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The Ohio State University
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EDUCATION

Michigan State University, Department of Psychology, East Lansing, MI
Doctor of Philosophy in Clinical Psychology, August 2013
Cognate in *Developmental Disabilities*

Michigan State University, College of Social Science, East Lansing, MI
Interdepartmental Graduate Certificate in Infancy and Early Childhood, August 2013

Michigan State University, Department of Psychology, East Lansing, MI
Master of Arts in Clinical Psychology, December 2009

Emory University, Department of Psychology, Atlanta, GA
Bachelor of Arts in Psychology, *Summa cum Laude*, May 2007

CURRENT POSITIONS

The Ohio State University, Associate Professor of Psychology and Psychiatry, May 2021-Present

The Nisonger Center—University Center for Excellence in Developmental Disabilities, The Ohio State University, Director of Early Learning Program, July 2015-Present

PAST POSITIONS

The Ohio State University, Assistant Professor of Psychology and Psychiatry, September 2014-May 2021

The Nisonger Center—University Center for Excellence in Developmental Disabilities, The Ohio State University, Postdoctoral Fellow and Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Trainee, September 2013-August 2014

University of New Mexico Health Sciences Center, Psychology Intern-Early Childhood Track, July 2012-June 2013

PROFESSIONAL LICENSURE

Licensed Psychologist, State of Ohio, License #7176

CURRENT FUNDING

National Institute on Deafness and Other Communication Disorders (NIH/NIDCD)

Measurement of Social Communication Outcomes in Young Children with Autism

Spectrum Disorder (R21DC016980-01A1)

December 1, 2018-November 30, 2021

Role: PI

Eugene Washington PCORI Engagement Awards

Rethinking Stakeholder Roles in ASC Interventions: Moving from Participants to Engaged Collaborators

June 2019-May 2021

Role: Project Lead

Eugene Washington PCORI Engagement Awards -COVID-19 Enhancement

Rethinking Stakeholder Roles in ASC Interventions: Moving from Participants to Engaged Collaborators-COVID-19 Enhancement

June 2020-May 2022

Role: Project Lead

Department of Health and Human Services, Administration for Community Living

Can you hear me now? Listening to people with intellectual and developmental disabilities in health research (90RTHF0002-01-00)

September 30, 2018-September 29, 2023

Role: Co-I (PI: Havercamp)

Department of Health and Human Services, Administration for Community Living

The Ohio State University Nisonger Center, A University Center for Excellence in Developmental Disabilities

July 2017-June 2022

Role: Co-I (PI: Tassé)

Franklin County Board of Developmental Disabilities

Early Intervention Services Program

July 2016-Present

Role: Program Director

Nisonger Center Early Learning Program

Child Care Services

July 2016-Present

Role: Program Director

Ohio State University Early Head Start Child Care Partnership

Social-Emotional and Developmental Support Services

August 2020-Present

Role: Program Director

COMPLETED FUNDING

Ohio Department of Developmental Disabilities

Principles of Special Instruction Training Modules

April 2020-June 2021

Role: Project Lead

Ohio State University Psychology Department Kick Start Seed Grant

Exploring Social Cognitive Benefits of Inclusive Education

July 1, 2018-June 30, 2019

Role: Co-PI (with Laura Wagner)

PEER-REVIEWED MANUSCRIPTS

- Kirchner, R.*, & **Walton, K.** (2021). Symptoms of autism spectrum disorder in individuals with Down syndrome or Williams syndrome. *American Journal on Intellectual and Developmental Disabilities, 126*(1), 58-74.
- Dynia, J., **Walton, K.**, Brock, M., & Tiede, G.* (2020). Early childhood special education teachers' use of evidence-based practices with children with autism. *Research in Autism Spectrum Disorders, 77*, 101606.
- Tiede, G.*, & **Walton, K.** (2020). Social endophenotypes in autism spectrum disorder: a scoping review. *Development and Psychopathology, 20*, 1-29.
- Walton, K.**, & Tiede, G.* (2020). Brief report: Does "healthy" family functioning look different for families who have a child with autism? *Research in Autism Spectrum Disorders, 72*.
- Kamara, D.*, **Walton, K.**, & Witwer, A. (2020). Socioemotional and ASD screening for toddlers in early intervention: agreement among measures. *Journal of Early Intervention, 42*(4), 359-380.
- Tiede, G.*, & **Walton, K.** (2019). Meta-analysis of Naturalistic Developmental Behavioral Interventions for young children with autism spectrum disorder. *Autism, 23*(8), 2080-2095.
- Walton, K.** (2019). Leisure time and family functioning in families living with autism spectrum disorder. *Autism, 23*(6), 1384-1397.
- Jacoby, E.*, **Walton, K.**, & Guada, J. (2019). Community perspectives on autism spectrum disorder. *Occupational Therapy in Mental Health, 35*, 72-91.
- Ingersoll, B., Wainer, A., Berger, N., & **Walton, K.** (2017). Efficacy of low intensity, therapist-implemented Project IMPACT for increasing social communication skills in young children with ASD. *Developmental Neuropsychology, 20*(8), 502-510.
- Walton, K.** (2016). Risk factors for behavioral and emotional difficulties in siblings of children with autism spectrum disorder. *AJIDD-American Journal on Intellectual and Developmental Disabilities, 121* (6), 533-549.
- Walton, K.**, & Ingersoll, B. (2016). The utility of Thin Slice ratings for predicting language growth in children with autism spectrum disorder. *Autism, 20* (3), 374-380.
- Walton, K.**, & Ingersoll, B. (2015). Psychosocial adjustment and sibling relationships in siblings of children with autism spectrum disorder: risk and protective factors. *Journal of Autism and Developmental Disorders, 45* (9), 2764-2778.
- Walton, K.**, & Ingersoll, B. (2015). The influence of maternal language responsiveness of the expressive speech production of children with autism: A microanalysis of mother-child play interactions. *Autism, 19* (4), 421-432.

