

CURRICULUM VITAE

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EDUCATION

University of California, San Diego Ph.D.	2010 Experimental Psychology
University of California, San Diego M.A.	2005 Experimental Psychology
Earlham College B.A.	2000 Psychology

TEACHING POSITIONS

Associate Professor	2019-present
Assistant Professor San Diego State University	2016-2019 Special Education
Assistant Adjunct Professor University of California, San Diego	2013-2016 Psychiatry

PROFESSIONAL GROWTH

Books

1. Stahmer, A.C., **Suhrheinrich, J.**, Reed, S., Bolduc, C., Schreibman, L. (2011). Classroom Pivotal Response Teaching for Children with Autism. New York, NY: Guilford Press.

Refereed Journal Articles

1. Hassrick, E.M., **Suhrheinrich, J.**, Schetter, P., Nahmias, A.S., Melgarejo, M., Li, J., Ventimiglia, J., & Stahmer, A.C (in press). Social network factors related to professional development quality for teachers of students with autism. *Social Sciences*
2. **Suhrheinrich, J.**, Root, B.V., Melgarejo, M., Dickson, K., Vejnaska, S., & Rieth, S. R. (2021). Exploring differences and disparities in school-based services received by students with autism: A systematic review. *Research in Autism Spectrum Disorders*.
3. **Suhrheinrich, J.**, Melgarejo, M., Root, B., Aarons, G.A., & Brookman-Frazee, L. (2021). Implementation of school-based services for students with autism: Barriers and facilitators across urban and rural districts and phases of implementation. *Autism*
4. Dickson, K., & **Suhrheinrich, J.**, (2021) Concordance between community supervisor and provider ratings of fidelity: Examination of multi-level predictors and outcomes. *Journal of Child and Family Studies*.
5. **Suhrheinrich, J.**, Schetter, P., England, A., Melgarejo, M., Nahmias, A.S., Dean, M. & Yasuda, P. (2020). Statewide interagency collaboration to support evidence-based practice scale up: The California autism professional training and information network (CAPTAIN). *Evidence-based Practice in Child & Adolescent Mental Health*.
6. Ledoux, M., **Suhrheinrich, J.** & Kraemer, B. (2020). Video modeling: efficacy and fidelity of

