

Kristen Marie Bottema-Beutel, Ph.D.

*Department of Teacher Education, Special Education, Curriculum and Instruction*  
Lynch School of Education, Boston College

Campion 213  
140 Commonwealth Ave.  
Chestnut Hill, MA 02467

kristen.bottema-beutel@bc.edu

## **AREAS OF SPECIALIZATION**

Social interaction dynamics in children and adolescents with autism spectrum disorders (ASDs); social communication and language development in students with ASDs; educational interventions to promote peer interaction and social development in children with ASDs; decision making processes regarding peer inclusion.

## **ACADEMIC APPOINTMENTS**

- 9/13 Assistant Professor of Special Education, Boston College, Lynch School of Education
- 1/12- 8/13 IES Post-doctoral Fellow in Special Education Intervention Research, Vanderbilt University, Department of Special Education. Supervised by Dr. Erik Carter and Dr. Paul Yoder

## **EDUCATION**

- 12/11 Ph.D. in Special Education, University of California at Berkeley and San Francisco State University. Dissertation title: Adolescents with social disabilities and their peers: Intervention, identity, and judgments about exclusion. Advisors: Dr. Laura Sterponi (University of California at Berkeley) and Dr. Pamela Wolfberg (San Francisco State University)
- 5/07 M.A. in Special Education with an emphasis in Autism Spectrum Disorders, San Francisco State University
- 5/03 B.S. in Cellular and Molecular Biology, University of Michigan

## **PEER REVIEWED ARTICLES**

**Bottema-Beutel, K.**, Lloyd, B., Carter, E.W., & Asmus, J. (in press). An application of generalizability and decision studies to plan for observational measurement in classroom settings. *American Journal on Intellectual and Developmental Disabilities*.

**Bottema-Beutel, K.,** Yoder, P., Hochman, J., & Watson, L. (in press). The Role of Supported Joint Engagement and Parent Utterances in Language and Social Communication Development in Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*.

**Bottema-Beutel, K.** & Smith, N. (2013). The interactional construction of identity: An adolescent with autism in interaction with peers. *Linguistics and Education, 24*, 197-214.

Carter, E.W., Brock, M.E., **Bottema-Beutel, K.,** Bartholomew, A., Boehm, T., & Cook, J. (2013). Methodological trends in secondary education and transition research: Looking backward and moving forward. *Career Development and Transition for Exceptional Individuals, 36*, 15-24.

Wolfberg, P.J., **Bottema-Beutel, K.,** & DeWitt, M. (2012). Including children with autism in social and imaginary play with typical peers: Integrated play groups model. *The American Journal of Play, 5*(1), 55- 80.

Yoder, P. J., **Bottema-Beutel, K.,** & Sandbank, M.P. (2012). Aided augmentative communication is associated with meaningful change in communication in children with ASD that may or may not be causal [Abstract]. *Evidence Based Communication Assessment and Intervention*. Abstract of Ganz, et al. (2011). An aggregate study of single-case research involving aided AAC: Participant characteristics of individuals with autism spectrum disorders. *Research in Autism Spectrum Disorders, 5*(4), 1500-1509.

**Bottema-Beutel, K.** (2011). The negotiation of footing and participation structure in a social group of teens with and without autism spectrum disorder. *Journal of Interactional Research in Communication Disorders, 2*, 61-83.

## PAPERS IN REVIEW

**Bottema-Beutel, K.,** Mullins, T., Harvey, M., Redding, J. & Carter, E. (in review). Avoiding the “Brick Wall of Awkward”: Perspectives of Youth with ASD on Social Competence, Friendships, and Interventions Efforts. Manuscript submitted for publication.

Yoder, P.J., **Bottema-Beutel, K.,** Woynaroski, T., Sandbank, M., & Chandrasekhar, R. (in review). Social Communication Intervention Effects Vary by Dependent Variable Type in Preschoolers with Autism Spectrum Disorders. Manuscript submitted for publication.

## PAPERS IN PREPARATION

**Bottema-Beutel, K.** (in preparation). Adolescent judgments and reasoning about the exclusion of peers with social disabilities.

## BOOK CHAPTERS

**Bottema-Beutel, K.,** Yoder, P., Woynoroski, T., & Sandbank, M. (in press). Targeted intervention for social-communication symptoms in preschoolers. In F. R. Volkmar, R. Paul, S. J. Rogers,

and K. A. Pelphrey (Eds.), *Handbook of autism and pervasive developmental disorders*. Hoboken, NJ: Wiley & Sons.

Carter, E. W., **Bottema-Beutel, K.**, & Brock, M. (2013). Chapter 10: Social and peer relationships. In M. Agran, F. Brown, Hughes, C., Quirk, C. and D. Ryndak (Eds.), *Equity and Full Participation for Individuals with Severe Disabilities: A Vision for the Future*. Baltimore, MD: Paul H. Brookes.

## PRESENTATIONS

Bottema-Beutel, K., Yoder, P., Hochman, J., & Watson, L. (2014, May [accepted]). *The role of supported joint engagement and parent utterances in language and social communication development in children with autism spectrum disorder*. Paper [to be] presented at the 44<sup>th</sup> annual meeting of the Jean Piaget Society, San Francisco, CA.

Bottema, Beutel, K. (2014, May [accepted]). *Adolescent judgments and reasoning about the exclusion of peers with social disabilities*. Poster [to be] presented at the 44<sup>th</sup> annual meeting of the Jean Piaget Society, San Francisco, CA.

