. S.** (2006, May). The potential of family dinner: Examining the social interactions of families of with and without children with autism. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.\

Stremel, K. & **Schwartz, I.** (December, 2002). Interventions for Infant/Toddlers with Low-Incident Disabilities: Changing Times, Changing Populations. Paper presented at the International Early Childhood Conference on Children with Special Needs, San Diego, CA.

Schwartz, I., McBride, B., & Joseph, G. (December, 2002). What Can I Do On Monday To Support Young Children's Positive Behavior? Paper presented at the

International Early Childhood Conference on Children with Special Needs, San Diego, CA.

Schwartz, I., McBride, B., Boulware, G., & Sandall, S. (December, 2001). Teaching in context: Effective instruction in early intervention programs. Paper presented at the International Early Childhood Conference on Children with Special Needs, Boston, MA.

Sainato, D., Schwartz, I., Davis, C., & Garfinkle, A. (December, 2001). Promoting language, social, and adaptive behavior in young children with developmental disabilities: Focus on Intervention. Paper presented at the International Early Childhood Conference on Children with Special Needs, Boston, MA.

Wolery, M., Schwartz, I. S., & Garfinkle, A. N. (April, 2000). Measuring the active ingredients of inclusive programs for young children with autism. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Schwartz, I. S., Sandall, S. R., & Joseph, G. (April, 2000). Building blocks for successful early childhood programs: Strategies for including all children. Paper presented at the International Council for Exceptional Children Conference, Vancouver, Canada.

McBride, B. J., Boulware, G., Schwartz, I. S., & Rosenberg, N. (April, 2000). School-based programs for young children with autism: Blending approaches to meet individual needs. Paper presented at the International Council for Exceptional Children Conference, Vancouver, Canada.

Boulware, G. L., McBride, B., Schwartz, I. S., & Munson, L. (December, 1999). Parent perceptions of early intervention: Impact on parent-child relationships and family life. Paper presented at the International Early Childhood Conference on Children with Special Needs, Washington, DC.

Schwartz, I. S. (December, 1999) Are you convinced?: How to be a good consumer of research. Paper presented at the International Early Childhood Conference on Children with Special Needs, Washington, DC.

Garfinkle, A., N., & Schwartz, I. S. (December, 1999). Measuring membership: A comparison of social ratings and membership. Paper presented at the International Early Childhood Conference on Children with Special Needs, Washington, DC.

Lieber, J., Hanson, M., Schwartz, I. S., & Wolery, R. (December, 1999). Key influences on the initiation and implementation of inclusive programs. Paper presented at the International Early Childhood Conference on Children with Special Needs, Washington, DC.

Valk, J. & **Schwartz, I. S.** (1999, May). Increasing social interactions between children with autism and their peers in an integrated early childhood setting. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.

Sweeney, E., Shook, S., & **Schwartz, I. S.** (1999, May). Teaching preschoolers with autism to play a memory game. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.

Shook, S., Billingsley, F., & **Schwartz, I. S.** (1999, May). Teaching children with autism to ask questions in integrated preschool settings: A comparison of constant and progressive time delay. Paper presented at the Association for Behavior Analysis Conference, Chicago, IL.

McBride, B. J., Boulware, G. L., Sandall, S., & **Schwartz, I. S.** (1998, December). School-based preschool programs for autistic children: Blending approaches to meet individual needs. Paper presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

Schwartz, I. S., Odom, S., Horn, E., & Leiber, J. (1998, December). Inclusion stories: Current findings of the Early Childhood Research Institute on Inclusion. Paper presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

Garfinkle, A.N., & **Schwartz, I. S.** (1998, May). Belonging in kindergarten: Assessing the membership of children with autism in an integrated kindergarten program. Paper presented at Association for Behavior Analysis Conference, Orlando, FL.

McBride, B. J. & **Schwartz, I. S.** (1998, May). Using picture scripts to facilitate play and social interaction. Paper presented at Association for Behavior Analysis Conference, Orlando, FL.

