

Bonnie R. Kraemer, Ph.D., BCBA-D

Associate Professor
 Department of Special Education
 San Diego State University
 San Diego, CA 92182-1170
 619.594.3492
bkraemer@sdsu.edu

EDUCATION

Institution	Years Attended	Degree	Major Field
University of California, Riverside	1993-1999	Ph.D.	Special Education
Chapman University	1991-1993	M.A.	Special Education
UCLA	1987-1990	B.A.	Psychology

PROFESSIONAL CREDENTIALS AND CERTIFICATION

2009	National	Board Certified Behavior Analyst-Doctoral
1995	California	Resource Specialist Teaching Credential
1993	California	Severely Handicapped Teaching Credential
1991	California	Multiple Subject Teaching Credential

TEACHING POSITIONS AND RANKS HELD

Institution	Rank	Date	Major Subject
San Diego State University	Associate Professor Doctoral Faculty	2009-present	Special Education
San Diego State University	Assistant Professor	2005-2009	Special Education
San Diego State University	Visiting Professor	2003-2005	Special Education
University of New Mexico	Assistant Professor	1999-2002	Special Education

PROFESSIONAL GROWTH

Articles in Refereed Journals

**Indicates Student Co-author*

- Hume, K., Odom, S., Steinbrenner, J., DaWalt, L., Hall, L., **Kraemer, B.**, Tomaszewski, B., Brum, C., Szidon, K., Bolt, D. (in press). Efficacy of a school-based comprehensive intervention program for adolescents with autism. *Exceptional Children*.
- Odom, S. L., Hall, L. J., Morin, K. L., **Kraemer, B.R.**, Hume, K. A., McIntyre, N. S., Nowell,

- S. W., Steinbrenner, J. R., Tomaszewski, B., Sam, A. S., & DaWalt, L. S. (2021). Educational interventions for children and youth with autism: A 40-Year Perspective. *Journal of Autism and Developmental Disorders*. First Published Online <https://doi.org/10.1007/s10803-021-04990>.
3. **Kraemer, B. R.**, Odom, S., Tomaszewski, B., Hall, L. J., Dawalt, L., Hume, K., Steinbrenner, J. R., Szidon, K., & Brum, C. (2020). Quality of high-school programs for students with autism spectrum disorder. *Autism*, *24*(3), 707-717. doi:10.1177/136236131988728
 4. Tomaszewski, B., **Kraemer, B.**, Steinbrenner, J. R., DaWalt, L. S., Hall, L. J., Hume, K., & Odom, S. (2020). Student, educator, and parent perspectives of self-determination in high school students with autism spectrum disorder. *Autism Research*, *13*, 2164-2176. doi.org/10.1002/aur.2337
 5. *Ledoux, M., Suhrheinrich, J., & **Kraemer, B. R.** (2020). Video modeling for high school students with autism spectrum disorder. *Journal of Special Education Technology*. Advance online publication. doi: 10.1177/0162643420945594.
 6. DaWalt, L. S., Taylor, J. L., Bishop, S., Hall, L. J., Dykstra-Steinbrenner, J., **Kraemer, B. R.**, Hume, K. A., & Odom, S. L. (2020). Sex differences in adolescents with Autism Spectrum Disorder: An examination of phenotypic characteristics and social participation. *Autism Research*, *13*, 2155-2163. doi.org/10.1002/aur.2348.
 7. Lambros, K., **Kraemer, B. R.**, Wager, J. D., Culver, S., Angulo, A., & Saragosa, M. (2016). Students with dual diagnosis: Can school-based mental health services play a role? *Journal of Mental Health Research in Intellectual Disabilities*, *9*(1-2), 3-23.
 8. Cook, C., Mayer, G.R., Browning-Wright, D., **Kraemer, B. R.**, Wallace, M.D., Dart, E., Collins, T., & Restori, A. (2010). Exploring the link among behavior intervention plans, treatment integrity, and student outcomes under natural educational conditions. *Journal of Special Education*. doi:10.1177/0022466910369941
 9. Blacher, J., & **Kraemer, B. R.** & Howell, E. (2010). Family expectations and transition experiences for young adults with severe disabilities: Does syndrome matter. *Advances in Mental Health and Learning Disabilities*, *4*, 3-16.
 10. Neece, C. L., **Kraemer, B.R.**, & Blacher J. (2009). Transition satisfaction and family well-being among parents of young adults with severe intellectual disability. *Intellectual and Developmental Disabilities*, *47*, 31-43.
 11. **Kraemer, B. R.**, & Blacher, J. (2008) Transition for Hispanic and Anglo young adults with severe intellectual disability: Parent perspectives over time. *Journal on Developmental Disabilities*, *14*, 59-72.
 12. **Kraemer, B. R.**, Cook, C. R., Browning-Wright, D., Mayer, G. R., & Wallace, M. D. (2008). Effects of training on the use of the Behavior Support Plan Quality Evaluation Guide

