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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
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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

PROFESSIONAL EXPERIENCE:

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):

*Rosenberg, N., Congdon, M., & **Schwartz, I. S.**, (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 Treatment of Developmental Disabilities*.50 (2), 213-222.

*Kamps, D., Thiemann-Bourque, K., Heitzman-Powell, L., **Schwartz, I. S.**, Rosenberg, N., Mason, R. & Cox, S. (2014). 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., & **Schwartz, I. S.** (2013). Promoting Active Participation in Book Reading for Preschoolers with Autism Spectrum Disorder: A Preliminary Study. *Child Language Teaching and Therapy*, 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
- *Chen, P. Y. & **Schwartz, I. S.** (2012). Bullying and Victimization Experiences of Elementary Students with Autism Spectrum Disorder. *Focus on Autism and Other Developmental Disabilities*. 27(4), 200-212, DOI: 10.1177/1088357612459556
- *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, doi:10.1177/0271121411403166
- *Rosenberg, N., E., **Schwartz, I.S.**, Davis, C. A. (2010). Evaluating the Utility of Commercial Videotapes for Teaching Hand Washing to Children with Autism, *Education and Treatment of Children*, 33, p443-455.
- ***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.
- *Jones, C.D. & **Schwartz, I. S.** (2009). When Asking Questions is Not Enough: An Observational Study of Social Communication Differences in High Functioning Children with Autism. *Journal of Autism and Developmental Disabilities*, 39, 432–443.
- *Dunlap, G., Carr, E., Horner, R., Zarcone, J., & **Schwartz, I.** (2008). Positive Behavior Support and Applied Behavior Analysis: A Familial Alliance. *Behavior Modification*, 32, 682 – 698.
- 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.
- *Apple, A. L., Billingsley, F., & **Schwartz, I. S.** (2005). Effects of video modeling alone and with self-management on compliment-giving behaviors or

children with high functioning ASD. Journal of Positive Behavior Interventions, 7, 33-46.

*Schilling, D. L. & **Schwartz, I. S.** (2004). Alternative Seating for Young Children with Autism Spectrum Disorder: Effects on Classroom Behavior. Journal of Autism and Developmental Disorders. 34, 423-432.

* **Schwartz, I.S.**, Sandall, S.R., McBride, B.J., & Boulware, G.L. (2004). Project DATA (Developmentally appropriate Treatment for Autism): An inclusive, school-based approach to educating children with autism. Topics in Early Childhood Special Education. 24, 156-168.

*Jones, C. D. & **Schwartz, I. S.** (2004). Sibling, peers, and adults: Differentiated effects of models for children with autism. Topics in Early Childhood Special Education. 24, 187-198.

*Sandall, S.R., **Schwartz, I.S.**, & LaCroix, B. (2004). Interventionists' perspectives about data collection in integrated early childhood classrooms. Journal of Early Intervention, 26(3), 161-174.

Peck, C. A., Staub, D., Gallucci, C., & Schwartz, I. S. (2004). Parent perception of the impacts of inclusion of their nondisabled child. Research and Practice for Persons with Severe Disabilities. 29, 135-143.

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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.

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- * 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.
- *Odom, S. L., Hanson, M. J., Lieber J., Marquart, J., Sandall, S. R., Wolery, R., Horn, E. M., **Schwartz, I.S.**, Beckman, P. J., Hikido, C., & Chamber, J. (2001). The cost of preschool inclusion. Topics in Early Childhood Special Education, 21(1), 46-55.
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* 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.

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*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.

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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.

*Billingsley, F. Gallucci, C., Peck, C.A., **Schwartz, I. S.** & Staub, D. (1996). "But those kids can't even do math": An alternative conceptualization outcomes for inclusive education. Special Education Leadership Review, 3(1), 43-55.

*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.

*Cole, K. N., **Schwartz, I. S.**, Notari, A. R., Dale, P. S., & Mills, P. E. (1995). Examination of the stability of two methods of defining specific language impairment. Applied Psycholinguistics, 16, 103-123.

*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.

*Washington, K., **Schwartz, I. S.**, & Swinth, Y. (1994). Physical and occupational therapists in naturalistic early childhood settings: Challenges and

strategies for training. Topics in Early Childhood Special Education, 14(3), 333-349.

*Carta, J. J., Atwater, J. B., **Schwartz, I. S.**, & McConnell, S. R. (1993). Developmentally appropriate practice and early childhood special education: A reaction to Johnson and McChesney-Johnson. Topics in Early Childhood Special Education, 13(3), 243-254.

***Schwartz, I. S.** (1992). Review of *Within our reach: Breaking the cycle of disadvantage*. The Behavior Analyst, 15, 161-163.

***Schwartz, I. S.**, Carta, J. J., & Atwater, J. B. (1991-92). Bridging the research-to-practice gap in early intervention: Identifying problems, finding solutions. National Forum of Special Education Journal, 2(2), 3-13.

*Carta, J. J., **Schwartz, I. S.**, Atwater, J. B., & McConnell, S. R. (1991). Developmentally appropriate practice: Appraising its usefulness for young children with disabilities. Topics in Early Childhood Special Education, 11(1), 1-20.

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***Schwartz, I. S.**, & Baer, D. M. (1991). Social-validity assessments: Is current practice state-of-the-art. Journal of Applied Behavior Analysis, 24, 189-204.

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*Baer, D. M., & **Schwartz, I. S.** (1991). If reliance on epidemiology were to become epidemic, we would need to assess its social validity. Journal of Applied Behavior Analysis, 24, 231- 234.

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*Fowler, S. A., **Schwartz, I. S.**, & Atwater, J. B. (1991). Perspectives on the transition from preschool to kindergarten for children and their families. Exceptional Children, 58 (2), 136-145.

*Carta, J. J., Atwater, J. B., **Schwartz, I. S.**, & Miller, P. A. (1990). Applications of ecobehavioral analysis to the study of transitions across early education. Education and Treatment of Children, 13, 298-315.

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***Schwartz, I. S.**, Anderson, S. R., & Halle, J. W. (1989). Training teachers to use naturalistic time delay: Effects on teacher behavior and the language use of students. Journal of the Association for Persons with Severe Handicaps, 14, 48-57.

*Kohler, F. W., **Schwartz, I. S.**, Cross, J. A., & Fowler, S. A. (1989). The effects of two alternating peer intervention roles on independent work skills. Education and Treatment of Children, 12, 205-218.

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Book Chapters:

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address the needs of children with disabilities and promote high quality inclusion. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of Response to Intervention (RTI) in Early Childhood*. Baltimore: Paul H. Brookes.

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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:

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.

GRANTS RECEIVED:

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. & Tataraka, 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 \$150,000 over 5 years)

PRESENTATIONS:

Invited:

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:

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). Proejct DATA: Intentional Instruction for Children with Autism Specturm 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., Ashmun, J., Herriott, S., & Gavreau, A. (2009, October). Project DATA: Blending approaches to meet the needs of children with ASD. Paper 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 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:

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

EDSPE 414: Introduction to Early Childhood Special Education

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 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

SERVICE:

Editorial Review Board Memberships:

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)

1994-2015 Review Board Member, Topics in Early Childhood Special Education

1991-2015 Review Board Member, Journal of Early Intervention

- 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:

- 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 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:

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:

- 2013-2014 CHDD Task Force on Services for Adults with Development Disabilities
- 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:

- 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-Present Seattle Public Schools Special Education Advisory Committee

2005-Present Kindering 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

Expert Witness Experience

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