- implementation with high school educators. *Behavior Analysis in Practice*
7. **Suhrheinrich, J.**, Rieth, S. R., Dickson, K. S., & Stahmer, A. C. (2020). Exploring Associations Between Inner-Context Factors and Implementation Outcomes. *Exceptional Children*, 86(2), 155–173. <https://doi.org/10.1177/0014402919881354>
 8. Odom, S.L., Hall, L.J., & **Suhrheinrich, J.** (2019). Implementation Science, Behavior Analysis, and Supporting Evidence-based Practices for Individuals with Autism, *European Journal of Behavior Analysis*, DOI: [10.1080/15021149.2019.1641952](https://doi.org/10.1080/15021149.2019.1641952)
 9. **Suhrheinrich, J.**, Rieth, S.R., Dickson, K., Roesch, S., & Stahmer, A.C. (2019). Classroom pivotal response teaching: Teacher training outcomes of a community efficacy trial. *Teacher Education and Special Education*. <https://doi.org/10.1177/0888406419850876>
 10. Stahmer, A.C., **Suhrheinrich, J.**, Roesch, S., Zeedyk, S.M., Wang, T., Chan, N., Lee, H.S. (2019). Evaluating key intervention components: The relationship between fidelity and child response. *Research in Developmental Disabilities*. <https://doi.org/10.1016/j.ridd.2019.04.003>
 11. Stadnick, N., Meza, R., **Suhrheinrich, J.**, Aarons, G.A., Brookman-Frazee, L., Lyon, A.R., Mandell, D.S., & Locke, J. (2019). Leadership profiles associated with the implementation of behavioral health evidence-based practices in schools. *Autism* <https://doi.org/10.1177/1362361319834398>
 12. **Suhrheinrich, J.**, Dickson, K., Chan, N., Chan, J., Wang, T., & Stahmer, A.C. (2019). Fidelity assessment in community programs: An approach to validating simplified methodology. *Behavior Analysis in Practice*. <https://doi.org/10.1007/s40617-019-00337-6>
 13. Brookman-Frazee, L., Chlebowski, C., **Suhrheinrich, J.**, Finn, N., Dickson, K.S., Aarons, G.A., Stahmer, A.C. (2019). Characterizing shared and unique implementation influences in two community service systems for autism: Applying the EPIS framework to two large-scale autism intervention community effectiveness trials. *Administration and Policy in Mental Health and Mental Health Services Research*. [10.1007/s10488-019-00931-4](https://doi.org/10.1007/s10488-019-00931-4)
-I participated in data collection, interpretation of results, and writing of the discussion section.
 14. Maddox, B. B., Rump, K. M., Stahmer, A. C., Suhrheinrich, J., Rieth, S. R., Nahmias, A. S., Nuske, H. J., Reisinger, E. M, Crabbe, S. R., Bronstein, B., & Mandell, D. S. (2019). Concordance between a U.S. educational autism classification and the autism diagnostic observation schedule. *Journal of Clinical Child and Adolescent Psychology*. Advance online publication. doi:10.1080/15374416.2019.1567345
 15. Stahmer, A.C., **Suhrheinrich, J.**, Schetter, P., & McGee Hassrick, E. (2018). Exploring multi-level system factors facilitating educator training and implementation of evidence-based practices (EBP): A study protocol. *Implementation Science*. <https://doi.org/10.1186/s13012-017-0698-1>
 16. Dickson, K.S., **Suhrheinrich, J.**, Rieth, S.R., & Stahmer, A.C. (2017). Parent and teacher concordance of child outcomes for youth with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-017-3382-z>
 17. **Suhrheinrich, J.** & Chan, J. (2017). Exploring the effect of immediate video feedback on coaching. *Journal of Special Education Technology*, 32, 47-53. doi: 10.1177/0162643416681163^
 18. **Suhrheinrich, J.**, Dickson, K.S., Rieth, S.R., Lau, A.F.*, & Stahmer, A.C. (2016). Exploring the relationship between classroom type and teacher fidelity of implementation. *International Electronic Journal of Elementary Education*. 9, 1-20.^
 19. Stahmer, A.C., **Suhrheinrich, J.**, Rieth, S. (2016). A pilot examination of the adapted protocol for classroom pivotal response teaching. *Journal of the American Academy of Special Education Professionals*. Winter, 119
 20. **Suhrheinrich, J.** (2015). A sustainable model for training teachers to use pivotal response training. *Autism: International Journal of Science and Practice*, 19. doi: [10.1177/1362361314552200](https://doi.org/10.1177/1362361314552200)
 21. Rieth, S., Stahmer, A.C., Schreibman, L., & **Suhrheinrich, J.** (2014). Examination of the prevalence of overselectivity in children with ASD. *Journal of Applied Behavior Analysis*. 48, 71-84.
 22. Rieth, S., Stahmer, A.C., **Suhrheinrich, J.**, Schreibman, L., Kennedy, J.*, & Ross, B.* (2013). Identifying critical elements of treatment: Examining the use of turn taking in autism intervention. *Focus on Autism and Other Developmental Disabilities*, 29(3).

23. **Suhrheinrich, J.**, Stahmer, A. C., Reed, S., & Schreibman, L., Reisinger, E. & Mandell, D. (2013). Implementation challenges in translating pivotal response training into community settings. *Journal of Autism and Developmental Disorders*, 43, 2970-2976. doi: 10.1007/s10803-013-1826-7
24. Reed, S., Stahmer, A.C., **Suhrheinrich, J.**, & Schreibman, L. (2013). Stimulus overselectivity in typical Development: Implications for teaching children with autism. *Journal of Autism and Developmental Disorders*, 43(6).
25. Stahmer, A. C., **Suhrheinrich, J.**, Reed, S., & Schreibman, L. (2012). What works for you? Using teacher feedback to inform adaptations of an evidence-based practice for classroom use. *Autism Research and Treatment*. Article ID 709861
26. **Suhrheinrich, J.** (2011). Training teachers to use pivotal response training with children with autism: Coaching as a critical component. *Teacher Education and Special Education*, 34 (4), 339-349.
27. Stahmer, A. C., **Suhrheinrich, J.**, Reed, S., Bolduc, C., Schreibman, L. (2010). Pivotal response teaching in the classroom setting. *Preventing School Failure*, 54 (4) 265-274.
28. **Suhrheinrich, J.**, Stahmer, A. C., Schreibman, L. (2007). A preliminary assessment of teachers' implementation of pivotal response training. *Journal of Speech, Language Pathology and Applied Behavior Analysis*, 2 (1), 8-20.