- Ingersoll, B., **Walton, K.**, Carlsen, D., & Hamlin, T. (2013). Social intervention for adolescents with autism and significant intellectual disability: Initial efficacy of Reciprocal Imitation Training, *AJIDD-American Journal on Intellectual and Developmental Disabilities*, 118 (4), 247-261.
- Walton, K.**, & Ingersoll, B. (2013). Expressive and receptive fast-mapping in children with autism and typical development: the influence of orienting cues, *Research in Autism Spectrum Disorders*, 7 (6), 687-698.
- Walton, K.**, & Ingersoll, B. (2013). Improving social skills in adolescents and adults with autism and severe to profound intellectual disability: a review of the literature. *Journal of Autism and Developmental Disorders*, 43 (3), 594-615.
- Suanda, S., **Walton, K.**, Broesch, T., Kolkin, L., & Namy, L. (2013). Why two-year-olds fail to learn gestures as object labels: evidence from looking time and forced choice measures. *Language Learning and Development*, 9 (1), 50-65.
- Ingersoll, B., **Meyer, K.**, Bonter, N., & Jelinek, S. (2012). A comparison of developmental, social-pragmatic and naturalistic behavioral interventions on language use and social engagement in children with autism. *Journal of Speech, Language, and Hearing Research*, 55 (5), 1301-1313.
- Walton, K.**, & Ingersoll, B. (2012). Evaluation of a sibling-mediated imitation intervention for young children with autism. *Journal of Positive Behavior Interventions*, 14 (4), 241-253.
- Ingersoll, B., & **Meyer, K.** (2011). Do object and gesture imitation skills represent independent dimensions in autism? *Journal of Developmental and Physical Disabilities*, 23 (5), 421-431.
- Meyer, K.**, Ingersoll, B., & Hambrick, D. (2011). Factors influencing adjustment in siblings of children with autism. *Research in Autism Spectrum Disorders*, 5 (4), 1413-1420.
- Ingersoll, B., & **Meyer, K.** (2011). Examination of correlates of different imitative functions in young children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5 (3), 1078-1085.
- Ingersoll, B., **Meyer, K.**, & Becker, M. (2010). Increased rates of depressed mood in mothers of children with ASD associated with the presence of the broader autism phenotype. *Autism Research*, 4 (2), 143-148.

BOOK CHAPTERS

- Walton, K.** (in press). Pivotal response treatment. In M. Martins (Ed.), *Autism and Autism Spectrum Disorders: An Encyclopedia*. Santa Barbara, CA: Greenwood/ABC-CLIO.
- Ingersoll, B., & **Meyer, K.** (2013). Play intervention. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.
- Walton, K.**, Wainer, A., Berger, N., & Ingersoll, B. (2013). Peer and adult socialization. In S. Goldstein & J. Naglieri (Eds.), *Intervention for Autism Spectrum Disorders: Translating Science into Practice*. New York, NY: Springer.

SELECTED CONFERENCE PRESENTATIONS

Oral Presentations

K. M. Walton (Chair), *Embracing stakeholders as partners in disability research: methods, findings, and frameworks*. Symposium at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA. (Conference cancelled due to COVID-19)

Walton, K. (2019, March). *Youth with ASD and Complex Care Needs: Approaches to Comprehensive Assessment and Clinical Management*. Invited Keynote at the Benchmark Annual Providers and Administrators Conference, Savannah, GA.