Garfinkle, A.N., & **Schwartz, I. S.** (1997, May). Observational learning in an integrated preschool: Effects on peer imitation and social interaction. Paper presented at Association for Behavior Analysis Conference, Chicago, IL.

Valk, J., & **Schwartz, I. S.** (1997, May). Using a progressive time delay procedure to implement photographic schedules during a free choice period. Paper presented at Association for Behavior Analysis Conference, Chicago, IL.

Schwartz, I. S., Sandall, S., Odom, S.L., Lieber, J., Li, S., Wolfberg, P., & Horn, E. (1997, April). Child participation in inclusive preschool classrooms. Paper presented at the Society for Research in Child Development Biennial Meeting, Washington, D.C.

Sandall, S., McBride, B., **Schwartz, I. S.**, & LaCroix, E. (1996, December). Use of assessment portfolios with young children with disabilities. Paper presented at

the International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.

Garfinkle, A.N., & **Schwartz, I. S.** (1996, May). PECS with peers: Increasing social interactions in an integrated preschool. Paper presented at Association for Behavior Analysis Conference, San Francisco, CA.

Schwartz, I. S., Peck, C. A., Staub, D., & Gallucci, C. (1994, October). Membership, relationships, and development: Facilitating meaningful outcomes in inclusive preschool classrooms. Paper presented at the International Early Childhood Conference on Children with Special Needs, St. Louis, MO.

Schwartz, I. S. & Carta, J. J. (1994, May). Project ECLIPSE: An ecobehavioral view of preschool language intervention. In S.L. Odom (Chair), Ecobehavioral analysis of early intervention programs for young children with disabilities. Paper presented at Association for Behavior Analysis Conference, Atlanta, GA.

Schwartz, I. S. (1994, May). Book review of Paley's You can't say you can't play. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.

Peck, C. A., Gallucci, C., **Schwartz, I. S.,** & Staub, D. (1993, October). The Inclusive Education Research Project: A qualitative study of classroom practices affecting outcomes for children. Paper presented at The Association for Persons with Severe Handicaps, Chicago, IL.

Schwartz, I. S., McBride, B., & Pepler, L. (1993, October). Classroom-based curriculum for facilitating communicative independence in young children with disabilities. Paper presented at the International Early Childhood Conference on Children with Special Needs, San Diego, CA

Schwartz, I. S., Mc Bride, B., & Larson, M. (1993, May). The effects of choice on the play behavior of young children with disabilities. Paper presented at Association for Behavior Analysis Conference, Chicago, IL.

Schwartz, I. S. (1993, May). The role of qualitative research methodology in applied behavior analysis: Social validity and beyond. Paper presented at Association for Behavior Analysis Conference, Chicago, IL.

Carta, J. J., **Schwartz, I. S.,** Grant, S., Cowley, B., Ross, G., Baggett, K., & Craig, N. (1993, May). Project ECLIPSE: Taking a closer look at language training in preschool classrooms. Paper presented at Association for Behavior Analysis Conference, Chicago, IL.

Schwartz, I. S., Carta, J. J., (1992, November). Effectiveness of language facilitation methods: Research findings evaluating specific language intervention techniques. Paper presented at the International Early Childhood Conference on Children with Special Needs, Washington, D.C.

Carta, J. J., Atwater, J. B., Greenwood, C. R., & **Schwartz, I. S.** (1992, May). An approach to measuring interbehavioral fields with early educational environments. Paper presented at the Association for Behavior Analysis Conference, San Francisco, CA.

Schwartz, I. S. (1992, May). Book review of Goodlad's Teacher for our Nation's Schools. Paper presented at the Association for Behavior Analysis Conference, San Francisco, CA.

Kullman, M. A., Atwater, J. B., Carta, J. J., & **Schwartz, I. S.** (1992, May). Sequential analysis of teacher-student interaction in early intervention settings. Paper presented at Association for Behavior Analysis Conference, San Francisco, CA.

