

CURRICULUM VITAE

PETER J. DOEHRING, PH.D.

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A detailed description of work associated with each of the faculty and administrative appointments and associated projects can be found on my [website](http://www.asdroadmap.org/background.html) (<http://www.asdroadmap.org/background.html>). Direct links to specific web pages are provided whenever possible.

Education

1993 PhD Concordia University (Clinical Psychology) *APA-Accredited*
1987 MA Concordia University (Applied Psychology)
1983 BA McGill University (Psychology)

Positions

Faculty and Administrative Appointments:

2014-2016 [Adjunct Faculty, School of Education, Lehigh University](#)
2015-2016 [Associate Research Professor, A.J. Drexel Autism Institute, Drexel University](#)
2013-2014 Adjunct Faculty, School of Education, Drexel University
2011-2012 [Director of Autism Services, Foundations Behavioral Health, Universal Health Services](#)
2008-2011 [Director of Regional Programs, Center for Autism Research, The Children's Hospital of Philadelphia / University of Pennsylvania](#)
1999-2008 [Statewide Director, Delaware Autism Program](#)
1997-1998 Interim Director, Department of Psychology, Child and Adolescent Services, Douglas Hospital
1991-1999 [Clinical Research Psychologist, Child and Adolescent Services, Douglas Hospital](#)

Other appointments

2020- Advisory Committee, Council on Inclusive Health and Disability, Land Trust Alliance
2014-2016 Executive Committee, National Autism Leadership Collaborative
2014-2016 Invited Consultant, [Autism Education Task Force, State of Delaware](#)
2013 Evidence-Based Practice Reviewer, National Professional Development Center on Autism Spectrum Disorders, University of North Carolina

- 2012 Autism Speaks Challenging Behaviors Toolkit, Professional Advisory Board
- 2009-2011 [Co-Leader, Pennsylvania Act Early Team](#) (Including hosting the 2010 Act Early Summit for Region III)
- 2011- Founder and Director, ASD Roadmap
- 2007-2014 Advisory Board, Autism/Birth Defects Registry, State of Delaware
- 2000-2012 Advisory Board, Autism Delaware (formerly Autism Society of Delaware)
- 2000-2007 Advisory Board, Center for Autism and Developmental Disorder Epidemiology, Johns Hopkins University
- 1998 Visiting Researcher, Institute of Child Health / Guy's Hospital, London, UK
- 1995-1999 [Scientific Advisor, Montreal Regional Board of Health and Social Services](#)
- 1996-1997 Board of Directors, Douglas Hospital
- 1994-1998 Vice President, Multidisciplinary Council, Douglas Hospital

Licensure

- 2009- Delaware Board of Psychologists (License B1-0000827)
- 1988-1999 Quebec Professional Board of Psychologists

Internships

- 1989-1990 Predoctoral Internship. Montreal Children's Hospital
- 1987 Master's Practicum, Douglas Hospital

Editorial Positions

- 2009- Editorial Board/ Section Editor, Volkmar, F., [Encyclopedia of Autism and Related Disorders](#)
- 2008-2012 Editorial Board, [Journal of Autism and Developmental Disorders](#)
- 2003-2005 Editorial Board, [Handbook of Autism & Developmental Disorders](#) (3rd ed.)

Ad-Hoc Reviewer: Journal of Autism and Developmental Disorders, The American Journal on Intellectual and Developmental Disabilities, Research in Developmental Disabilities, Research in Autism Spectrum Disorders, International Society of Autism Research

Major Academic and Clinical Teaching Responsibilities

- 2014-2016 Graduate Course Developer and Instructor, Special Topics in Education-Autism (SPED 330-010), College of Education, Lehigh University
- 2013-2014 Graduate Course Instructor, Behavior and Sensory Support: ASD (EDEX 562), School of Education, Drexel University
- 2009-2011 [Director, Autism Services, Education, Research and Training Collaborative, Children's Hospital of Philadelphia](#)