Poster Presentations

Walton, K., Borowy, A., & Taylor, C. (2020, May). *Use of stakeholder focus groups to develop content and structure of a new measure of social communication for young children with autism spectrum disorder*. Poster at the International Meeting for Autism Research, Seattle, WA. (Conference cancelled due to COVID-19)

Wainer, A., **Walton, K.**, Borowy, A., & Gordon, R., & the Project STEER Stakeholders (2020, May). *Rethinking stakeholder roles in ASC early interventions: Moving from participants to engaged collaborators*. Poster at the International Meeting for Autism Research, Seattle, WA. (Conference cancelled due to COVID-19)

Ramsey, R.*, Kirchner, R.* & **Walton, K.** (2020, May). *Comparison of Adaptive Behavior Profiles between Children with Autism and Children with Down Syndrome and Comorbid Autism Symptoms*. Poster at the International Meeting for Autism Research, Seattle, WA. (Conference cancelled due to COVID-19)

Ramsey, R.*, & **Walton, K.** (2019, May). *Influence of race and ethnicity on broader autism phenotype ratings of mothers and father from the Simons Simplex Collection*. Poster at the International Meeting for Autism Research, Montreal, QC, Canada.

Kirchner, R.*, & **Walton, K.** (2019, May). *The Overlap of Autism Symptoms in Children with Williams Syndrome*. Poster at the International Meeting for Autism Research, Montreal, QC, Canada.

Kirchner, R.* & **Walton, K.** (2018, June). *Disparities in Access to Mental Health Services in the Hispanic/Latino Population*. Poster at American Association on Intellectual and Developmental Disabilities Annual Conference, St. Louis, Missouri.

Tiede, G.,* & **Walton, K.** (2018, August). *Meta-analysis of naturalistic developmental behavioral interventions for young children with ASD*. Poster at the American Psychological Association Annual Conference, San Francisco, CA.

SERVICE POSITIONS AND PROFESSIONAL ACTIVITIES

PROFESSIONAL AFFILIATIONS

Member, **American Psychological Association (APA)**

Member, **American Association on Intellectual and Developmental Disabilities (AAIDD)**

Member, **International Society for Autism Research (INSAR)**

*Student co-author

Member, **Ohio Psychological Association (OPA)**

ADVISORY PANELS AND COMMITTEES

Member, State of Ohio Planning Committee for Serving Multi-System Youth

REVIEWER

Subject Matter Expert Reviewer, St. Mary's University Faculty On-Campus Grant Program, 2020

Scientific Reviewer, Autism Speaks Dennis Weatherstone Fellowship Program, 2019

Scientific Reviewer, Department of Defense Autism Research Program, January & November 2018

Abstract Reviewer, International Meeting for Autism Research, 2015, 2016, 2017, 2020

Article Reviewer, National Professional Development Center on Autism Spectrum Disorders

Ad Hoc Reviewer, Autism: The International Journal of Research and Practice, Autism Research, Children's Health Care, Exceptional Children, Journal of Autism and Developmental Disorders, International Journal of Developmental Disabilities, Personality and Mental Health, Research in Autism Spectrum Disorders, Research in Developmental Disabilities, Molecular Autism, American Journal on Intellectual and Developmental Disabilities

TEACHING AND PROFESSIONAL DEVELOPMENT (SELECTED ACTIVITIES)

INSTRUCTOR

IDD Seminar: Topics in Developmental Disabilities (PSYCH 7899), The Ohio State University, Autumn 2018, Spring 2019, Autumn 2019, Spring 2020, Spring 2021 (Co-Instructor).

Empirically Supported Interventions for Children with Developmental Disabilities (PSYCH 6652), The Ohio State University, Spring 2017, Spring 2020.

Psychology of Developmental Disabilities (PSYCH 4571), The Ohio State University, Spring & Autumn 2015, Autumn 2016, Spring 2019, Spring 2021.

PROFESSIONAL LECTURES AND WORKSHOP PRESENTATIONS

Walton, K. (2019, January). *Reciprocal Imitation Training*. Workshop at *I Am Boundless* Community intervention provider, Worthington, OH.

Walton, K. (2017, March). *Mental Health in Families of Children with Autism Spectrum Disorders*. Invited lecture for the *Topics in Developmental Disabilities* lecture series at the Ohio State University Nisonger Center, Columbus, OH.

Walton, K. (2014, October). *Mental health in families of children with autism spectrum disorders: what difference does "blood" make?*. Invited lecture for the *STEAM Exchange* seminar series at The Ohio State University, Columbus, OH.

Walton, K. & Whitted, S. (2014, August). *Identifying and managing challenging behavior*. Workshop for Nisonger Center Early Childhood Education Program staff, Columbus, OH.

- Walton, K.** (2014, August). *Developing interventions for Autism Spectrum Disorders: a contextual developmental approach*. Invited lecture for the *Topics in Developmental Disabilities* lecture series at the Ohio State University Nisonger Center, Columbus, OH.
- Walton, K.** (Fall 2013-Spring 2014). *Classroom strategies for managing difficult behavior in children with developmental disabilities*. Biweekly instructional series for Nisonger Center Early Childhood Education Program staff, Columbus, OH.