Schwartz, I. S., Carta, J. J., Atwater, J. B., Grant, S., Cowley, B. J., Giordano, S. A., & Ross G. (1992, May). An ecobehavioral approach for describing language-training strategies in preschool classrooms. Paper presented at Association for Behavior Analysis Conference, San Francisco, CA.

Carta, J. J., Atwater, J. B., & **Schwartz, I. S.** (1992, May). Classroom survival skills interventions: Demonstrations of short- and long-term effects. Paper presented at Association for Behavior Analysis Conference, San Francisco, CA.

Carta, J. J., **Schwartz, I. S.**, Atwater, J. B., & McConnell, S. (1991, November). Developmentally appropriate practice: Is it appropriate for young children with disabilities? Paper presented at the International Early Childhood Conference on Children with Special Needs, St. Louis, MO.

Schwartz, I. S., Carta, J. J., & Atwater, J. B. (1991, May). Translation of classroom survival skills interventions to field-based settings. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.

Atwater, J. B., Carta, J. J., & **Schwartz, I. S.** (1991, May). Teachers' implementation of a program for promoting classroom survival skills. Paper presented at the Association for Behavior Analysis Conference, Atlanta, GA.

Carta, J. J., Atwater, J. B., & **Schwartz, I. S.** (1991, April). The effects of classroom survival skills intervention on young children with disabilities: Results of a two year follow-up. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Carta, J. J., Atwater, J. B., & **Schwartz, I. S.** (1990, October). Procedural reliability: A vital component for ensuring the quality of early intervention program. Paper presented at the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.

Schwartz, I. S., Carta, J. J., Atwater, J. B., Trissel, D., Rinkel, P., & Connell, M. (1990, October). Early childhood classroom survival skills project: Results from kindergarten and first grade follow-up. Paper presented at the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.

Dugan, E., Kamps, D. M., & **Schwartz, I. S.** (1990, May). Qualitative analyses of small groups as teaching formats for students with autism and developmental disabilities: Language applications. Paper presented at the Association for Behavior Analysis Conference, Nashville, TN.

Schwartz, I. S., Atwater, J. B., & Carta, J. J. (1990, May). Behavioral assessment in transition planning for young children with disabilities. Paper presented at the Association for Behavior Analysis Conference, Nashville, TN.

Blanchard, K., Baer, D. M., Fawcett, S. B., Fuqua, R. W., Geller, E. S., Hawkins, R. P., & **Schwartz, I. S.** (1990, May). Social validity assessment: Issues affecting its use in applied research. A panel discussion presented at the Association for Behavior Analysis Conference, Nashville, TN.

Atwater, J. B., Carta, J. J., & **Schwartz, I. S.** (1990, May). Ecobehavioral assessment of children's survival skills in preschool and primary grade classrooms. Paper presented at the Association for Behavior Analysis Conference, Nashville, TN.

Carta, J. J., **Schwartz, I. S.**, Atwater, J. B., Trissel, D., Rinkel, P., & Connell, M. (1989, October). Getting ready for kindergarten: Assessment and intervention strategies for promoting survival in regular classroom settings. Paper presented at the National Division of Early Childhood Conference, Minneapolis, MN.

Atwater, J. B., Carta, J. J., **Schwartz, I. S.**, Trissel, D., Rinkel, P., Connell, M., & Dougherty, J. (1989, October). Ecobehavioral assessment of children's classroom survival skills: A multi-level approach. Paper presented at the National Division of Early Childhood Conference, Minneapolis, MN.

Schwartz, I. S. (1989, May). Social-validity assessments: Is current practice state-of-the-art? Paper presented at the Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

Schwartz, I. S., Anderson, S. R., & Baer, D. M. (1986, May). Training teachers to use time delay: An analysis of training techniques. Paper presented at the Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

McNaughton, A. L., Anderson, S. R., & **Schwartz, I. S.** (1985, May). Preparing handicapped children for community-based placements: Results one year later. Paper presented at the Annual Convention of the Association for Behavior Analysis, Columbus, OH.