- 2009-2011 [Director, AutismMatch Research Registry, Children’s Hospital of Philadelphia](#)
- 2008-2011 [Autism Training Director, Leadership Education in Neurodevelopmental and Related Disabilities \(LEND\), Children’s Hospital of Philadelphia](#)
- 2008-2011 Member, Scientific Review Committee, Children’s Hospital of Philadelphia
- 2001-2005 Graduate Course Director, Methods of Instruction and Functional Curriculum for Individuals with Severe Disabilities (EDST 625), School of Education, University of Delaware
- 2000-2004 Graduate Course Director, Introduction to Autism & Severe Disabilities (EDST 624), School of Education, University of Delaware
- 1996-2000 Master’s and Doctoral Thesis Supervisor, Department of Educational Psychology, School of Education, McGill University
- 1994-1999 Clinical Supervisor, Department of Psychology, McGill University

Community Leadership Initiatives

- 2021- Founder, [Kennett Outdoors](#), [OpenKennet](#),
- 2021 [Political Candidate](#) for Nominee for the Democratic Party for Township Supervisor, Kennett Township, PA.
- 2014- [The Land Conservancy for Southern Chester County](#); (a) Member, Board of Trustees
- 2021 (2014-2017); (b) Chair, Board of Trustees (2017-2019); Interim Executive Director (2019); (b) Vice Chair, Board of Trustees (2019-21)

Publications

Books

1. Reichow, R., Doehring, P., & Volkmar, F. (Eds.). Handbook of Evidence-Based Practices in Autism Spectrum Disorders. (Expected in 2022). Springer-Verlag, New York, NY
2. Doehring, P., with invited contributors. Autism Services Across America: Roadmaps for Improving State and National Education, Research, and Training Programs (2013). Brookes, New York, NY
3. Reichow, B., Doehring, P. Cicchetti, D., & Volkmar, F. (Eds.). Evidence-Based Practices and Treatments in Autism. (2011). Springer-Verlag, New York, NY.

Book Chapters

1. Doehring, P. (under contract). Translating Research into Effective Social Policy: The Transition into Adulthood. In Volkmar, F. Paul, R., Rogers, S., & Pelphrey, K. Handbook of Autism and Pervasive Developmental Disorders: Assessment, Interventions, Policy, the Future (4th ed.). John Wiley & Sons, Inc., Hoboken, New Jersey
2. In Reichow, B., Doehring, & Volkmar, F. (Eds.). Handbook of Evidence-Based Practices in Autism Spectrum Disorders. (Expected 2022). Springer-Verlag, New York, NY.
 - a) Reichow, B., Volkmar, F., & Doehring, P. History of Evidence-Based Practice in Medicine, Psychology, Allied Health Sciences, and Education. (CH. 1)
 - b) Doehring, P., Volkmar, F., & Reichow, B. Developments in Evidence-Based Practices in Autism Spectrum Disorder.(CH. 3)

- c) Doehring, P. Implications of Evidence-Based Practices for Policy: The Example of Functional Behavioral Assessment. (CH. 29)
 - d) Volkmar, F., Reichow, B., & Doehring, P. Future Directions in Research and Practice. (CH. 31)
3. Doehring, P. (2019). The Impact of ASD Research on National Policy: Lessons from the Combating Autism Act and the National Institute for Health and Care Excellence. In Volkmar, F. Autism and Pervasive Developmental Disorders (3rd ed.). Cambridge University Press.
 4. Doehring, P. (2014). Translating Research into Effective Social Policy. In Volkmar, F. Paul, R., Rogers, S., & Pelphrey, K. Handbook of Autism and Pervasive Developmental Disorders: Assessment, Interventions, Policy, the Future (4th ed.). John Wiley & Sons, Inc., Hoboken, New Jersey
 5. Volkmar, F. Encyclopedia of Autism Spectrum Disorders (2013). Springer, New York.
 - a) Association for Retarded Citizens (ARC)
 - b) Family Burden
 - c) Learned Helplessness
 - d) Regional Centers
 - e) Statewide Service programs
 - f) (with Kim Musheno). US Social Policy and Autism Spectrum Disorders.
 6. In Reichow, B., Doehring, P. Cicchetti, D., & Volkmar, F. (Eds.). Evidence-Based Practices and Treatments in Autism. (2011). Springer-Verlag, New York, NY.
 - a) Doehring, P. & Wintering, V. The Implementation of Evidence-Based Practices in the Public Schools (CH. 13)
 - b) Volkmar, F., Reichow, B., & Doehring, P. Evidence-Based Practices in Autism: Where We Are Now and Where We Need to Go (CH. 14)