- with autism educators: A preliminary investigation examining positive behavior support plans. *Journal of Positive Behavior Interventions*, 179-189.
13. Cook, C. R., Crews, D., Wright, D. B., Mayer, R., Gale, B., & **Kraemer, B. R.** (2007). Establishing and evaluating the substantive adequacy of positive behavior support plans. *Journal of Behavioral Education*, 16, 191-206.
 14. Browning-Wright, D., Mayer, G. R., Cook, C. R., Crews, D., **Kraemer, B. R.**, & Gale, B. (2007). A preliminary study on the effects of training using Behavior Support Plan Quality Evaluation Guide (BSP-QE) to improve positive behavioral support plans. *Education and Treatment of Children*, 30, 89-106.
 15. McIntyre, L. L., **Kraemer, B. R.**, Blacher, J. & Simmerman, S. (2004). Quality of life for young adults with severe intellectual disability: Mothers' thoughts and reflections. *Journal of Intellectual and Developmental Disability*, 29, 131-146.
 16. Blacher, J.B., **Kraemer, B. R.**, & Schalow, M. (2003). Asperger syndrome and high functioning autism: Research concerns and emerging foci. *Current Opinion in Psychiatry*, 16, 535-542.
 17. **Kraemer, B. R.**, McIntyre, L. L., & Blacher, J. (2003). Quality of life for young adults with mental retardation during transition. *Mental Retardation*, 41, 250-262.
 18. **Kraemer, B. R.**, & Blacher, J. (2001). Transition for young adults with severe mental retardation: School preparation, parent expectations, and family involvement. *Mental Retardation*, 39, 423-435.
 19. **Kraemer, B. R.**, Blacher, J., & Marshal, M. (1997). Adolescents with severe disabilities: Family, school, and community integration. *Journal of The Association for Persons with Severe Handicaps*, 22, 224-234.

Refereed Chapters in Scholarly Books

1. **Kraemer, B. R.**, *McDaniel, S., Fowler, C., & Regan, T. (in press). Transition. In S. Odom (Ed.). *Supporting adolescents with autism in secondary school settings*. Guilford. [Manuscript underwent editorial review].
2. Blacher, J., Knight, E., **Kraemer, B.R.**, & Feinfield, K. (2016). Supporting families who have children with disabilities. In Carr, A., Linehan, C., O'Reilly, G., Walsh, P.N., & McEvoy, J.(Eds.), *The handbook of intellectual disability and clinical psychology practice*. Routledge. [Manuscript underwent both peer and editorial review].
3. Baker, B. L., Blacher, J., Kopp, C. B., & **Kraemer, B. R.** (1997). Parenting children with mental retardation. In N. W. Bray (Ed.), *International review of research in mental retardation* (Vol. 20, pp. 1-45). San Diego, CA: Academic Press. [Manuscript underwent both peer and editorial review].

Non-Refereed Chapters in Scholarly Books

1. **Kraemer, B. R.** & *Valentini, B. (2018). Secondary education for students with developmental disabilities. In E. B. Braaten (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp.1414-1416). Thousand Oaks: SAGE Publications, Inc.
2. **Kraemer, B. R.** (2008). Assessment for transition education and planning. In J. A. McLoughlin & R. B. Lewis, *Assessing students with special needs* (7th ed, pp. 532-561). Upper Saddle River: Prentice Hall.
3. **Kraemer, B. R.,** & Blacher, J. (1997). An overview of educationally relevant effects, assessment, and school reentry. In A. Glang, G. H. S. Singer, & B. Todis (Eds.), *Students with acquired brain injury: The school's response* (pp. 3-31). Baltimore: Paul H. Brookes.

Other Scholarly Work

1. **Kraemer, B. R.,** & Blacher, J. (2005). Living the good life: As perceived by parents and researchers. *The Exceptional Parent*, 35(2), 63-65.
2. **Kraemer, B. R.** (2004). High-school transition for youth with severe intellectual disability (ID): Cross cultural and cross wave comparisons [Abstract]. *Journal of Intellectual Disability Research*, 48, 368.
3. **Kraemer, B. R.,** & Blalock, G. (2001). *Statewide transition participants and services project: A study of transition services and gaps*. Final Report submitted to New Mexico Developmental Disabilities Planning Council.
4. **Kraemer, B. R.** (1999). Transition for young adults with severe mental retardation: Parent expectations, outcomes, and family involvement. *The Research Academy of the American Association on Mental Retardation Newsletter*, 18(10), 5.
5. Wright, D., **Kraemer, B. R.,** Gronroos, N., Polk, K., Leigh, J., & Scherba, M. (1994). Full Inclusion. *Position Paper of the California Association of School Psychologists*.

Articles Currently Under Review in Refereed Journals

1. **Kraemer, B.,** Tomaszewski, B., Rentschler, L. F, Steinbrenner, J. D., Hume, K. A., *McDaniel, S., Dawalt, L. S., Brum, C., & Szidon, K. (revise and resubmit). Assessing the quality of individualized transition plans for high school students with autism. *Career Development and Transition for Exceptional Individuals*.
2. Kuhn, J., Szidon, K., **Kraemer, B.,** Steinbrenner, J. D., Tomaszewski, B., Hall, L., Hume, K.,

Odom, S., DaWalt, L. (revise and resubmit). Facilitators and barriers to the implementation of a multi-family group autism transition program in the high school setting. *Autism*

3. Hall, L. J., Morin, K., Tomaszewski, B., **Kraemer, B. R.**, & *McDaniel, S. (revise and resubmit). Evaluating the quality of IEP goals for students with autism in 60 high schools. *Career Development and Transition for Exceptional Individuals*.