Book Chapters

1. Brookman-Fraze, L., Baker-Ericzén, M., Chan, J., Dickson, K., Rieth, S., Haine-Schlagel, R., Stadnick, N., Stahmer, A., **Suhrheinrich, J.** (in press). Applying dissemination and implementation science to facilitate community implementation of evidence-based interventions. *Handbook of Autism and Pervasive Developmental Disorder*. Springer.
2. Stahmer, A.C., **Suhrheinrich, J.**, & Hall, L.J. (2019). Academics and Naturalistic Developmental Behavioral Interventions. In E. McNerny and Y. Bruinsma (Eds.) *Naturalistic Developmental Behavioral Interventions*. Guilford Publishing Co.
3. **Suhrheinrich, J.**, Zeedyk, S., Vejnosa, S., & Stahmer, A.C. (2019). Educator involvement in Research and Evaluation. In J. Roberts (Ed.) *Autism and Education: An International Handbook*. Sage Publishing.
4. **Suhrheinrich, J.**, Hall, L. J., Reed, S., Stahmer, A. C., & Schreibman, L. (2014). Evidence-based intervention for autism. In L. Wilkenson (Ed.) *Autism Spectrum Disorders in Children and Adolescents: Evidence-based Assessment and Intervention in Schools*. American Psychological Association Press.
5. Schreibman, L., **Suhrheinrich, J.**, Stahmer, A.C. & Reed, S. (2012). Translating evidence-based practice from the laboratory to the classroom: The development of classroom pivotal response teaching. In P. Mundy and A. Mastergeorge (Eds.) *Educational Interventions for Students with Autism*.
6. Schreibman, L., Stahmer, A. C., **Suhrheinrich, J.** (2009). Enhancing generalization of treatment effects via pivotal response training and the individualization of treatment protocols. In C. Whalen (Ed.) *Real Life, Real Progress for Children with Autism Spectrum Disorders: Strategies for Successful Generalization*, Baltimore, MD: Paul H. Brookes Publishing Co.

Editorials

1. Stahmer, A.C., **Suhrheinrich, J.**, & Mandell, D. (2016). The importance of characterizing intervention for individuals with autism. *Autism: International Journal of Science and Practice*, 20: 386-387, doi:10.1177/1362361316637503

Recent Refereed Proceedings

1. Stahmer, A.C., Suhrheinrich, J., & McGhee Hassrick, E. (2021, Sept). Integrating implementation science into early childhood education research: The importance of leadership and social networks. Invited presentation virtually presented at the annual meeting for the Council for Exceptional Children, Division on Early Childhood.
2. Suhrheinrich, J., Melgarejo, M., Nahmias, A.S., Schetter, P., & Stahmer, A.C. (2021, May). Mixed methods evaluation of implementation climate and leadership within education programs for students with ASD. Panel presentation virtually presented at the annual meeting for the International Society for Autism Research.
3. Melgarejo, M., Nahmias, A.S., Holt, T. Suhrheinrich, J., Schetter, P., & Stahmer, A.C. (2021, May). Outcomes of high-quality training on teacher implementation of EBPs for ASD. Poster presented virtually at the annual meeting for the International Society for Autism Research.
4. Nahmias, A.S., Li, J., Melgarejo, M., Schetter, P., Suhrheinrich, J., & Stahmer, A.C. (2020, November). Exploration of inter-and intra-Agency factors influencing the use, recommendation, or training of cognitive behavioral interventions within CAPTAIN. Oral presentation to be presented at the annual conference for the Association for Behavioral and Cognitive Therapies Annual Conference. Philadelphia, PA.
5. McGhee Hassrick, E., Stahmer, A.C., Suhrheinrich, J., Friedman, C., Schetter, P., Nahmias, A.C., Melgarejo, M., & Li, J. (2020, May). Social capital and professional development: Investigating the social support networks of professional trainers who support special education teachers of children with Autism Spectrum Disorder. Poster accepted, annual meeting for the International Society for Autism Research. Seattle, WA. (Conference canceled).
6. Suhrheinrich, J., Melgarejo, M., Ventenilla, B., & Aarons, G. (2020, May). Special education leaders' feedback to inform adaptation of the leadership and organizational change for implementation intervention. Oral presentation accepted, annual meeting for the International Society for Autism Research. Seattle, WA. (Conference canceled).
7. Melgarejo, M., Root, B., Vejnaska, S., Dickson, K., Rieth, S., & Suhrheinrich, J. (2020, May). Evaluating possible disparities in school-provided services for students with ASD: A systematic review. Poster accepted, annual meeting for the International Society for Autism Research. Seattle, WA. (Conference canceled).
8. Melgarejo, M., & Suhrheinrich, J. (2020, February). Teaching strategies that advance the 1st and 2nd grade reading skills of English language learners. Poster presented at the biennial Conference on Research Innovations in Early Intervention. San Diego, CA.
9. McGhee Hassrick, E., Friedman, C., Schetter, P., Melgarejo, M., Nahmias, A., Li, J., Suhrheinrich, J., & Stahmer, A. (2020, January). The impact of social networks on scaling up evidence-based autism practices in schools. Poster presented at the annual Principal Investigators Meeting for the Institute for Education Sciences. Washington, DC
10. Li, J., Schetter, P., Melgarejo, M., Nahmias, A., Suhrheinrich, J., & Stahmer, A. (2019, November). Critical conversations for increasing training in evidence-based practices for autism: Examining the relationship between trainer performance and administrator interactions. Poster presented at the Association for University Centers on Disabilities Conference. Washington, DC.
11. Melgarejo, M., & Suhrheinrich, J. (2019, September). Exploring variability in implementation leadership and climate across organizational level. Poster presented at the Society for Implementation Research Conference (SIRC). Seattle, WA.

