

BIOGRAPHICAL SKETCH

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

A. Positions and Honors

Positions and Employment

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

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

- McCathren, R., Yoder, P. J., & Warren, S. F. (2000). Testing the predictive validity of the communication and symbolic behavior scales. *Journal of Early Intervention, 23*, 36-46.
- Yoder, P., & Feurer, I. (2000). Quantifying the magnitude of sequential association between events and behaviors. In T. Thompson, D. Felce, & F. Symons (Eds), *Behavioral observation: Technology and applications in developmental disabilities* (pp. 317-334). Baltimore: Brookes.
- Stone, W., & Yoder, P., (2001). Predicting productive language in children with autism. *Autism, 5*, 341-361.
- Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2001). An examination of the relation between teacher praise and students' with emotional/behavioral disorders opportunities to respond to academic requests. *Journal of Emotional and Behavioral Disorders, 10*, 1-13.
- Yoder, P., Bruce, P., & Tapp, J. (2001). Comparing sequential associations within a single dyad. *Behavioral Research Methods, Instruments, and Computers, 33*, 331-338.
- Yoder, P. J., McCathren, R., Warren, S., & Watson, A. L. (2001). Important distinctions in measuring maternal responses to communication in children with disabilities. *Communication Disorders Quarterly, 22*, 135-147.
- Yoder, P. J., & Warren, S. F. (2001). Intentional communication elicits language-facilitating maternal responses. *American Journal of Mental Retardation, 4*, 327-335.