Articles Currently In Preparation

1. *McDaniel, S., Hall., L. J., & **Kraemer, B.** (2021). Exploring Extracurricular Clubs for Building the 21st Century Skills of Students including those with Autism Spectrum Disorder.

Funded Research Grants

Current

1. \$3,800,000 *Project EXPRESS: EXamining Interventions for PRomoting Executive functioning and Social Skills*. Co-Principal Investigator. Department of Education: Institute for Educational Sciences Goal 3: Initial Efficacy Study. 2021-2026.
2. \$1,100,000 *Efficacy Follow-up Study of the CSESA Model*. Co-Principal Investigator. Department of Education: Institute for Educational Sciences. 2018-2021.
3. \$800,925 *High School SUCCESS: Vocational Soft Skills Program for Transition-Age ASD Youth*. Co-Investigator. National Institute of Mental Health (NIH-NIMH R34). 2017-2021.

Past

4. \$10,000,000 *The Center on Secondary Education for Students with Autism*. Co-Principal Investigator. Department of Education: Institute for Educational Sciences. 2013-2018
5. \$10,000 *Social Skills Intervention for Adolescents with ASD: An Evaluation of the PEERS Program*. Principal Investigator. National Foundation for Autism Research. 2012-2014
6. \$9,988 *Transition for Youth with Autism Spectrum Disorder that are Culturally and Linguistically Diverse: School Preparation and Family Involvement*. Principal Investigator. A University Program Grant from San Diego State University. 2010-2011
7. \$5,000 *Transition for Youth with Autism Spectrum Disorder that are Culturally*

and Linguistically Diverse: School Preparation, Family Involvement and Outcomes. Principal Investigator. National Foundation for Autism Research. 2010-2011

8. \$9,648 *Transition for Youth with Autism Spectrum Disorder: An Examination of School Preparation, Family Involvement and Outcomes Achieved.* Principal Investigator. A University Program Grant from San Diego State University. 2008-2009
9. \$1,050 *Paraprofessional/Parent Training Using Video Modeling to Implement the Use of Activity Schedules.* Co-Principal Investigator. National Foundation for Autism Research. 2008-2009
10. \$4,820 *Preparing Families and Students with Autism Spectrum Disorders for Transition.* Principal Investigator. National Foundation for Autism Research. 2006 -2008
11. \$45,000 *Statewide Transition Participants and Services Project: A Study of Transition Services and Gaps.* Co-Principal Investigator. New Mexico Developmental Disabilities Planning Council. 2000-2002.

Funded Training Grants

Current

1. \$1,250,000 *Project BEAMS: Behavioral, Emotional, and Mental Health Supports in Schools: Collaborative Practices to Improve Special Education and School Psychologist Training.* Co-Director. Office of Special Education Programs (OSEP), Combined Priority for Personnel Preparation. 2018-2022.
2. \$100,000 *Preparing Teacher Candidates through a University-School Partnership.* Co-Principal Investigator. California Commission on Teacher Credentialing Teacher Residency Grants with Stein Education Center, 2019-2023.

Past

3. \$1,250,000 *From Understanding to Professional Practice: Preparation of Teachers in Research and Evidence-Based Practice in Transition.* Co-Director. Office of Special Education Programs (OSEP), Combined Priority for Personnel Preparation. 2012-2017
4. \$1,200,000 *Facilitating Education and Empowerment of Adolescents with Autism for*

a Smooth Transition: Preparing M.A. Degree Special Educators. Co-Director. Office of Special Education Programs (OSEP), Combined Priority for Personnel Preparation. 2011-2015