12. Suhrheinrich, J., Schetter, P., England, A., Melgarejo, M., Nahmias, A., & Stahmer, A. (2019, September). Creating academic and organizational synergy within public education to support state-wide scale up of EBP for students with Autism Spectrum Disorder. Poster presented at the Society for Implementation Research Conference (SIRC). Seattle, WA.
13. Nahmias, A., Melgarejo, M., Schetter, P., Suhrheinrich, J., Li, J., Jackson, S., & Stahmer, A. (2019, September). The role of outer contextual factors in the state-wide implementation of evidence-based practices for students with Autism Spectrum Disorder. Poster presented at the Society for Implementation Research Conference (SIRC). Seattle, WA.
14. Ventenilla, B., Melgarejo, M., & Suhrheinrich, J. (2019). Perceived influences on the implementation of evidence-based practices for students with Autism Spectrum Disorder in schools. Public Health Research Day. University of California San Diego, Institute for Public Health.
15. Melgarejo, M., Ventenilla, B., & Suhrheinrich, J. (2019). Comparing implementation of ASD interventions between urban and rural schools. International Society for Autism Research (INSAR). Montreal, QB.
16. Suhrheinrich, J., Melgarejo, M., Nahmias, A., Schetter, P., & Stahmer, A.C. (2019). Understanding the role of leadership in supporting high quality school services for students with ASD. International Society for Autism Research (INSAR). Montreal, QB.
17. Ventenilla, B., Melgarejo, M., & Suhrheinrich, J. (2019). Proactive Planning for Evidence-Based Practices in Schools. International Society for Autism Research (INSAR). Montreal, QB.
18. Ventenilla, B., Melgarejo, M., & Suhrheinrich, J. (2019). Identifying factors that influence the implementation of evidence-based practices for students with Autism Spectrum Disorder across district types. Association for Behavior Analysis International (ABAI). Chicago, IL.
19. Nahmias, A.S., Melgarejo, M., Schetter, P., Stahmer, A.C., & Suhrheinrich, J. (2018). Climate and leadership factors related to implementation of evidence-based practices in school-based services for Autism Spectrum Disorder. Association for Behavioral and Cognitive Therapies (ABCT). Washington, D.C.
20. Ledoux, M.*, & Suhrheinrich, J., (May, 2018). Video Modeling for Students with Autism: Efficacy and Fidelity of Implementation in Three Student/Teacher Dyads. Poster presented at the Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
21. Hall, L., Suhrheinrich, J., & Odom, S. (May, 2018). Measuring Student Progress on Goals in Public Schools: Results from Two Large Intervention Trials. Paper presented at the Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
22. Chan, J., Jobin, A., Suhrheinrich, J., Rieth, S.R., & Stahmer, A.C. (May, 2018). Implementing Evidence-based Practices for Autism in Public Schools: Barriers and Recommendations. Paper presented at the Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
23. Suhrheinrich, J., Rieth, S.R., Roesch, S. & Stahmer, A.C. (May, 2018). *Examining Effectiveness of Classroom Pivotal Response Teaching in Public Schools*. Paper presented within symposium: "Developing ASD Interventions for End Users: Examining the Process and Impacts of Training Providers in Multiple Community Service Systems." International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.