Bottema-Beutel, K., Yoder, P., Woynaroski, T., Chandrasekhar, R., & Sandbank, M. (2013, August). *Social-communication Outcomes in Preschoolers with Autism Spectrum Disorders: A Best-evidence Review*. Poster [to be] presented at the 121<sup>st</sup> Annual Convention of the American Psychological Association, Honolulu, HI.

Lloyd, B. P., Bottema-Beutel, K., Carter, E. W., & Asmus, J. M. (2013, March). *An application of generalizability and decision studies to plan for observational measurement in classroom settings*. Poster [to be] presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

Bottema-Beutel, K. (2012, May). *A mixed methods analysis of a social group intervention for adolescents with social disabilities and their typically developing peers*. Poster presented at the International Meeting for Autism Research. Toronto, Canada.

DeWitt, M., Wolfberg, P., Bottema, K., Nedungadi, S., & Nguyen, T. (2011, April). *Promoting peer socialization, communication and play in children with autism: A large-scale study of integrated play groups*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Bottema, K. (2010, April). *Teen peer socialization groups: Strategies for building social networks for adolescents with ASD*. Paper presented at the annual National Student Speech Language Hearing Association, San Francisco, CA.

Bottema, K. (2009, April). *The role of supported experience in the social communication of teens with autism spectrum disorders (ASD) and their typical peers: A qualitative study in urban California*. Poster presented at the annual workshop of the University of California Humanities Research Institute, Vox California: Cultural Meanings of Linguistic Diversity, Santa Barbara, CA.

Bottema, K. (2009, January). *The role of supported experience and context in the social engagement of teens with autism spectrum disorders (ASD)*. Paper presented at the annual University of California Special Education and Developmental Risk Conference. Santa Barbara, CA.

Bottema, K. (2008, December). *Integrated teen social groups*. Paper presented at Autism Social Connection Conference, San Francisco, CA.

Wolfberg, P.J., Bottema, K., & Neufeld, D. (2008, November). *Guiding peer socialization and imagination: Integrated play, drama, film, and other creative social groups for children and teens*. Paper presented at the annual conference of Network of Autism Training and Technical Assistance Programs, Columbus, Ohio.

## RESEARCH ASSISTANTSHIPS

9/12—8/13 *Center on Secondary Education for Students with Autism (CSESA)*. PI: Sam Odom, Co-PI: Kara Hume (University of North Carolina, Chapel Hill) and others, Sub-contract PI: Erik Carter (Vanderbilt University) Funded by Special Education Research and Development Center Programs, Center on School-Based Interventions for Secondary Students with Autism Spectrum Disorders, Institute of Education Sciences.

1/12—8/13 *Peer Support and Peer Network Interventions to Improve Peer Relationships and School Engagement*. PI: Erik Carter (Vanderbilt University), Co-PI: Jennifer Asmus (University of Wisconsin). Funded by Special Education Research on Transition Outcomes for Special Education Secondary Students, Institute of Education Sciences.

1/12—8/13 *Meta-analysis of Toddler Treatment Network Interventions for Children with Autism Spectrum Disorders*. PI: Sally Rogers (University of California at Davis), Co-PI: Paul Yoder (Vanderbilt University). Funded by Autism Speaks.

6/08—1/12 *Integrated Play Groups: Promoting Symbolic Play, Social Engagement and Communication with Peers across Settings in Children with Autism*. PI: Pamela Wolfberg (San Francisco State University), Co-PI: Elliot Turiel (University of California at Berkeley). Funded by Autism Speaks.

7/09—1/12 *The Development of Morality and Compassionate Love*. PI: Elliot Turiel (University of California at Berkeley), Co-PI: Larry Nucci (University of California at Berkeley). Funded by the Fetzer Foundation.

## TEACHING

### Boston College

ED 373	Classroom Management	Spring 2014
ED 675	Collaboration and Consultation in Education	Spring 2014

### San Francisco State University

SPED 794	Communication, Socialization, and Imagination in Autism	Summer 2011
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**MENTORSHIP**

- 9/08- 6/11 Project Coordinator and Field Supervisor, *Project Mosaic: Preparing Highly Qualified Educators to Meet the Unique Needs of Learners on the Autism Spectrum in Diverse Settings*. (A teacher preparation grant funded by the Office of Special Education Programs)
- 1/09—12/11 Supervisor of undergraduate researchers:  
 Rebecca Elias (University of California at Berkeley)  
 Christina Jones (University of California at Berkeley)  
 Haley Schultz (University of California at Berkeley)  
 Kelly Perry (Rhodes College, visiting scholar to University of California at Berkeley)

**TRAININGS ATTENDED**

Institute of Educational Sciences/National Center for Education Research Summer Research Training Institute: Cluster-randomized trials (CRT). July 15- July 26, 2012.

**GUEST JOURNAL REVIEWER**

*American Journal on Intellectual and Developmental Disabilities*

*Journal of Autism and Developmental Disabilities*

*Journal for Intellectual Disability Research*

*Research and Practice for Persons with Severe Disabilities*

*Topics in Language Disorders*

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

Council for Exceptional Children

International Society for Autism Research

Society for Research in Child Development

**HONORS AND AWARDS**

- 8/11 William T. and Helen S. Halstead Grant, administered by the Graduate Division, UC Berkeley
- 4/11 Institute of Human Development Graduate Student Fellowship, UC Berkeley

- 9/07—6/11 Special Education Leadership Preparation Award, San Francisco State University
- 9/10 University Research Fellowship Award, UC Berkeley
- 9/09 Shea Family Fellowship, UC Berkeley
- 3/09 Listed as an alternate for Graduate Division Mentored Research Award, UC Berkeley