

## **AMANDA MOSSMAN STEINER, PHD, BCBA-D**

Licensed Clinical Psychologist  
Board Certified Behavior Analyst

### **EDUCATION**

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Ph.D. in Clinical Psychology – *University of California, Santa Barbara* (06/2008)

Advisors: Robert and Lynn Koegel

M.A. in Counseling Psychology – *University of California, Santa Barbara* (06/2005)

Advisors: Robert and Lynn Koegel

B.A. in Psychology - *University of California, Berkeley* (05/2002)

### **CLINICAL TRAINING**

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Psychology Intern – *University of Colorado Denver, JFK Partners* (07/2007- 06/2008)

Advisors: Judy Reaven, Hal Lewis, and Audrey Blakeley-Smith

### **ACADEMIC APPOINTMENTS**

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Associate Research Scientist – *Yale Child Study Center, School of Medicine* (07/2010-12/2011)

Post-Doctoral Associate – *Yale Child Study Center, School of Medicine* (07/2008-06/2010)

Advisors: Katarzyna Chawarska, Ami Klin, and Celine Saulnier

### **LICENSURE AND CERTIFICATION**

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Licensed Psychologist

State of California – License #28118 (03/2016-present)

State of Connecticut – License #3040 (06/2010-05/2016)

Board Certified Behavior Analyst (08/2009-present)

### **ADDITIONAL TRAINING**

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NIH T32 Fellows Grant Writing Seminar (07/2008-06/2009)

Leadership and Education in Neurodevelopmental & related Disabilities (2008)

Pyramid Certified PECS Implementer (2006)

ADOS Administration and Research Reliability (2004)

ADI-R Administration and Research Reliability (2004)

### **HONORS AND AWARDS**

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Hosford Dissertation Award – *University of California, Santa Barbara* (2006)

Graduate Fee Fellowship – *University of California, Santa Barbara* (2003)

High Honors in Psychology – *University of California, Berkeley* (2002)

Psi Chi Honor Society – *University of California, Berkeley* (2002)

Phi Beta Kappa Honor Society - *University of California, Berkeley* (2002)

#### **PUBLICATIONS**

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**Steiner, A. M.**, Gengoux, G., Smith, A., & Chawarska, K. (2018). Parent-child interaction synchrony for infants at-risk for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*(10), 3562-3572.

**Steiner, A. M.** & Gengoux, G. (2018). Strength-based approaches to working with families of children with ASD. In M. Siller & L. Morgan (Eds.), *Handbook of Parent-Implemented Interventions for Very Young Children with Autism*. New York, NY: Springer-Verlag.

Bradshaw, J., **Steiner, A. M.**, Gengoux, G., & Koegel, L. (2015). Feasibility and effectiveness of very early intervention for infants at-risk for autism spectrum disorder: A Systematic Review. *Journal of Autism and Developmental Disorders*, *45*(3), 778-794.

**Steiner, A. M.**, Gengoux, G., Klin, A., & Chawarska, K. (2013). Pivotal Response Treatment for infants at-risk for ASD. *Journal of Autism and Developmental Disorders*, *43*, 91-102.

**Steiner, A. M.** (2013). Early Social Communication Scales. In F. R. Volkmar (Ed.), *The Encyclopedia of Autism Spectrum Disorders* (pp. 399-400), New York, NY: Springer-Verlag.

**Steiner, A. M.** (2013). Bayley Scales of Infant Development – III. In F. R. Volkmar (Ed.), *The Encyclopedia of Autism Spectrum Disorders* (pp. 1033-1034), New York, NY: Springer-Verlag.

**Steiner, A. M.** & Gengoux, G. (2012). *Motivating Infants and Toddlers to Communicate: Applications of Pivotal Response Treatment*. New Haven, CT: Yale University.

**Steiner, A. M.**, Goldsmith, T., Snow, A., & Chawarska, K. (2012). Practitioner's guide to assessment of autism spectrum disorders in infants and toddlers. *Journal of Autism and Developmental Disorders*, *42*, 1183-96.

**Steiner, A. M.**, Koegel, R., Koegel, L., & Ence, W. (2012). Issues and theoretical constructs regarding parent education for autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *42*, 1218-27

Reichow, B., **Steiner, A. M.**, & Volkmar, F. (2012). Social skills groups for people aged 6 to 21 with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews*, *11*(7).

Chawarska, K., **Steiner, A. M.**, Snow, A., & Goldsmith, T. (2012). Autism in infants and toddlers. *Human Developmental Research, 25*, 235-264.

**Steiner, A. M.** (2011). A strength-based approach to parent education for children with autism. *Journal of Positive Behavior Interventions, 13*, 178-90.