Schwartz, I. S., Ryan, Y. M., & Anderson, S. R. (1985, May). Intensive home-based training for the parents of severely handicapped children. Paper presented at the Annual Convention of the Association for Behavior Analysis, Columbus, OH.

Luce, S. C., Egan, P., McGrale, J. E., Dyer, K. I., **Schwartz, I. S.**, & Christian, W. P. (1984, May). The development of supervision strategies to improve the performance of residential direct-care personnel. Paper presented at the Annual Convention of the Association for Behavior Analysis, Nashville, TN.

Schwartz, I. S., Vandre, S., & Anderson, S. R. (1984, May). Outreach training for parents of autistic children. Paper presented at the Annual Convention of the Association for Behavior Analysis, Nashville, TN.

Schwartz, I. S., Kennedy-Butler, K., & Hamilton, B. (1984, May). Increasing the appropriate social interactions of an autistic child in a Head Start classroom. Paper presented at the Annual Convention of the Association for Behavior Analysis, Nashville, TN.

Schwartz, I. S., & Frost, S. (1984, November). The use of nonverbal rehearsal strategy to enhance discrimination learning. Paper presented at the Annual Convention of the Association for the Advancement of Behavior Therapy, Philadelphia, PA.

Schwartz, I. S., & Blew, P. A. (1983, November). Increasing play skills of severely handicapped children using normal peer models. Paper presented at the Annual Convention of the Association for Persons with Severe Handicaps, San Francisco, CA.

Newsom, C. D., Kennedy-Butler, K., **Schwartz, I. S.**, Blew, P. A., & Boudreau, C. A. (1983, May). Community-based educational services for autistic youth. Paper presented at the Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

Schwartz, I. S., & Newsom, C. D. (1983, May). Communication training with autistic youth. Paper presented at the Annual Convention of The Association for Behavior Analysis, Milwaukee, WI.

Blew, P. A., McGrale, J. E., & **Schwartz, I. S.** (1982, November). Increasing peer interaction skills of autistic children. Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy, Los Angeles, CA.

Schwartz, I. S., & Blew, P. A. (1982, November). Teaching community skills using a peer tutor. Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy, Los Angeles, CA.

Dyer, K., **Schwartz, I. S.**, & Luce, S. C. (1982, November). Facilitating age-appropriate and functional skills in severely handicapped clients. Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy, Los Angeles, CA.

Schwartz, I. S., & Risi, S. A. (1982, May). Use of multiple exemplars to promote generalization of discrimination learning. Paper presented at the Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

Dyer, K., **Schwartz, I. S.**, & Luce, S. C. (1982, May). Improving the quality of planned activities through staff feedback. Paper presented at the Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

Blew, P. A., McGrath, J. E., **Schwartz, I. S.**, Olson, J., Earley, M. E., Gruber, B. K., & Risi, S. A. (1982, May). Developing interaction skills of autistic children using normal children as models. Paper presented at the Annual Convention of the Association for Behavior Analysis, Milwaukee, WI.

Regional:

Schwartz, I. S., Peck, C.A., & Janko, S. (1995, May). The meaning of inclusion: Initial findings of the Early Childhood Research Institute on Inclusion. Paper presented at the Infant and Early Childhood Annual Conference, Seattle, WA.

Schwartz, I. S., Richarz, S., & Gil, L. (1993, May). Developmentally appropriate practices for children with special needs: Myths and realities. Paper presented at the Infant and Early Childhood Conference, Seattle, WA.

Schwartz, I. S., Carta, J. J., & Atwater, J. B. (1992, September). To find answers that work you have to ask the right questions: Toward an empirical understanding of dissemination and program adoption. Paper presented at The Ohio State University Conference on Behavior Analysis in Education, Columbus, OH.