Research Publications, peer reviewed (print or other media)

1. Doehring, P. (2021). Does the arc of science bend towards impact? Four decades of empirical research published in JADD since the DSM-III. Journal of Autism and Developmental Disorders, <https://doi.org/10.1007/s10803-021-05052-2>
2. Doehring, P., and Volkmar, F. (2016). Editorial - Gaps in knowledge in ASD research: Short and long term implications for policy. Journal of Autism and Developmental Disorders, 46 (3), 733-736.
3. Doehring, P., Reichow, B., Palka, T., Philips, C., & Hagopian, L. (2014). Behavioral Approaches to Managing Intense Aggression, Self-Injury, and Destruction in Children with Autism Spectrum and Related Developmental Disorders: A Descriptive Analysis. Child and Adolescent Psychiatric Clinics of North America, 23 (1) 25-40.
4. Doehring, P. (2001). An overview of the early detection, assessment, and treatment of autism in young children. CNRIS, 4 (1) 11-14.
5. Doehring, P. (2001). Programmes d'intervention comportementale pour enfants autistes: quels sont les meilleurs? PRISME, 34, 80-91.

6. Baron-Cohen, S., Wheelwright, S., Cox, A., Baird, G., Charman, T., Swettenham, J., Drew, A., & Doehring, P. (2001). The early identification of autism: The CHECKlist for Autism in Toddlers (CHAT). Journal of Development and Learning Disorders, *5*, 47-78.
7. Baron-Cohen, S., Wheelwright, S., Cox, A., Baird, G., Charman, T., Swettenham, J., Drew, A., & Doehring, P. (2000). Early identification of autism by the CHECKlist for Autism in Toddlers (CHAT). Journal of the Royal Society of Medicine, *93*, 521-525.
8. De Kimpe, V., Tremplay, P., & Doehring, P. (2000) Training professionals in the use of the CHAT (Checklist for Autism in Toddlers). Infant Mental Health Journal, *21* (4-5), 367,
9. Doyle, A.B., Doehring, P., Tessier, O., & DeLorimier, S. (1992). Transitions in children's play: A sequential analysis of states preceding and following social pretense. Developmental Psychology, *28*, 137-144.
10. Doyle, A.B., Ceschin, F., Tessier, O., & Doehring, P. (1991). The relation of age and social class differences in children's social pretend play to cognitive and symbolic ability? International Journal of Behavioral Development, *14*, 395-410.
11. Bregman, A.S., Abramson, J., Doehring, P., & Darwin, C. (1985). Spectral integration based on common amplitude modulation. Perception and Psychophysics, *37*, 483-493.
12. Bregman, A.S., & Doehring, P. (1984). Fusion of simultaneous tonal glides: The role of parallelness and simple frequency relations. Perception and Psychophysics, *36*, 251-256.

Other Publications

1. Doehring, P. (2021). [Autism research continues to stress basic science over improving interventions](https://doi.org/10.53053/KKFR6463). Spectrum: Autism Research News. September. <https://doi.org/10.53053/KKFR6463>
2. Land Trust Alliance Advisory Council on Inclusive Health and Disabilities. (2021). [Open to All: A disability inclusion resource guide for land trusts](#). Land Trust Alliance. September.
3. Doehring, P. (October, 2017). "What kind of research can guide the growth of ASD services?". Autism Spectrum News.
4. Doehring, P. (May, 2017). "Accessible Trail Adventures for People of All Abilities". Rails to Trails Conservancy, online blog.
5. Doehring, P. (January, 2017). "Behavioral and Mental Health Crises for Young Adults with ASD". The Sun, Autism Delaware.
6. Mundy, P., Delgado, C., Hogan, A., & Doehring, P. (2003). A Manual for the Abridged Early Social Communication Scales (ESCS). Coral Gables, FL. University of Miami.
7. Doehring, P., deKimpe, V., Tremblay, P., Baron-Cohen, S., Wheelwright, S., Cox, A., Baird, G., Swettenham, J., Drew, A., & Charman, T. The CHAT training kit and video. 2001. Montreal, Canada, Hopital Rivieres-des-Prairies.