Unpublished, Refereed Papers Before Professional Conferences

*Indicates Student Co-author

National and International

- Tomaszewski, B., **Kraemer, B.**, & Rentschler, L. (January, 2022). *Assessing the quality of Individualized Transition Plans for high school students with autism*. Poster accepted for the Annual Council for Exceptional Children Conference, Orlando, FL.
- Hume, K., **Kraemer, B.**, Steinbrenner, J., Odom, S., Hall, L., & DaWalt, L. (January, 2022). *Life after high school: The experiences of young adults with autism*. Poster accepted for the Annual Council for Exceptional Children Conference, Orlando, FL.
- Kraemer, B.**, *McDaniel, S., DaWalt, L. S., Szidon, K., & Tomaszewski, B. (February, 2020). *Post-school outcomes and follow-up for young adults on the autism spectrum*. Paper presented at the Annual Council for Exceptional Children Conference, Portland, Oregon.
- Kraemer, B.** & *McDaniel, S. (October, 2019). *Assessing the quality of individualized transition plans for high school students with autism spectrum disorder*. Poster presented at the annual Career Development and Transition (DCDT) conference, Seattle, WA.
- Tomaszewski, B., **Kraemer, B.**, Smith DaWalt, L., Hume, K., Steinbrenner, J., Hall, L., & Odom, S. (May 2019). *Student, parent, and teacher perspectives of self determination in high school students with autism spectrum disorder*. Poster presented at the International Society for Autism Research Annual Meeting, Montreal, Canada.
- Hall, L. J., Morin, K., Tomaszewski, B. R., **Kraemer, B.**, & Odom, S. L. (May, 2019). *The quality of IEP goals for students with ASD in 60 high schools*. Poster presented at the International Society for Autism Research Annual Meeting, Montreal, Canada.
- Kraemer, B.** & Szidon, K (October, 2018). *Post school outcomes and follow-up for young adults on the autism spectrum*. Paper presented at the annual Division on Career Development and Transition (DCDT) Conference, Cedar Rapids, IA.
- Hall, L. J., **Kraemer, B.**, Hume, K., Odom, S. L. & Gerlach-Macdonald, B. (May, 2018). *Goal attainment scaling in a large RCT for high school students with ASD*. Paper presented at the Association for Behavior Analysis International 44th Annual Convention, San Diego, CA.
- *Lakritz, L. & **Kraemer, B.** (May, 2018). *The use of video prompting to enhance independence with price comparison for individuals with autism and intellectual disabilities*. Poster presented at the Annual Association for Behavior Analysis International Conference, San Diego, CA.
- Kraemer, B.**, DaWalt, L.S., Odom, S. L., Steinbrenner, J., & Hume, K. (April, 2018). *Social and vocational activities of high school students with ASD*. Paper presented at the annual Gatlinburg Conference on Research and Theory on Intellectual and Developmental Disabilities, San Diego, CA.
- Odom, S., **Kraemer, B.**, Tomaszewski, B., & Taylor, J. (April 2018) *Adolescents with autism in*

- secondary school programs*. Paper presented at the annual Gatlinburg Conference on Research and Theory on Intellectual and Developmental Disabilities, San Diego, CA
- Kraemer, B.**, Hall, L., Hume, K., *McDaniel, S., Odom, S., & DaWalt, L. S. (February, 2018). *Post school outcomes and follow-up for young adults on the autism spectrum following participation in the Center on Secondary Education for Students with ASD(CSESA)*. Paper presented at Annual Council for Exceptional Children, Tampa, FL.
- *Pavez, B., Hall, L. J., **Kraemer, B.**, Brum, C., Hume, K., & Odom, S. L. (2018, February). *Sustainability of EBPs by high school personnel instructing students with ASD*. Poster presented at the Council for Exceptional Children Convention and Expo. Tampa, Florida
- Hall, L.J., Odom, S.L., Hume, K., **Kraemer, B.** & Smith Dawalt, L. (June, 2017). *An analysis of school teams that implement a comprehensive educational intervention in high schools for students with autism spectrum disorder*. Paper presented at the Society for Prevention Research 25th Annual Meeting, Washington, D. C.
- DaWalt, L., Hume, K., **Kraemer, B.**, Szidon, K., & Jeglum, S. (April, 2017). *A Family-centered transition intervention for high school students with autism spectrum disorders*. Paper presented at the Annual Council for Exceptional Children Conference, Boston, MA.
- *Pavez, B., Hall, L. J., **Kraemer, B.**, Brum, C., Hume, K., & Odom, S. L. (April, 2017) *Sustainability of EBPs by high school personnel instructing students with ASD*. Poster presented at the annual Council for Exceptional Children Conference, Boston, MA.
- Odom, S., Hall, L., Hume, K., & **Kraemer, B.** (April 2016). *School-based Interventions for Students with Autism: Focus on Fidelity*. Paper presented at the annual Council for Exceptional Children Conference, St Louis, MO
- Odom, S. L., Hume, K., Dykstra Steinbrenner, J., Smith, L., Hall, L., **Kraemer, B.** (March, 2016). *Quality of high school programs for students with ASD in the United States*. Poster presentation at the Gatlinburg Conference, San Diego, CA.
- Kraemer, B.**, Szidon, K., *Valentini, B., & *McDaniel, S. (November, 2015). *Transitioning Together, a family-centered transition intervention for high school students with ASD*. Annual meeting of the Division on Career Development and Transition. Portland, Oregon.
- Kraemer, B.**, Hall, L., Hume, K., Odom, S., & Smith, L. (August 2015). *Educational strategies and interventions for high school students with ASD*. Paper presented at the American Psychological Association Annual Meeting (APA), Toronto, CA.
- Test, D., **Kraemer, B.**, & Szidon, K. (April, 2015). *Preparing high school students with ASD for college and careers*. Annual meeting of the Council for Exceptional Children. San Diego, California.
- *Jenner, R., *DeScenzo, J., & **Kraemer, B.** (March, 2014). *Paraeducator training in functional communication training*. Poster presented at the 8th annual ABAI Autism Conference, Louisville, Kentucky.
- *Duenas, A. & **Kraemer, B.** (March, 2013). *Culturally and linguistically diverse families of transition age youth with ASD: Success, family involvement and stress*. Poster presented at the 46th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
- Kraemer, B.**, *Duenas, A., & *Costanzo, E. (July, 2012). *Transition for youth with ASD: Transition Programming, Family Views, and Impact*. Paper presented at the 43rd annual National Autism Society Conference, San Diego, CA.