Schwartz, I. S. (1988, March). Using naturally occurring opportunities to teach language to children with severe handicaps. Paper presented at the Kansas Division of Early Childhood Conference, Wichita, KS.

DiBella, M. L., Egan, P., Kennedy-Butler, K., Lawrie, J., Lovinger, L., **Schwartz, I. S.**, Luce, S. C., & Carr, E. (1981, September). Using incidental teaching techniques to increase spontaneous language with autistic children. Paper presented at the Berkshire Conference on Behavior Analysis and Therapy, Amherst, MA.

WORKSHOPS:

Invited:

Schwartz, I. S. (2018). *BCBAs, PBIS, and IEPs: An Alphabet Soup to Support*

Student Outcomes. Workshop presented at the Midwest Symposium on Leadership in Behavior Disorders, Kansas City, MO.

Schwartz, I.S., Ashmun, J., Herriott, S., & Gavreau, A. (2009, October). Project DATA: Blending approaches to meet the needs of children with ASD. Workshop presented at the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.

Schwartz, I. S., McBride, B., & Joseph, G. (1996, September). Supporting children with challenging behaviors in inclusive preschool classrooms. Workshop presented at the Down Syndrome Network Conference, Seattle, WA.

Schwartz, I.S. (1995, June). Promoting friendships and play in inclusive early childhood settings. Workshop presented at the Kansas Early Childhood Summer Institute, Lawrence, KS.

Schwartz, I.S. (1995, February). Providing developmentally appropriate early childhood educational programs for children with diverse abilities. Alaska Association for the Education of Young Children, Sitka, Alaska.

Schwartz, I. S. (1994, June). Efficacy of birth - 3 programs: Are we looking for outcomes in all the wrong places? Workshop presented at the Early Childhood Development Association of Washington Spring Seminar, Seattle, WA.

Schwartz, I. S. (1992, July). Blending DAP and ECSE: Redefining best practices for the education of all young children. Workshop presented at the Iowa State Summer Institute for Early Childhood Special Education, Ames, Iowa.

Schwartz, I. S. (1986, October). Controlling aggressive and self-injurious behavior in the lower functioning child. Workshop presented at the Second Annual Conference on Behavior Disorders presented by the Missouri Institute of Psychiatry, Lake of the Ozarks, MO.

Anderson, S. R., & **Schwartz, I. S.** (1984, December). Programming for the generalization and maintenance of treatment effects. Workshop presented at the Danbury Regional Center/Fairfield Hills Hospital Cooperative Life Skills Program, Newton, CT.

National:

Schwartz, I. S., Joseph, G., & McBride, B. (1998, December). Embedded instruction in classroom activities: Strategies for providing specialized instruction in inclusive classrooms. Workshop presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

Elliott, M., Orth-Lopes, L., Carta, J.J., & **Schwartz, I. S.** (1993, December). Implementing instructional strategies that enhance the independence of young children with disabilities in the classroom. Workshop presented at the

International Early Childhood Conference on Children with Special Needs, San Diego, CA.

Fowler, S. A., Rowbury, T. G., & **Schwartz, I. S.** (1986, October; 1987, November). Help! How should I manage the disruptive children in my classroom? One day workshop presented at the DEC National Early Childhood Conference on Children with Special Needs, Louisville, KY and Denver, CO.

Regional:

Schwartz, I.S., McBride, B., & Annable, J. (1995, May). Providing behavioral support in inclusive preschools classrooms. Workshop presented at the Washington State Infant and Early Childhood Conference, Seattle, WA.

Schwartz, I. S. & Ehlers, L. (1994, May). Using developmentally appropriate practices to facilitate inclusion in early childhood settings. Workshop presented at the Washington State Infant and Early Childhood Conference, Seattle, WA.

Schwartz, I. S. & McBride, B. (1994, May). Classroom-based curriculum for facilitating communicative independence in young children with disabilities. Workshop presented at the Washington State Infant and Early Childhood Conference, Seattle, WA.