Presentations

Selected Lectures by Invitation (since 2010):

- May 2022 *Policy opportunities and barriers to the implementation of Evidence-Based Practices: The example of interventions for severe aggression.* Yale Child Study Center / Southern Connecticut State University, New Haven, CT.
- October 2016 *Evidence-Based Practice is not enough: Steps to scaling up ASD intervention programs for population-level impact.* Grand Rounds. Marcus Autism Center, Children's Healthcare of Atlanta. Atlanta, GA.
- April 2016 *State of the Union.* Keynote Address. 2016 Autism Conference & Exposition of Georgia, Center for Disability and Leaderships, School of Public Health, Georgia State University, Atlanta, GA.
- June 2015 *The National Autism Indicators Report: The Transition into Young Adulthood.* Invited Workshop, Annual Statewide Conference: Texas Autism Research and Resources Center, Austin, TX
- November 2014 *Beyond the Drawing Board: How statewide planning can generate and sustain improvement.* Invited Workshop, National Autism Leadership Summit, Columbus, OH
- July 2014 *Translating Research into Policy and Practice: Roadmaps for Scientists, Advocates, and Program Leaders.* Keynote Address, Annual Statewide Conference: Texas Autism Research and Resources Center, Austin, TX
- June 2014 *Services for adults with ASD: Science, policies, programs, & practices.* Invited Workshop, South East Europe Autism Network. Zagreb, Croatia
- April 2014 *Roadmaps for Leaders of ASD Programs: Integrating Training, Research, and Policy in a Coordinated Network for Behavior Support.* Invited Workshop, Connecticut Autism Spectrum Disorder Advisory Council, Hartford, CT
- November 2013 *Understanding the infrastructure of state and national autism initiatives: Roadmaps for program leaders.* Keynote Address for National Autism Leadership Summit, Columbus, OH
- October 2013 *Behavioral treatment outcomes for significant self-injury in children and adolescents with Autism Spectrum Disorder and related intellectual disabilities.* Invited Workshop, American Academy of Child and Adolescent Psychiatry, Orlando, FL.
- July 2013 *Roadmaps For Leaders of Advocacy Programs: Improving Access and Addressing Meaningful Outcomes.* Invited Workshop, Autism Society of America, Pittsburgh, PA
- September & November 2010 *Thinking BIG about ASD: Developing Systems of Care to Improve Early Identification & Support.* Keynote Addresses (a) Act Early Regional Summit. Centers for Disease Control / Association of University Centers on Disabilities, Indianapolis, IN; (b) MA Act Early State Summit, Boston, MA.
- June & August 2010 *Preliminary results from the 2009 Pennsylvania Statewide Needs Assessment.* Invited Workshops, Pennsylvania Autism Training Conference, Lancaster PA; National Autism Conference, State College, PA

Abstracts and conference presentations, state, national, and international organizations:

1. Doehring, P. (Under review). The Enduring Predominance of Basic Research in ASD: No Evidence for a Relative Increase in Applied Research Published Since 1979. *International Society for Autism Research*, Austin, TX. May.
2. Doehring, P. (2021). Understanding and using Evidence-Based Practice Guidelines for children with ASD. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. November.
3. Doehring, P. (2021). Policy barriers to implementing evidence-based practices for behavior support for children with ASD. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. November.
4. Doehring, P. (2021). Progressive Access: Helping people with developmental disabilities to experience land and water trails.. *WeConservePA*, Erie, PA (September).
5. Doehring, P. (2021). From Science to Service: Seeking evidence for the translation of basic research into community-based practice since 1979. *International Society for Autism Research*, Virtual Conference. May.
6. Knutson, L., & Doehring, P. (2021). Progressive Access for Trail and Programs. *WeConservePA Annual Conference*, Virtual Conference. March.
7. Doehring, P. (2020). Into the Wild: Adaptive outdoor recreation for young adults with I/DD. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. November.
8. O'Donnell, M, Mahung, K., Doehring, P., Bloomer, R., & Lewkowicz, B. (2020). Engaging People with Disabilities to Improve Access to the Health Benefits of Nature. *National Land Conservation Conference*. Land Trust Alliance, Portland, OR. October.
9. Doehring, P. (2020). Tracking the influence of basic research on applied research: A pilot study of research funded in the US to improve ASD identification. *International Society for Autism Research*, Seattle, WA. May.
10. Doehring, P. (2020). A roadmap for using applied research to tailor clinical practice recommendations for ASD screening using the M-CHAT. *International Society for Autism Research*, Seattle, WA. May
11. Doehring, P. (2019). A Research-Based Regional Roadmap to Improve ASD Identification. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. November.
12. Doehring, P. (2019). A roadmap for using applied research to generate practice and program recommendations: The example of ASD screening using the M-CHAT. *Association of University Centers on Disability*, Washington, DC, November.
13. Doehring, P. (2019). A systematic review of research involving ASD screening tools: A roadmap for modeling progress from basic research to population impact. *International Society for Autism Research*, Montreal, QC, May. [View handout](#).
14. Doehring, P. (2019). Outcomes of research grants to improve ASD identification among community-based professionals and settings: A comprehensive review of projects funded in the US from 2008 to 2015. *International Society for Autism Research*, Montreal, QC, May. [View handout](#).

15. Doehring, P. (2019). Clinical research to develop tools to improve ASD identification: A comprehensive review of projects funded in the US from 2008 to 2015. *International Society for Autism Research*, Montreal, QC, May. [View handout](#).
16. Doehring, P. (2018). Is there evidence that ASD research has impacted policy and outcomes on a national scale? *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH, November. [View handout](#).
17. Doehring, P. (2018). Achieving population-level improvements in ASD identification: Where federally-funded research activities fall short. *Association of University Centers on Disability*, Washington, DC, November. [View handout](#).
18. Doehring, P. (2018). Priorities established by the Combating Autism Act for improving ASD identification: Looking beyond ideas and instruments towards implementation. *International Society for Autism Research*, Rotterdam, May. [View handout](#).
19. Doehring, P. (2018). Priorities for treatment and services established by the Combating Autism Act: Costs and outcomes. *International Society for Autism Research*, Rotterdam, May. [View handout](#).
20. Doehring, P., Hines, J., & Schafer, B. (2017). New perspectives on identifying and supporting children with ASD. *Association of University Centers on Disability*, Washington, DC. [View handout](#).
21. Doehring, P. (2017). Re-analyzing ASD prevalence data to target often overlooked gaps in identification. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. [View handout](#).
22. Doehring, P. (2016). Incubating programs of services and training for people with developmental disabilities: A new partnership for UCEDDs, community-based providers, and philanthropists. *Association of University Centers on Disability*, Washington, DC. [View handout](#).
23. Doehring, P. (2016). Innovative approaches to developing a multi-agency, college-based ASD transition program. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. [View handout](#).
24. McGowan, J., and Doehring P. (2016). Protocols for oral feeding programs for children in school settings. *Pennsylvania Speech and Hearing Association*, Pittsburgh (April). [View handout](#).
25. Doehring, P. and Roux, A. (2015). The National Autism Indicators Report: The Transition into Young Adulthood. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH (November).
26. Winterling, V, & Doehring, P. (2015). Improving overall integrity of programs for students with ASD in public schools: Systematic monitoring of behavior intervention. *Autism New Jersey*, Atlantic City, NJ (October)
27. Doehring, P. (2014). Surveying statewide programs for services, training, and policy: Lessons for leaders. *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. [View handout](#).
28. Doehring, P. (2014). What kinds of ASD programs and policies have other states enacted? *Autism New Jersey*, Atlantic City, NJ (October). [View handout](#).
29. Doehring, P. (2013). Integrating Training, Research, and Policy in a Coordinated Network for Behavior Support for Children with ASD: Roadmaps for Program Leaders, *Association of University Centers on Disabilities*, Washington DC. [View handout](#).