- Kraemer, B.** (2012). *Family involvement and impact during the period of transition for youth with ASD*. Paper presented as part of symposium entitled Parents of Youth with ID and ASD: Supports, Involvement and Culture at the International Association for the Scientific Study of Intellectual Disabilities (IASSID) 14th World Congress meeting, Halifax, Nova Scotia.
- Kraemer, B. R., & Hall, L.J.** (2012). *Replicating the PEERS program in a public school classroom*. Poster presented at the 11th annual International Meeting for Autism Research (IMFAR), Toronto, Canada.
- Kraemer, B. R.** (March, 2011). *Transition for adolescents and young adults with autism spectrum disorder: A cross cultural examination of transition planning, family involvement and impact*. Paper presented as part of symposium entitled *Transitions to Adulthood: Diverse Family Perspectives* at the 44th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
- Kraemer, B. R.** (October, 2010). *Family involvement and impact during the period of transition for youth with ASD*. Paper presented as part of symposium entitled *Impact on Families with children with ASD: Examination Across the Lifespan* at the 3rd European Conference of the International Association for the Scientific Study of Intellectual Disabilities, Rome, Italy.
- *Green, S. & **Kraemer, B. R.** (May, 2010) *School-based social skills training for adolescents with high functioning autism*. Paper presented as part of symposium entitled Use of Evidenced-Based Approaches for Teaching Adolescents with ASD Functional Daily Living and Social-Communication Skills at the 36th annual meeting of the International Association for Behavior Analysis (ABA), San Antonio, TX.
- *Johnson, P. & **Kraemer, B. R.** (May, 2010). *Using scripts paired with self-monitoring to increase social communication skills in adolescents with autism*. Paper presented as part of symposium entitled *Use of Evidenced-Based Approaches for Teaching Adolescents with ASD Functional Daily Living and Social-Communication Skills* at the 36th annual meeting of the International Association for Behavior Analysis (ABA), San Antonio, TX.
- *Becker, K. L. & **Kraemer, B. R.** (March, 2010). *In-home ABA programs for children with autism: An examination of parental involvement, family impact, and well-being*. Poster presented at the 43rd annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.
- Kraemer, B.** (August, 2008). *Transition for youth with Autistic Spectrum Disorder: School preparation, family involvement, and outcomes*. Paper presented as part of symposium entitled: Families in Transition at the International Association for the Scientific Study of Intellectual Disabilities (IASSID) 13th World Congress meeting, Cape Town, South Africa.
- *Ueckert, C., *Coronel, R., & **Kraemer, B. R.** (May, 2008) *Increasing student involvement in educational programming: A comparison of Person Centered Planning and the Self-Directed IEP*. Poster presented at the 132nd annual meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD) conference, Washington, DC.
- Kraemer, B. R.** (May, 2007). *Investigating issues related to behavior intervention plan development and implementation: Results from a multi-year research project*. Paper

- presented at the 131st annual meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD) conference, Atlanta, GA.
- *Aguilar, A. M., & **Kraemer, B. R.** (May, 2007). *The effects of didactic training on therapist behavior: Implications for practitioner inservice training*. Poster presented at the 33rd annual meeting of the International Association for Behavior Analysis (ABA), San Diego, CA.
- *Manthei, J. E., & **Kraemer, B. R.** (May, 2007). *Teaching linguistically and culturally diverse students with autism to independently access computer programs*. Poster presented at the 33rd annual meeting of the International Association for Behavior Analysis (ABA), San Diego, CA.
- Kraemer, B. R.,** Neece, C. L., & Blacher, J. (August, 2006). *Transition satisfaction and family well-being among parents of young adults with severe intellectual disabilities*. Paper presented as part of symposium entitled: *Diverse Perspectives on Family Transitions* at the European Conference of the Intellectual Association for the Scientific Study of Intellectual Disabilities (IASSID), Maastricht, Netherlands.
- Kraemer, B. R.,** & Blacher, J. (August, 2005). *Syndrome specificity in young adults with mental retardation: Relationship to transition outcomes and family experiences*. Paper presented as part of symposium entitled: *Predicting Parents Well-Being* at the 113th annual American Psychological Association (APA) convention, Washington, DC.
- Kraemer, B.** (June, 2004). *High-school transition for youth with severe intellectual disability (ID): Cross cultural and cross wave comparisons*. Paper presented as part of symposium entitled: *Families and Disability: Cross-Cultural Context II* at the International Association for the Scientific Study of Intellectual Disabilities (IASSID) 12th World Congress meeting, Montpellier, France.
- Kraemer, B.** (March, 2004). *Transition from high-school to adulthood for youth with severe intellectual disability: Cultural differences and family involvement*. Paper presented as part of symposium entitled: *Transition Across the Life Span for Individuals with Intellectual Disabilities: Outcomes, Expectations, Education, and Culture* at the 37th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- Kraemer, B. R.,** Gomez, J. A., Schalow, M.A., & Blacher, J. (May, 2003). *Cultural perspectives on transition from high school to adult life for young adults with mental retardation*. Poster presented at the 127th annual meeting of the American Association on Mental Retardation, Chicago, Ill.
- Kraemer, B. R.,** Schalow, M., & Carrillo, M. (March, 2003). *Impact of high functioning autism and Asperger syndrome on families: Preliminary investigation of issues and concerns*. Poster presented at the 36th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.
- Blacher, J., McIntyre, L. L., & **Kraemer, B.** (March, 2002). *Family well-being during the transition to adulthood*. Paper presented at the 35th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- Kraemer, B. R.,** & Blalock, G. (October, 2001). *A statewide transition study of participants and services: Success and gaps*. Paper presented at the 11th Annual Meeting of the Division on Career Development and Transition, Denver, CO.
- Kraemer, B. R.,** McIntyre, L. L., & Blacher, J. B. (June, 2001). *Predictors of objective and subjective dimensions of quality of life for young adults with mental retardation during*