- Yoder, P. J., & Warren, S. F. (2001). Relative treatment effects of two prelinguistic communication intervention on language development in toddlers with developmental delays varies by maternal characteristics. *Journal of Speech, Language, Hearing Research, 44*, 224-237.
- Camarata, S., & Yoder, P. (2002). Language transactions during development and intervention: Theoretical implications for developmental neuroscience. *International Journal of Developmental Neuroscience, 20*, 459-467.
- Harwood, K., Warren, S., & Yoder P. (2002). Importance of responsivity in developing contingent exchanges in beginning communicators. In J. Reichley, D., Beukelman, & J. Light (Eds.), *Exemplary strategies for beginning communicators: Implementing an argumentative communication system* (pp. 59-96). Baltimore, MD: Brookes.
- Henderson, L., Yoder, P., Yale, M., & McDuffie, A. (2002). Getting the point: Electrophysiological correlates of proto-declarative point. *International Journal for Developmental Neurosciences, 20*, 449-458.
- Leew, S., Warren, S., & Yoder, P. (2002). Infants and toddlers: Putting research into practice. In H. Goldstein, L. Kaczmarek, & K. English (Eds.), *Promoting social communication in children and youth with developmental disabilities* (pp. 151-172). Baltimore, MD: Brookes.
- Smith, J. D., Warren, S. F., Yoder, P. J., & Feurer, I. (2002). Teachers' use of natural communication intervention strategies. *Journal of Early Intervention.*
- Warren, S., Yoder, P., & Leew, S. (2002). Promoting the development of social communication in infants and toddlers. In H. Goldstein, L. Kaczmarek, & K. English (Eds.), *Promoting social communication in children and youth with developmental disabilities* (pp. 121-150). Baltimore, MD: Brookes.
- Yoder, P. J., & Warren, S. F. (2002). Effects of prelinguistic milieu teaching and parent responsivity education in dyads with children with intellectual disabilities. *Journal of Speech, Language, and Hearing Research, 45*, 1158-1174.
- Warren, S., & Yoder, P. (2003). Early intervention for young children with language impairments. In L. Verhoeven & H. van Balkom (Eds.), *Classification of developmental language disorders: Theoretical issues and clinical implications* (pp. 267-381). Amsterdam: Lawrence Erlbaum.
- Warren, S., McCathren, R., & Yoder, P. (2003). Communication and language intervention. In M. Wolery, R. McWilliam, & D. Bailey (Eds.), *Teaching infants and preschoolers with disabilities* (3rd ed.). Boston: Allyn & Bacon.
- Yoder, P. J., Short-Meyerson, K., & Tapp, J. (2004). Measurement of behaviour with a special emphasis on sequential analysis of behaviour. In E. Emerson, T. Thompson, T. Parmenter & C. Hatton (eds.), *International Handbook of Research Methods in Intellectual Disability* (pp. 179-202). Wiley.
- Yoder, P. J., & Warren, S. F. (2004). Early predictors of language in children with and without Down syndrome. *American Journal on Mental Retardation, 109*, 285-300.
- Yoder, P. J., Blackford, J., Waller, N., & Kim, Y. (2004). Enhancing power while controlling family-wise error in electrocortical studies. *Clinical and Experimental Neuropsychology, 26*, 320-331.
- Yoder, P. J., & Tapp, J. (2004). Empirical guidance for time-window sequential analysis of single cases. *Journal of Behavioral Education, 13*, 227-246.
- Smith, J. D., Warren, S. F., Yoder, P. J., Feurer, I. (2004). Teachers' use of natural communication intervention strategies. *Journal of Early Intervention, 27*, 1-14.
- Yoder, P. J., & Compton, D. (2004). Identifying Predictors of Treatment Response. *Mental Retardation and Developmental Disabilities Research Reviews, 10*, 162-168.
- Yoder, P. J. & McDuffie, A. (2004). Treatment of Joint Attention in Children with Disabilities. In T. Charman and W. Stone (eds.), *Early social-communication in autism spectrum disorders: Identification and intervention*.
- Roberts, C., Yoder, P.J., & Kennedy, C. H. (2005). Descriptive analysis of epileptic events and the occurrence of self-injury and aggression. *American Journal of Mental Retardation, 110*, 378-392.
- McDuffie, A., & Yoder, P. (2005). Labels increase attention to novel objects in children with autism and comprehension matched children with typical development. *Autism, 10*, 229-242.
- McDuffie, A., Yoder, P., & Stone, W. (2005). Prelinguistic predictors of vocabulary acquisition in young children with autism spectrum disorders. *Journal of Speech, Language, and Hearing-Research, 48*, 1080-1097.
- Yoder, P. J., Gardner, E., & Camarata, S. (2005). Treatment effect on speech intelligibility and length of utterance in children with specific language and intelligibility impairments. *Journal of Early Intervention, 28*, 34-49.
- Lord, C., Yoder, P.J., et al., (2006). Challenges in evaluating psychosocial interventions for autism spectrum disorder. *Journal of Autism and Developmental Disorders, 10*.