30. Doehring, P. (2013). From Compliance to Excellence: Creating Standards of Practice to Drive Program Development. *Autism New Jersey*, Atlantic City, NJ (October), & *Ohio Center for Autism and Low Incidence Conference*, Columbus, OH. [View handout](#).
31. Doehring, P., Reichow, B., Palka, T., Phillips, C., & Hagopian, L. (2013). Initial Evaluation of Outcome Research Targeting Intense Behaviors in Children With ASD: 1995-2012. *Association for Behavior Analysis*. Minneapolis, MN.
32. Doehring, P. (2011). Evidence-Based Practice: From Homes and Schools to a Regional Service Delivery Model. *Autism New Jersey/ Autism New Jersey*. Atlantic City, NJ.
33. Doehring, P. (2011). The LEND ASD Training Clinic at The Children's Hospital of Philadelphia. *Combating Autism Act Initiatives*. Bethesda, MD.
34. Doehring, P. & Reichow, B. (2010). Generating Individualized, Evidence-Based Treatment Recommendations: The Example of PECS. *International Society for Autism Research*. Philadelphia, PA.
35. Manfredi, R., Folsom, M., & Doehring, P. (2010). Facilitating Communication Between Academic Medical Centers and Community Providers: Examining the Alignment of Evaluation Recommendations with Treatment Plans for Children with Autism Spectrum Disorders. *National Autism Conference*. State College PA.
36. Ott, M., Levy, S., & Doehring, P. (2010) Early Autism Screening and Identification Clinic (EASI): A Nurse Practitioner & Physician Clinic Model. *National Autism Conference*. State College, PA.
37. Pucci, K., Berry, L., & Doehring, P. (2010). Learning About Autism: Assessing the Knowledge of Parents and Professionals Before and After an Autism Workshop. *National Autism Conference*. State College PA.
38. Doehring, P. & Mandell, D. (2009). Thinking big: Statewide and regional strategies for services, training, and research involving persons with ASD. *Autism New Jersey*. Atlantic City, NJ.
39. Doehring, P. (2008). A model for regional training and service delivery for children with autism. *International Society for Autism Research*. London, UK.
40. Abel, J., Doehring, P., Wagner, B., Ruhe Lesko, L., Peters, K., & Myers, K. (2008). Where are the data? Publication profiles of articles on autism in JABA, JADD, and JPBI. *Association for Behavior Analysis*. Atlanta, GA.
41. Doehring, P., Gigliotti, D., Calkins, H., & Cain, D. (2008). The Utility of the ABLLS in comprehensive assessment and educational planning: A comparison of instruments. *Association for Behavior Analysis*. Atlanta, GA.
42. Doehring, P., & Reichow, B. (2007). Is it evidenced-based? How to evaluate claims of effectiveness for autism. *International Association for Positive Behavior Support Conference*. Boston, MA.
43. Doehring, P., Lesko, L., & Abel, J. (2007). The psychometric properties of commonly-used instruments for assessing autism, and their correspondence with the DSM-IV. *Association for Behavior Analysis*. Boston, MA.
44. Doehring, P., Donnelly, L., Bray, B., & Myers, K. (2007). How are diagnosis and cognitive status reported in autism intervention studies published in the Journal of Applied Behavior Analysis? *Association for Behavior Analysis*. Boston, MA; February.