- transition*. Paper presented as part of symposium entitled: *Whose Life is it Anyway? Parental Perspectives on Quality of Life* at the 125th Annual Meeting of the American Association on Mental Retardation, Denver, CO.
- McIntyre, L. L., **Kraemer, B. R.**, & Blacher, J. (March, 2001). *Young adults with dual diagnosis: Transition to adulthood and family well-being*. Paper presented as part of symposium entitled: *Behavioral and Emotional Problems Associated with Mental Retardation: Evidence and Impact Across the Lifespan* at the 34th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Charleston, South Carolina.
- Kraemer, B. R.**, McIntyre, L. L., & Blacher, J. B. (August, 2000). *Quality of life as a transition outcome for individuals with severe disabilities: Objective and subjective dimensions*. Paper presented as part of symposium entitled: *A New Look to Family Research* at the International Association for the Scientific Study of Intellectual Disabilities (IASSID) World Congress meeting, Seattle, WA.
- Kraemer, B. R.** (June, 2000). *Family involvement in the transition process for young adults with severe mental retardation*. Poster presented at the 124th Annual Meeting of the American Association on Mental Retardation, Washington, DC.
- Kraemer, B. R.** (March, 2000). *Predictors of quality of life for young adults with mental retardation transitioning from school to adult life*. Paper presented at the 33rd annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California.
- Kraemer, B. R.** (May, 1999). *The period of transition for young adults with severe mental retardation: An examination of parent expectations, outcomes, and family involvement*. Paper presented at the 123rd Annual Meeting of the American Association on Mental Retardation, New Orleans, LA.
- Kraemer, B. R.**, & Blacher, J. (March, 1999). *Parent vs. teacher perspectives on transition success: Impact of behavior challenges*. Paper presented at the 32nd annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Charleston, South Carolina.
- Kraemer, B. R.**, & Blacher, J. (May, 1998). *The period of transition for youth with mental retardation: Familial impact and outcomes*. Poster presented at the Academy Session at the 122nd Annual Meeting of the American Association on Mental Retardation, San Diego, CA.
- Kraemer, B. R.**, & Blacher, J. (May, 1997). *Adolescents with severe mental retardation: Transition from high school to adult life*. Paper presented at the 121st Annual Meeting of the American Association on Mental Retardation, New York, New York.
- Kraemer, B. R.**, Blacher, J., & Marshal, M. (May, 1996). *Families of adolescents with severe mental retardation: A look at issues of development and future placement*. Paper presented at the 120th Annual Meeting of the American Association on Mental Retardation, San Antonio, TX.
- Kraemer, B. R.**, & McClowry, D. (December, 1995). *Strategies for teaching students with severe disabilities*. Workshop presented at the Annual Meeting of The Association for Persons with Severe Handicaps, San Francisco, CA.
- Kraemer, B. R.**, & Wright, D. B. (December, 1995). *Overcoming barriers to inclusion*. Workshop presented at the Annual Meeting of The Association for Persons with Severe Handicaps, San Francisco, CA.

State and Regional

- Hall, L. J., & Kraemer, B. R. (February, 2008). *From training to practice: Evaluating outcomes in a university preparation program for educators*. Paper presented as part of symposium entitled: *Staff Training with Evaluation of Intervention Fidelity for Learners with Autism Spectrum Disorder* at the annual California Association for Behavior Analysis conference, Garden Grove, CA.
- Kraemer, B. R.** (November, 2007). *Transition for youth with severe intellectual disabilities. Parent expectations and involvement*. Paper presented at the annual conference of the American Association on Intellectual and Developmental Disabilities Region II, Los Angeles, CA.
- Kraemer, B. R.** (February, 2001). *Curricular and environmental accommodations to support the behavior adaptability of students with severe disabilities*. Workshop presented at the annual meeting of the California Association for Behavior Analysis, Redondo Beach, CA.
- Kraemer, B. R.** (March, 2000). *An examination of school preparation for the transition from high school to adult life for young adults with severe mental retardation*. Paper presented at the annual conference of the New Mexico Federation of the Council for Exceptional Children (NMFCEC), Albuquerque, NM.
- Kraemer, B. R.** (November, 1998). *Transition experiences of young adults with severe disabilities: Parent and teacher perspectives*. Paper presented at the annual conference of the American Association on Mental Retardation Region II, Sacramento, CA.
- Kraemer, B. R.** (October, 1997). *Adolescents and young adults with severe disabilities: Transition to the world of work and community living*. Paper presented at the annual conference of the American Association on Mental Retardation Region II, Visalia, CA.
- Kraemer, B. R., & Wright, D, B.** (March, 1996). *Strategies for successfully including children with disabilities in general education environments*. Workshop presented at the Annual Meeting of the California Association of School Psychologists, San Diego, CA.
- Kraemer, B. R., & McClowry, D.** (October, 1995). *Curricular accommodations to support communication development and behavioral adaptability of students with severe disabilities*. Workshop presented at A Practitioners Conference on Preventing and Solving Behavior Problems, Burbank, CA.