Schwartz, I. S., Carta, J. J., & Atwater, J. B. (1991, March). Preparing children for the mainstream: Teaching classroom survival skills to young children with special needs. Workshop presented at the Kansas Council for Exceptional Children, Division of Early Childhood Conference, Kansas City, KS.

Schwartz, I. S. (1987, March, October). Building blocks: The ABC approach to behavior management. Workshop presented at the Kansas Council for Exceptional Children, Division of Early Childhood Conference, McPherson, KS; Kansas Association for the Education of Young Children, Lawrence, KS.

Rosenkoetter, S., Hains, A. H., Johnson, T. E., Kottwitz, E., & **Schwartz, I. S.** (1986, March). Transition to kindergarten: Building essential skills. Workshop presented at the McPherson County Early Childhood Association, McPherson, KS.

Anderson, S. R., & **Schwartz, I. S.** (1985, May). Teaching language in the natural environments of individuals who demonstrate severe language delays. Workshop presented at the Annual Convention of the Massachusetts Association for Approved Private Schools, Boston, MA.

Schwartz, I. S., McGrale, J. E., & Newsom, C. D. (1982, May). Advanced language training -- what to do after verbal imitation. Workshop presented at the Annual Conference of Massachusetts Association of Approved Private Schools, Boxborough, MA.

Schwartz, I. S., Hankin, M., & Chavez, M. (1980, March). Creatively utilizing student volunteers in human service agencies. Workshop presented at the Community Affairs Board Conference for Volunteer Agencies, Santa Barbara, CA.

TEACHING EXPERIENCE:

University of Kansas

HDFL 160: Introduction to Child Behavior and Development

HDFL 161: Introduction to Child Behavior and Development Honors Seminar

HDFL 432: Child Behavior and Development

HDFL 901: Current Trends in Early Intervention

University of Washington

EDSPE 414: Introduction to Early Childhood Special Education

EDSPE 427 Introduction to Applied Behavior Analysis

EDSPE 507 Instructional Methods for Students with Moderate and Severe Disabilities

EDSPE 511: Single Subject Research Methodology

EDSPE 520: Classroom Management

EDSPE 521: Communication and Language in Young Children with Special Needs

EDSPE 525 Educating Children with Autism and Severe Behavior Disorders

EDSPE 527 Applied Behavior Analysis for Teachers

EDSPE 530: Readings in Applied Behavior Analysis

EDSPE 561: Educational Assessment of Preschool Children

EDSPE 565: Seminar in Early Childhood Special Education: Facilitating Social Competence in Young Children with Disabilities

EDSPE 565: Seminar in Early Childhood Special Education: Providing Integrated, Community-Based Programs for Young Children with Disabilities

EDSPE 565: Seminar in Early Childhood Special Education: Structuring Early Childhood Environments for Success

EDTEP 542: Meeting the Needs of All Elementary Students

University of Iceland, Reykjavik

SKF301F: Að mæta sérstökum námsþörfum barna með einhverfu eða önnur þroskafrávik – Introduction to teaching students with ASD

SERVICE:

Editorial Review Board Memberships:

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| 2018 | Guest Reviewer
Behavior Analysis in Practice |
| 2005-Present | Review Board Member,
Journal of Positive Behavioral Intervention |
| 1994-Present | Review Board Member,
Topics in Early Childhood Special Education |
| 1991-Present | Review Board Member, Journal of Early Intervention |
| 2000- 2015 | Review Board Member, Journal of Applied Behavior Analysis |
| 1996-2015 | Review Board Member, Research and Practice in Severe
Disabilities (formerly Journal of the Association for Persons with
Severe Handicaps |
| 1993-1996 | Review Board Member, The Behavior Analyst |
| 1992-1995 | Review Board Member, Journal of Applied Behavior Analysis |
| 1991-1994 | Review Board Member, Education and Treatment of Children |

Other Editorial Activity:

- | | |
|------|---|
| 2015 | Guest Reviewer, International Journal of Child Care and
Educational Policy |
| 2010 | Guest Reviewer, Exceptional Children |
| 2000 | Guest Reviewer, National Head Start Association Dialogue |

- 2000 Guest Reviewer, Early Childhood Research Quarterly
- 1996, 1997 Guest Reviewer, Journal of Applied Behavior Analysis
- 1995 Guest Reviewer, Mental Retardation
- 1993 Guest Reviewer, American Education Research Journal
- 1992-1994 Guest Reviewer, American Journal of Mental Retardation
- 1992 Guest Associate Editor, Education and Treatment of Children
- 1991-1992 Guest Reviewer, Journal of Behavioral Education
- 1991-1994 Guest Reviewer, Topics in Early Childhood Special Education
- 1989-1990 Guest Reviewer, Education and Treatment of Children
- 1987-1992 Guest Reviewer, Journal of Applied Behavior Analysis
- 1985 Guest Reviewer, The Behavior Analyst
- 1985-1986 Guest Reviewer, American Journal of Mental Deficiency
- 1984-1985 Guest Reviewer, Analysis and Intervention in Developmental Disabilities

Grant Reviewing:

- 2007 U.S. Department of Education, Institute of Education Science. Special Education Competition
- 1995 U.S. Department of Education, Office of Special Education Projects, Severe Disabilities Branch
- 1994 U.S. Department of Education, Office of Special Education Projects, Early Childhood Branch, Site Visitor, University of Oregon
- 1991-1992 U.S. Department of Education, Office of Special Education Projects, Early Childhood Branch

National:

- 2013-2014 Topic Group Lead, Division for Early Childhood (DEC) Recommended Practices Commission

- 2000 Site Visitor, Accreditation Committee of the Association for Behavior Analysis
- 1995-2000 Program Advisory Committee, DEC National Early Childhood Conference on Children with Special Needs
- 1992-2000 Council for Exceptional Children, Division for Early Childhood -- Research Committee
- 1992 Chairperson, NEC*TAS (National Early Childhood Technical Assistance System) Small Group Meeting on Preschool Language Intervention
- 1991 Best Practices in Early Childhood Special Education Task Force: Transition Strand -- Council for Exceptional Children, Division for Early Childhood
- 1990 Program Advisory Committee, DEC National Early Childhood Conference on Children with Special Needs
- 1988 Chairperson, Banquet Program Committee, Association for Behavior Analysis
- 1987-1990 Executive Council Member, Student Representative, Association for Behavior Analysis
- 1987 Program Advisory Committee, DEC National Early Childhood Conference on Children with Special Needs
- 1986 Member, AABT Committee on Legislative Affairs

State/Regional:

- 2019 Professional Educators Standards Board: Advisory Committee to Establish Guidelines for the School Based Behavior Analyst ESA Approval
- 1999 Washington State Task Force on Providing Appropriate Educational Services to Children with Autism
- 1993-1998 State Interagency Coordinating Council for Infants with Disabilities and their Families
- 1995 City of Seattle Head Start, On-Site Evaluation Team
- 1994-1996 Puget Sound Educational Service District, Comprehensive System for Personnel Development Advisory Board

- 1992 Co-Program Chairperson, Northwest Association for Behavior Analysis
- 1992-1993 Seattle Central Community College Task Force on Community and State Needs for Early Childhood Education
- 1991-1997 Office of the Superintendent of Public Instruction, Task Force on Early Childhood Education
- 1991-1992 Northwest Higher Education Consortium for Young Children and Their Families

University:

- 2017-2019 Autism Spectrum Planning 360 Executive Planning Task Force
- 2017 Department of Rehabilitation Medicine Graduate Program Review
- 2015, 2017 CHDD Committee of Indirect Costs
- 2015 Consortium on Early Childhood Intervention
- 2014-2015 Search Committee, Dean of the College of Education
- 2013-2014 CHDD Task Force on Services for Adults with Development Disabilities
- 2012-2015 Royalty Research Fund Reviewer
- 2012 CHDD Committee of Indirect Costs
- 2009-2010 Search Committee, Dean of the College of Education
- 2006-2008 Faculty Council on Research
- 1999-2000 Search Committee, Dean of the College of Education
- 1994-1995 Faculty Senate -- College of Education Representative
- 1994, 1998 Gatzert Child Welfare Fellowship Selection Committee
- 1992-1993 Division of Occupational Therapy, Department of Rehabilitative Medicine, Curriculum Advisory Committee
- 1991-2010 UAP Early Intervention Task Force
- 1988-1989 Committee on Graduate Studies (University of Kansas)

College:

- 2016 Chair, Search Committee for Senior Researcher in Early Childhood Program Effectiveness
- 2016 Chair, Senior Lecturers in Applied Behavior Analysis
- 2015-2016 Faculty Council
- 2014 Curriculum Planning Process Improvement Work Group
- 2013-2014 Faculty Council
- 2013-2014 Search Committee in Leadership and Organizational Policy
- 2005-2012 Administrative Cabinet
- 2004 Chair, Search Committee in Early Childhood Special Education
- 2003-2005 Faculty Council
- 1999-2000 President of the Faculty
- 1998-2000 Faculty Council
- 1998-1999 Chair, Search Committee in Early Childhood Special Education
- 1998-1999 Elementary Teacher Education Program Curriculum Review Committee
- 1996-1998 Council on Student Affairs, Chair 1996-1997
- 1995-1997 Faculty Council
- 1994-1995 Search Committee, Early Childhood Special Education Position
- 1993-1994 Search Committee, Behavior Disorders Position
- 1992-1993 Council on Professional Education, Chair
- 1992-1993 Faculty Council
- 1992-1993 College of Education Teacher Education Curriculum Development Team -- Elementary; Admissions Subcommittee
- 1991-1992 Council on Teacher Education

Community:

- 2009-Present Combating Autism Act Advisory Board
- 2005-2016 Seattle Public Schools Special Education Advisory Committee
- 2005-Present Kinderling Center, Committee on Excellence
- 1996-1999 Seattle Public Schools Head Start -- Policy Council Member
- 1997 Teaching Steps to Tolerance, Museum of Tolerance, Los Angeles, CA, Advisory Board Member

Department (University of Kansas):

- 1988 Department Grievance Committee
- 1986-1988 Faculty Meeting Student Representative
- 1985-1988 Proseminar Speakers Committee
- 1985-1988 Graduate Curriculum Committee

International

- 2019 Hanoi National Children’s Hospital – Provided training and consultation about working with children with ASD and related disorders to interdisciplinary medical, nursing, and psychology staff members.
- 2018 - 2020 CTL Academy, Abuja Nigeria – Provided training, coaching, and consultation to school staff and local board certified behavior analyst (BCBA) to integrate and support two children with ASD into this school
- 2017 Hanoi National Children’s Hospital – Provided training and consultation about working with children with ASD and related disorders to interdisciplinary medical, nursing, and psychology staff members.
- 2015 Hanoi National Children’s Hospital – Provided training and consultation about working with children with ASD and related disorders to interdisciplinary medical, nursing, and psychology staff members.

Expert Witness Experience

- 2015 IM v. Monroe School District. Case No. 2:14-cv-01946-JCC. Expert Witness for the Plaintiff
- 2011 DM v. Group Health Cooperative, No. 10-2-28618-7, King County Superior Court. Expert Witness for the Plaintiff.
- 2011 DF et al v. Washington Health Care Authority et al., No. 10-2-29400-7 SEA. Expert Witness for the Plaintiff.
- 2006 School Districts' Alliance for Adequate Funding of Special Education vs. The State of Washington. Expert Witness for the Plaintiff.
- 2006 Payne v. Peninsula School District. Expert Witness for the Plaintiff.
- 2000 Zachary Deal v. Hamilton County Department of Education. Expert Witness for the Defense