45. Doehring, P. (2007). Statewide training in the educational classification of ASDs: A model program. *National Autism Training and Technical Assistance Programs*. Columbus, OH.
46. Doehring, P. (2006). Independent peer review of behavior plans for students with autism in a specialized public school program. *Association for Behavior Analysis*. Atlanta GA.
47. Doehring, P. (2006). Improving the educational classification of autism: Recommendations for school psychologists. *National Association of School Psychologists*. Anaheim CA.
48. Ellis, T., Ellis, W., Doehring, P. (2006). Transition to adult life: The Delaware model. *Autism Society of America*. Providence, RI.
49. Doehring, P. (2005). How to identify best practices and programs for educating children with autism. *Autism Society of America*, Nashville, TN.
50. Doehring, P., Bosso, E., & Lashbrook, M. (2005). Models of regional networks of excellence for low incidence disabilities. *Association for Curriculum and Supervision Development*, Orlando.FL.
51. Doehring, P. (2004) Peer review of behavior support plans for individuals with autism. *National Association of School Psychologists*, Dallas, TX.
52. Doehring, P. (2003). Providing comprehensive services for students with autism in a public school. *Autism-Europe*, Rome, Italy.
53. Doehring, P. (2002). More than just behavior: An ABA based educational model for children with autism. *TASH*, Boston, MA.
54. Finnegan, C., Bailey, P., Cain, D., & Doehring, P. (2002). Do you know what I did today? Visual supports to help individuals with autism to share their experiences. *American Speech and Hearing Association*, Atlanta, GA.
55. Doehring, P. (2002). Developing a comprehensive professional training program: Where do you start? *Autism Society of America*, Indianapolis, IN.
56. Doehring, P. (1999). Differentiation of perceived competence in preadolescents in relation to ego development & maladaptive behavior. *Society for Research in Child Development*, Albuquerque, NM.
57. Klaiman, C, Burack, J., & Doehring, P. (1998). Attention to novelty in young children with Autism: An unacknowledged skill? *American Psychological Association*, San Francisco, CA.
58. Doehring, P., Burack, J., Klaiman, C., Steinbach, L., & Benaroya, S. (1998). Joint attention behavior in Autism: Developmental delay or developmental deviation? *International Society for the Study of Behavioral Development*, Berne, Switzerland.
59. Doehring, P., Klaiman, C. & Burack, J. (1997). The multifaceted nature of attention: Possible cognitive and social pathways to autism. *European Congress of Psychology*, Dublin, Ireland.
60. Doehring, P., Burack, J., Benaroya, S., Klaiman, C., Steinbach, L., & Wayland, L.A.. (1997). A developmental hierarchy of play skills in young children with developmental delays and developmental disorders. *Society for Research in Child Development*, Washington, DC.
61. Doehring, P. (1997). Le developpement de l'attention conjointe en autism. *ARAPI*. Savoie, France.
62. Doehring, P., Burack, J., & Benaroya, S. (1996). When early development goes awry: The impact of delays in joint attention on the development of children with autism. *The Growing Mind; A Conference Celebrating the 100th Anniversary of the Birth of Jean Piaget*, Geneva, Switzerland.