Grant Reviewer

- 2016 - External reviewer, Office of Special Education Programs (OSEP), Model Demonstration Projects Mid-Point Review, Promoting the Readiness of Minors in Supplemental Security Income (PROMISE)
- 2015 - Panel reviewer, Office of Special Education Programs (OSEP), 325K competition, Personnel Preparation in Special Education, Early Intervention, and Related Services, Focus Area B: Preparing Personnel to Serve School Age Children with Low Incidence Disabilities.
- 2014 - Panel reviewer, Office of Special Education Programs (OSEP), 325K competition, Promoting the Readiness of Minors in Supplemental Security Income Technical Assistance Center

- 2013 - Panel reviewer, Office of Special Education Programs (OSEP), Model Demonstration Project Competition, Promoting the Readiness of Minors in Supplemental Security Income (PROMISE).
- 2013 - Panel reviewer, Office of Special Education Programs (OSEP), Personnel Preparation in Special Education, Early Intervention, and Related Services, Focus Area B: Preparing Personnel to Serve School Age Children with Low Incidence Disabilities.

TEACHING EFFECTIVENESS

Courses Taught at SDSU (2005-present)

**Indicates Extensive Revision to Course or Course Redevelopment*

Doctoral

- *EDL 880: *Seminar in Advanced Topics in Educational Leadership [Spring 2021]*
 *EDL 830: *Leadership for Learning [Summer 2020]*

Masters

- *SPED 681B: *Masters Research Seminar [every Spring from 2011 to 2021]*
 ED 795A: *Masters Project Seminar (A) [every Fall from 2005 to 2021, except Fall 2020 when on sabbatical]*
 ED 795B: *Masters Project Seminar (B) [every Spring from 2006 to 2020]*

Credential

- *SPED 657/557: *Secondary Transition [every Fall from 2005 to 2021, except Fall 2020 when on sabbatical]*
 *SPED 970B: *Pre-student Teaching Practicum: Moderate/Severe Disabilities [every Fall from 2007 to Fall 2019]*
 *SPED 980B: *Student Teaching Practicum: Moderate/Severe Disabilities [every Spring from 2006 to 2021]*
 *SPED 645/545: *Curriculum and Instruction for Students with Severe Disabilities [every Spring from 2006 to 2016]*
 *SPED 525: *Characteristics of Students with Severe Disabilities [every Fall from 2005 to 2013]*
 SPED 530: *Issues in Autism [Every Fall and Spring from 2010 to 2013]*
 SPED 500: *Introduction to Special Education [Spring 2005]*
 SPED 562/662: *Communication and Collaboration in Special Education [Spring 2005]*

Doctoral Dissertation Ed.D Chair

1. **Kimberly Guthrie** (Expected completion 2023). **Chair.** *Title under development.*
2. **Andrea Vinson** (Expected completion 2023). **Chair.** *Art integration as a potential equity lever for students receiving special education services.*
3. **Sarah Ott** (Expected completion 2022). **Chair.** *Factors that contribute to exclusionary practices for students with disabilities in elementary school.*

**Doctoral Dissertation Ph.D. (Joint program with Clairmont Graduate University)
Chair/Committee Member**

1. **Brian Valentini** (Completed 2017). **Chair.** *Quality of life of recently transitioned students with autism in long-term living communities.*
2. **Sara McDaniel** (Completed 2017). **Committee Member.** *An exploration of extracurricular clubs for building the 21st century skills of students with autism spectrum disorder.*
3. **Junhee Myung** (Completed 2014). **Committee Member.** *Understanding Culturally and Linguistically Diverse Pre-K Children's Schooling Experiences in South Korea: Parents' Perspectives and Classroom Observations.*

Doctoral Dissertation Ph.D. (Clairmont Graduate University) Committee Member

4. **Jessica Jacquez** (Completed 2018). **Committee Member.** *Generalization of Social Skills by Adolescents with Autism Spectrum Disorder*
5. **Whitney Relf** (Completed 2014). **Committee Member.** *The Postsecondary Transition Experience of Parents of Youth with Autism.*

MA Thesis Committees

1. **Sarah Parsloe, Department of Communication Studies** (Completed 2013). **External Committee Member.** *From Asperger's to Aspie: Communicatively Reframing, Reclaiming, and (Re)negotiating a Spoiled Identity.*
2. **Angela Abbott, Department of Psychology** (Completed 2013). **External Committee Member.** *Neural Correlates of Repetitive Behavior in Autism Spectrum Disorder.*
3. **Sandra Sanchez, Department of Psychology** (Completed 2011). **External Committee Member.** *Functional Connectivity of Sensory Systems in Autism Spectrum Disorder: An fMRI Study of Audio-Visual Processing.*

MA Projects Supervised

2005-2020 Supervised over 100 student MA Projects in the *Department of Special Education* with a focus on *Applied Behavior Analysis, Autism, Secondary Transition, Families, Evidence-Based Practices and Inclusion.*