Smith, S. R., **Servesko, A. M.**, Edwards, J. A., Barazani, S., Blazer, A. L., Green, J. G., Little, J.A., Nowinski, L. A., & Rahban, R. (2008). Exploring the validity of the Comprehensive Trail Making Test. *The Clinical Neuropsychologist, 22*(3):507-18.

Smith, S.R., Chang, J., Schnoebelin, K.A., Edwards, J.W., **Servesko, A.M.**, & Walker, S.J. (2007). The psychometrics of a simple method for scoring organizational approach to the Rey-Osterrieth Complex Figure. *Journal of Neuropsychology, 1*, 39-51.

Shiota, M.N., Keltner, D., & **Mossman, A.** (2007). The nature of awe: Elicitors, appraisals, and effects on self-concept. *Cognition and Emotion, 21*(5), 944-963.

Koegel, R. L., Sze, K., **Mossman, A.**, & Koegel, L. K., Brookman-Frazee, L. (2006). First Words: Getting verbal communication started. In R. L Koegel & L. K. Koegel (Eds.), *Pivotal Response Treatments* (pp.141-163). Baltimore, MD: Brooks Publishing.

Koegel, R. L., Tran, Q., **Mossman, A.**, & Koegel L. K. (2006). Applying pivotal response training to school assigned homework for children with autism to improve motivation and performance. In R. L. Koegel and L. K. Koegel (Eds.), *Pivotal Response Treatments*, (pp. 81-91). Baltimore, MD: Brooks Publishing.

#### **GRANTS AND SUPPORT**

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NIH - R03 MH092617 (2012-2014)

*Pivotal Response Treatment for Infants At-Risk for ASD*

A randomized-controlled trial of PRT for 12-month old infants at-risk for ASD.

Hosford Grant (07/2006-06/2007)

*A Strength-Based Model of Parent Education for Children with Autism*

Evaluated the effects of a strength-based approach to parent education for children with autism on parental well-being and child behavior.

#### **TEACHING EXPERIENCE**

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**Thesis Advisor** – Yale University (07/2009-06/2010)

Program for Master of Science in Developmental Neuroscience and Psychopathology in collaboration with the University College London and The Anna Freud Centre

Student: Udita Iyengar

“Maternal Mind-Mindedness in Infants At-Risk for Autism Spectrum Disorders:  
Associations with Language and Social-Communication Skills”

**Mentor** – *Yale University (07/2008-12/2011)*

Research and career mentor for undergraduate students and research assistants.

**Teaching Assistant** - *University of California, Santa Barbara*

Basic Practicum I (W07)

Basic Practicum II (Sp07)

Neuroanatomy and Psychopharmacology (F06)

**Guest Lecturer** – *University of California, Santa Barbara*

Introduction to Autism (W06, W05)

Neuropsychological Assessment (S06)

Single-Case Experimental Design (F05)

Behavioral Assessment and Intervention (S05)

Cognitive Development in Autism and Other Severe Disabilities (W03)

#### **CLINICAL EXPERIENCE**

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**Clinical Psychologist** – *University of California, Davis – MIND Institute (10/2025-present)*

Provide comprehensive psychological evaluations for patients in the Massie Family Clinic at the UC Davis MIND Institute.

**Research Psychologist** – *University of California, Davis – MIND Institute (02/2022-09/2025)*

Oversee clinical characterization of individuals enrolled in longitudinal studies of environmental and genetic factors in neurodevelopmental disorders. Perform research-reliable diagnostic and cognitive assessments. Facilitate outreach and support for participants. Conduct original research.

**Clinical Psychologist** – *Sierra Assessment Center (04/2024-present)*

Private practice conducting comprehensive developmental assessments for children with suspected autism and developmental disabilities.

**Forensic Psychologist** – *Forensic Psychology Associates (01/2024-present)*

Conducting independent medical evaluations for individuals with suspected developmental disabilities, including neuropsychological assessment and evaluation of trauma.

**Director of Clinical Training** – *Autism Center of Northern California (07/2022-06/2024)*

Directed clinical training program for graduate student trainees in developmental assessment for children and adults with neurodevelopmental disorders.

**Clinical Supervisor – Neurodevelopmental Assessment Clinic, Autism Center of Northern California (07/2021-06/2024)**

Supervised graduate student trainees to conduct diagnostic assessments for both children and adults across a wide range of presenting concerns, with a focus on neurodevelopmental disorders.

**Psychologist – Autism Center of Northern California (09/2020-06/2021)**

Developed continuity of care intervention programs for families of children with ASD.

**Consultant – Yale Child Study Center (2012-2014)**

Provided training and supervision of intervention for infants at-risk for ASD.