- Taylor, C., Yoder, P., McWilliam, R. (2006). Generalizability and decision studies: An example using conversational language samples. *Journal of Early Intervention, 28*, 139-153.
- Yoder, P., & Stone, W. (2006). Randomized comparison of two communication interventions for preschoolers with autism spectrum disorders. *Journal of Consulting and Clinical Psychology, 74*, 426-435.
- Fey, M., Warren, S., Brady, N., Finestack, L., Bredin-Oja, S., Yoder, P., et al. (2006). Early effects of Prelinguistic Milieu Teaching and Responsive Education for children with developmental delays and their parents. *Journal of Speech, Language, and Hearing Sciences, 49*, 526-548.
- Yoder, P. J., Camarata, S., Williams, S., & Camarata, M. (2006). The association between differentiated processing of syllables and comprehension of grammatical morphology in children with Down Syndrome. *American Journal of Mental Retardation, 111*(2), 138-152.
- Taylor, C., & Yoder, P. (2006). Interpreting kappa in observational research: Base rate matters. *American Journal of Mental Retardation, 111*(6), 433-441.
- Yoder, P. J. & McDuffie, A. (2006). Treatment of Joint Attention in Children with Disabilities. In T. Charman and W. Stone (eds.), *Social & communication in autism spectrum disorders: Early identification, diagnosis, & intervention* (pp. 117 – 142). New York, Guilford.
- Yoder P. J., & Stone, W. (2006). A randomized comparison of the effect of two prelinguistic communication interventions on the acquisition of spoken communication in preschoolers with ASD. *Journal of Speech, Language, and Hearing Research, 49*, 1 – 14.
- Yoder, P. J. & McDuffie, A. (2006). Teaching children with autism to talk. *Seminars in Language Disorders, 26*: 161-172.
- McDuffie, A., Yoder, P., & Stone, W. (2006). Fast-mapping in young children with autism spectrum disorders. *First Language, 26*, 421-438.
- Yoder, P. J. (2006). Predictors of growth in lexical density in children with ASD. *American Journal of Speech-Language Pathology, 15*, 378 - 388.
- Presmanes, A. G., Walden, T. A., Stone, W. L., & Yoder, P., J. (2007). Effects of different attentional cues on responding to joint attention in younger siblings of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 37*, 133 – 144.
- Warren, S., Fey, M., & Yoder, P. (2007). Differential treatment intensity research: A missing link to creating optimally effective communication interventions. *Mental Retardation and Developmental Disabilities Research Reviews, 13*, 70 - 77.
- Bruckner, C. & Yoder, P. (2007). Restricted Object Use in Young Children with Autism: Definition and Construct Validity. *Autism, 11*, 161 – 171.
- McDuffie, A., Turner, L., Stone, W., Yoder, P., Wolery, M., & Ulman, T. (2007). Developmental correlates of different types of motor imitation in young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 37*, 401 - 412.
- Stone, W. L., McMahon, C. R., Yoder, P. J., Walden, T. (2007). Early social-communicative and cognitive development of younger siblings of children with autism spectrum disorders. *Archives of Pediatrics, and Adolescent Medicine, 161*, , 384 - 390.
- Camarata, S., Yoder, P., & Camarata, M. (in press, 2007). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down Syndrome. *Down Syndrome Research and Practice, 10*.

C. Research Support

Ongoing Research Support

Autism Speaks – Carter (PI)

01/01/07 – 12/31/09

Early Intervention and Treatment of Autism Spectrum Disorders.

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

Role: Investigator

5 R01 DC007660 – Warren (PI)

08/01/05 – 07/31/10

NIH/NIDCD

Effects of Intensity of Early Communication Intervention

This project investigates whether two different intensity levels of the same communication treatment differentially effects the communication and language development of children with intellectual disabilities.

Role: Co-PI (Vanderbilt site)

5 R01 DC005994 – Yoder (PI)

01/01/04 – 11/30/08

NIH/NIDCD

ERP & Behavioral Predictors of Language Intervention

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

Role: PI

R01 HD043292 - Stone (PI)

07/01/03 – 04/30/08

NIH/NICHHD

Early Social Orienting in Siblings of Children With ASD

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

Role: Co-Investigator

H0325D070075 - Kaiser (PI)

09/01/03 – 08/31/07

EDUC

Doctoral Leadership Training in Early Childhood Special Education

This training program supports doctoral-level students interested in early childhood special education.

Role: Co-Investigator

1 R01 DC008640 Camarata (PI)

09/01/07 – 08/31/11

NIH/NIDCD

Treatment of Speech Disorders in Children with Down Syndrome

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

Role: PI

H325D050102 Kennedy (PI)

01/01/06 – 12/31/09

US Department of Education

Preparation Training in Severe Disabilities in Autism

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

Role: Co-Investigator

Completed Research Support

H325A030093 - Wolery (PI)

01/01/04 – 12/31/06

EDUC

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

This training program supports master's degree students who are interested in becoming educators of young children with autism.

Role: Co-Investigator

R01 DC03581 – Yoder (PI)

07/01/00 – 06/30/05

NIH/NIDCD

Early Communication Intervention in Autistic Children

To test the efficacy of an educational treatment on social communicative skills in children with autism.

Role: PI