63. Doehring, P., Burack, J., Grizenko, N., Pawliuk, N., & Howell, A. (1996). A factor analysis of the integration of self- and social understanding in preadolescence, and its relation to maladaptive behavior. *Canadian Academy of Child and Adolescent Psychiatry*, Quebec City, Canada.
64. Doehring, P., Burack, J., and Benaroya, S. (1996). Are joint attention, pretend play, play flexibility, and imitation counter-indicative of autism in young children? *International Society for the Study of Behavioral Development*, Quebec City, Canada.
65. Doehring, P., Burack, J., Grizenko, N., Pawliuk, N., & Howell, A. (1996). A comparison of self-other understanding in preadolescents with and without maladaptive behavior. *International Council of Psychologists*, Banff, Canada.
66. Doehring, P., Benaroya, S., Klaiman, C., & Scuccimarri, C. (1995). The role of social, play, imitation, and joint attention skills in the differential diagnosis of autism and developmental delay. *Society for Research in Child Development*, Indianapolis, IN.
67. Doehring, P., Doyle, A.B., & Hardy, C. (1993). Interpersonal focus and planning of communication as strategies in the transition to shared play. *Society for Research in Child Development*, New Orleans, LA.
68. Taylor, E., Doehring, P., & Dongier, S. (1992). Impact of research on attendance to a clinical Infants/Parents Program. *Fifth World Conference on Infant Psychiatry and Allied Disciplines*, Chicago, IL.
69. Doehring, P., Hardy, C., & Doyle, A.B. (1991). Development of metacommunication during play between 5 and 8 years of age. *Society for Research in Child Development*, Seattle, WA.
70. Doehring, P. & Cooper, T. (1990). Rethinking theories of infantile and childhood amnesia: What is the deficit? *Canadian Psychological Association*, Ottawa, Canada.
71. Tessier, O., Doehring, P., & Doyle, A.B. (1989). Connectedness in children's verbal exchanges: A sequential analysis. *Canadian Psychological Association*, Halifax, Canada.
72. Doyle, A.B., Doehring, P., Tessier, O., & DeLorimier, S. (1989). Transitions in children's play: A sequential analysis of states preceding and following social pretense. *Society for Research for Child Development*, Kansas City, MO.
73. Doehring, P., Doyle, A.B., & Busque, M.C. (1987). Negotiation in the collaborative pretend play of 5 to 7 year-olds: Relations to symbolic and social skills. *Canadian Psychological Association*, Vancouver, Canada.

Other media

1. Doehring, P. (March, 2020). [A state of synchro: The magic of adaptive ski volunteers](#) (short film). 14m43s.
2. Doehring, P. (2009). "Translating Research into Homes and Schools" [Autism and Autism Spectrum Disorders](#), Henry Stewart Talks Invited Series (F. Volkmar, series editor).

GRANT AND FOUNDATION SUPPORT

Grant Name & Sponsor Number	Period of Award	Type of grant	Role in Grant	% Effort	Funding Source	Annual Direct Cost (Total award)
Drexel Transition Pathways Proposal	1/16 to 12/21	Services	Project Developer	100%	Anonymous Donor	\$610,000 (\$3,500,000)
Learn the Signs. Act Early. State Systems Grant	12/10 to 11/11	Services/ Training	Principal Investigator	5%	Association of Maternal Child Health Programs	\$15 000
Developing a Community-Based ASD Research Registry (1RC1MH088791-01)	9/09 to 08/11	Research (R01)	Principal Investigator	30%	National Institutes of Health	\$312,000 (\$1,000,000)
Center for Excellence for Autism Research (RFA 07-07-09)	6/09 to 5/13	Research/ Training	Project leader	5%	Pennsylvania Department of Health Research	\$800 000
Autism Service, Education, Research, and Training – Eastern Pennsylvania	12/08 to 11/10	Services/ Training	Principal Investigator ¹	25%	Pennsylvania Bureau of Autism Services	\$760 000 (\$1,600,00)
Autism Supplement, Leadership Education in Neurodevelopmental Disabilities (LEND)	7/08 to 6/10	Training	Project leader	35%	Maternal Child Health Bureau	\$200,000 (\$800,000)
Research-Based Behavior Assessment, Consultation, & Intervention Project for High-Risk Students	9/07 to 8/08	Training	Principal Investigator	15%	Delaware Department of Education	\$27,000
Using the CHAT to screen children 18-24 months of age	6-97 to 5/98	Training	Principal Investigator	15%	Régie régionale de la santé et des services sociaux de Montréal-Centre.	\$15,000 CAN
The social, play, language, and imitation skills in the diagnosis and prognosis of young children with autism and developmental delays.	10/95 to 9/97	Research	Principal Investigator	25%	Fonds de la Recherche en Santé du Québec.	\$42,000 CAN (\$84,000)
A study of self-other understanding in preadolescence and its relation to maladaptive behavior.	10/94 to 9/96	Research	Principal Investigator	25%	Conseil Québécoise de la Recherche Sociale	\$45,000 CAN (\$90,000)

¹ Beginning in January, 2010