**Associate Research Scientist & Clinical Supervisor – Yale Child Study Center (07/2010-12/2011)**

Organized and conducted clinical training on comprehensive assessment with infants and toddlers with developmental disabilities for post-doctoral fellows, psychology interns, and psychiatrists. Provided clinical supervision on diagnostic evaluations for infants and toddlers with developmental disabilities as well as infant siblings at-risk for ASD. Provided early intervention services.

**Post-Doctoral Associate – Yale Child Study Center (07/2008-06/2010)**

Conducted comprehensive diagnostic assessments on infants at-risk for ASD and other developmental disorders. Developed early intervention programs.  
Supervisors: Katarzyna Chawarska & Celine Saulnier

**Clinical Psychology Intern – University of Colorado Denver (07/2007-06/2008)**

JFK Partners Autism and Developmental Disabilities Clinic

Conducted comprehensive psychological evaluations for children and adults presenting with ASD and other disabilities. Provided individual, family, and group therapy for children and adults with ASD.

Supervisors: Judy Reaven & Audrey Blakeley-Smith

University of Denver – Child Learning Disability and Neuropsychology Clinic

Conducted neuropsychological evaluations for children with learning disabilities  
Supervisors: Bruce Pennington & Marge Riddle

Children’s Hospital Denver – Pediatric Rehabilitation

Conducted neuropsychological evaluations and therapy for children presenting with traumatic brain injury.

Supervisor: Deedre Werner

**Outpatient Clinic Supervisor** – *University of California, Santa Barbara* (07/2006-06/2007)  
**Neuropsychological Assessment Clinician and Supervisor** – *UCSB* (07/2004-06/2007)  
**Autism Therapist and Supervisor** – *UCSB* (07/2002-06/2007)  
**School Therapist** – *Goleta Valley School District, Goleta, CA* (2005)  
**Outpatient Clinic Therapist** – *UCSB* (07/2004-06/2006)  
**Behavioral Consultant** – *Holdsambeck and Associates, Santa Barbara, CA* (07/2002-06/2003)  
**Therapist** – *Children’s Hospital Autism Intervention, Oakland, CA* (2002)

#### **SELECTED PROFESSIONAL PRESENTATIONS**

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- Steiner, A. M.** (2013, September). Infants at-risk for ASD: Findings from parent-child interactions and interventions. Presented at the Pivotal Response Treatment Conference, Santa Barbara, CA.
- Steiner, A. M.** (2012, September). Infant Pivotal Response Treatment. Presented at the Pivotal Response Treatment Conference, Santa Barbara, CA.
- Steiner, A. M.** (2012, September). Parent Professional Partnerships: Problems, Solutions, and Discussion. Presented at the Pivotal Response Treatment Conference, Santa Barbara, CA.
- Steiner, A. M.** (2012, July). Pivotal Response Treatment for Infants At-Risk for ASD. Presented at the University of New Mexico Autism Research Seminar. Albuquerque, NM.
- Steiner, A. M.** (2011, May). Treatment as Usual: Control Group or Legitimate Contender? Symposium presented at the International Meeting for Autism Research, San Diego, CA
- Steiner, A. M.** (2010, May). Infant siblings of children with autism: A pilot intervention. Poster presented at the International Meeting for Autism Research, Philadelphia, PA
- Mossman, A.** (2009, May). Using a strength-based approach to parent-education for children with autism. Poster presented at the International Meeting for Autism Research, Chicago, IL
- Mossman, A.,** Koegel, R. L., Sze, K. M., Bruinsma, Y., & Koegel, L. K. (2005, August). Using routines in early intervention for nonverbal children with autism. In R. Koegel (Chair), *Pivotal Response Treatments for Children with Autism*. Symposium conducted at the annual conference for the American Psychological Association, Washington D.C.

**Mossman, A.**, Koegel, R. L., Sze, K. M., Bruinsma, Y. & Koegel, L. K. (2005, May).  
Facilitating Speech in Young Nonverbal Children with Autism. In K. Sze (Chair),  
*Early Intervention for Children with Autism*. Symposium conducted at the  
Association for Behavior Analysis, Chicago, IL

**Mossman, A.**, Koegel, R. L., Sze, K. M., Brunisma, Y. & Koegel, L. K. (2005, February).  
Routine-based prompts for nonverbal children with autism. In K. Sze (Chair),  
*Family Support and Early Intervention for Young Children with Autism Spectrum  
Disorders*. Symposium presented at the California Association for Behavior  
Analysis, Dana Point, CA

**PROFESSIONAL SERVICE**

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*Ad-hoc reviewer*

Journal of Autism and Developmental Disorders  
Journal of Positive Behavior Interventions  
Cochrane Database of Systematic Reviews

UNRETAINED EXPERT