Scholarly Awards

1. 2016-2018 Awarded NIH-sponsored Implementation Research Institute (IRI) Fellowship
2. 2014 Awarded NIMH-sponsored Child Implementation Prevention and Services (CHIPS) Fellowship

Funded Research Grants

1. \$2,241,980 – Health Resources & Services Administration Maternal & Child Health Bureau, “San Diego Leadership Education in Neurodevelopmental & Other Related Disabilities (LEND),” Co-Director, UC, San Diego (2021-2025)
2. \$1,399,850 – Institute of Educational Sciences “Developing an Empirically-based Adaptation and Training Model for Intervention Scale-up of Classroom Pivotal Response Teaching (CPRT),” Principal Investigator, San Diego State University (2020-2024)
3. \$99,989 – California Department of Developmental Services “Collaborative Development of Culturally Appropriate Resources for Parents of Individuals with Disabilities” (2020-2021)
4. \$38,000 – Organization for Autism Research- The CAPTAIN Adult Resources and Evaluation Project; Co-Investigator, 2020-2021
5. \$5,500,000 – California Department of Education, SELPA Content Lead for Autism Spectrum Disorders, Site – Principle Investigator, Marin County Office of Education, 2019-2023
6. \$1,396,830 – Institute of Educational Sciences Grant R324A170063 “Exploring Multi-level System Factors Facilitating Educator Training and Implementation of Evidence-based Practice,” Co-Principal Investigator, San Diego State University, 2017-2020
7. \$706,436 - NIMH Research Grant K01MH109574 “Evaluation of Implementation Factors for ASD Services in School Settings,” Principle Investigator, San Diego State University, 2016 – 2020
8. \$5,000 - Autism Science Foundation Research Enhancement Grant: “Use of Real-time Video Feedback to Enhance Teacher Training,” Principle Investigator, University of California, San Diego, 2014 – 2015
9. \$1,337,380 - NIMH Research Grant: U.S.P.H.S. Research Grant R21/R33 097033-01 “Optimization of Fidelity Procedures for Pivotal Response Training in Autism,” Co-Principal Investigator, University of California, San Diego, 2012 – 2017
10. \$2,545,268 - U.S. Department of Education Grant: R324A130349 “Examining the Efficacy of Classroom Pivotal Response Teaching in Classroom Environments,” Site-Principal Investigator, University of California, Davis, 2012 – 2016
11. \$1,964,143 - U.S. Department of Education Grant: R324B07002 “Translating Pivotal Response Training into Classroom Environments,” Investigator, Rady Children’s Hospital San Diego, 2007 – 2012
12. \$9,100 - National Foundation for Autism Research grant. “A Sustainable Training Model for Pivotal Response Training in the Classroom,” Investigator, University of California, San Diego, 2006

Participation in Professional Associations

1. International Society for Autism Research

2. Society for Implementation Research Collaboration
3. Association for Applied Behavior Analysis

SERVICE

Service to the Department of Special Education

1. **Member**, Diversity, Equity and Inclusion Committee (2019-present)
2. **Coordinator**, Special Education Writing Club (2017-2019)
3. **Member**, 2 Search Committees (2017-2018)
4. **Member**, Personnel Committee (2019-present)

Service to the College of Education

1. **Member**, Personnel Committee (2021)
2. **Chair**, COE Research Committee (2017-present)
3. **Member**, Dean's Urgent Response Team (2018-2019)

Service to the University

1. **Member**, Student Research Committee (2021)
2. **Faculty Judge**, Student Research Symposium (2017, 2019)
3. **Faculty Mentor**, Summer Undergraduate Research Program (2018, 2020)
4. **Executive Board**, SDSU Center for Autism and Developmental Disabilities (2018-present)

Service for the Profession

1. **Editorial Board**, Autism (2014-present)
2. **Editorial Board**, Journal of Early Intervention (2020 – present)
3. **Ad-hoc Reviewer**, Implementation Science (2020)
4. **Ad-hoc Reviewer**, School Leadership & Management (2017)
5. **Ad-hoc Reviewer**, Disability and Rehabilitation (2017)
6. **Ad-hoc Reviewer**, Health Research Policy and Systems (2017)
7. **Ad-hoc Reviewer**, Research in Autism Spectrum Disorder (2015-present)
8. **Ad-hoc Reviewer**, Young Exceptional Children (2014)
9. **Grant Reviewer**, Organization for Autism Research (2019, 2020)
10. **Grant Reviewer**, Clinical and Translational Research Institute, UC San Diego (2016)

Service for the Community

1. **Director of Research and Evaluation**, California Autism Professional Training and Implementation Network (CAPTAIN; 2018-present)
2. **Invited Presenter**, San Diego County Regional Center, Autism Services Series (2018)