Teaching Awards

May 2016	Most Influential Faculty Award, Department of Special Education
May 2014	Most Influential Faculty Award, Department of Special Education
May 2010	Most Influential Faculty Award, Department of Special Education
May 2010	Appointed Doctoral Faculty, College of Education

Curriculum Development

- Spring 2021 Developed and delivered (online) course revision of *EDL 880: Topics in Educational Leadership* for Ed.D Special Education cohort
- Summer 2020 Developed and delivered (online) course revision of *EDL 830: Leadership for Learning* for Ed.D. Special Education cohort
- Summer 2020 Completed SDSU Flexible Course Design 3-Week Summer Institute
- 2019-2020 Teacher Candidate Competency Rubric Development Workgroup
- 2018- 2020 Led Development of Integrated Teacher Education Program (ITEP), Extensive Support Needs (ESN)
- 2018-2019 Led Preliminary Moderate/Severe Education Specialist Credential for CCTC reaccreditation.

SERVICE

Service to the Department

1. 2021-2022 Chair, search committee, Assistant Professor in Autism and Behavior Analysis
2. 2021 - Present Behavior Analysis Certification Board Verified Course Sequence Program Coordinator.
3. 2015 – 2016 Chair, search committee, Assistant Professor in Autism and Severe Disabilities
4. 2009 – Present Chair, Personnel Committee, Department of Special Education
5. 2005 – Present Program Coordinator, Moderate/Severe Disabilities, Department of Special Education
6. 2005 – Present Admissions Committee, MA in Autism, Department of Special Education
7. 2005 – Present Admissions Committee, MA in Moderate/Severe Disabilities, Department of Special Education
8. 2005 – Present Admissions Committee, Preliminary Credential Moderate/Severe Disabilities

Service to the College

1. 2020 – 2021 Faculty Mentor, Marissa Vasquez, Assistant Professor Department of Administration, Rehabilitation, and Post-secondary Education
2. 2016-Present Chair, Policy Council, College of Education
3. 2016 – Present Faculty Mentor, Chris Brum, Assistant Professor Department of Special Education
4. 2014 – Present Special Education Department Representative, Policy Council, College of Education
5. 2015 – 2017 Chair, Research Committee, College of Education
6. 2007 – 2017 Special Education Department Representative, Research Committee, College of Education

Service to the University

1. 2019 – Present University Senate, College of Education Senator
2. 2019 – Present University Senate, Committee on Committees and Elections, College of Education Representative
3. 2018 – Present SDSU Center for Autism and Developmental Disorders, founding member

Service to the Profession

1. 2018 – Present *Division on Career Development and Transition (DCDT)* Doctoral Student Mentor
2. 2018 – Present *CalABA* Science and Academics Committee

3. **Ad Hoc Reviewer for Refereed Journals**

Editorial Board, *Remedial and Special Education (RASE)*, 2005-2013
 Reviewer, *Career Development and Transition for Exceptional Individuals (CDTEI)*
 Reviewer, *Journal of Intellectual Disability Research (JIDR)*
 Reviewer, *American Journal on Intellectual and Developmental Disabilities (AJIDD)*
 Reviewer, *Journal of Policy and Practice in Intellectual Disabilities (JPPID)*
 Reviewer, *Autism*
 Reviewer, *Autism Research*
 Reviewer, *Disability and Rehabilitation*
 Reviewer, *Exceptionality*
 Reviewer, *Intellectual and Developmental Disabilities (IDD)*

4. **Participation in Professional Organizations**

Current Member, Association for Behavior Analysis, International (ABAI)
 Current Member, International Association for the Scientific Study of Intellectual Disabilities (IASSID)
 Current Member, Council for Exceptional Children
 Current Member, Division on Career Development and Transition
 Current Member, California Association of Behavior Analysis (CalABA)

Service to the Community

1. 2019 – Present Advisory Board CAPTAIN Adult Resources and Education Project
2. 2017 – 2019 Advisor, San Diego Natural History Museum SPECTRUM Grant, Beth Redmond-Jones PI
3. 2015 – Present Advisory Board National Health Care Transitions Research Network on ASD (HCT-RN)
4. 2015 – Present ACHIEVE San Diego (Active Collaborative Hub for Individuals with ASD to Enhance Vocation and Education)
5. 2009 – Present Programs and Services Committee, Options for All, San Diego
6. 2009 – 2015 South Counties Autism Regional Taskforce (SCART), Senate Select Committee on Autism and Related Disorders

7. 2009 – 2013 Board of Directors, Include Autism, San Diego
8. 2006 – Present Community Partner, National Foundation for Autism Research (NFAR)
9. 2005 – 2015 Research Associate, California Positive Environments, Network of Trainers (PENT)
10. 2005 – 2013 Executive Board Member, American Association on Intellectual and Developmental Disabilities (AAIDD), Region II

11. 2005-Present Presented over 25 workshops/trainings to community groups/organizations in San Diego and across the state including: *The National Foundation for Autism Research; San Diego Regional Center; Autism Society of San Diego; Rady Children's Autism Discovery Institute; California Positive Environment Network of Trainers (PENT); Fiesta Educativa; and California Autism Professional Training and Information Network (CAPTAIN).*