

**BIOGRAPHICAL SKETCH**

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Kaiser, Ann P.	POSITION TITLE Susan Gray Chair in Education and Human Development
eRA COMMONS USER NAME (credential, e.g., agency login) ANN.KAISER	

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Kansas State University, Manhattan	BS	1970	Speech and Political Science
University of Kansas, Lawrence	MA	1973	Early Childhood and Human Development
University of Kansas, Lawrence	PhD	1974	Development and Child Psychology

**A. Positions and Honors**

**Positions and Employment**

- 1974 – 1975 Postdoctoral Fellow, NIH, Department of Human Development, University of Kansas and Kansas Neurological Institute
- 1975 – 1982 Research Associate, Bureau of Child Research, Lawrence, Kansas
- 1977 – 1982 Research Coordinator, Kansas Research Institute for the Early Childhood Education of the Handicapped
- 1982 – 1988 Associate Professor, Departments of Special Education and of Psychology and Human Development, Vanderbilt University
- 1988 – pres Professor, Departments of Special Education and of Psychology and Human Development, Vanderbilt University
- 1990 – 1991 Visiting Scientist, Section on Language, Cognition and Neuropsychology in the Division of Behavioral Biology, Yerkes Regional Primate Research Center, Emory University
- 1992 – pres Director, Institute on Prevention, Early Intervention and Families, John F. Kennedy Center, Peabody College, Vanderbilt University
- 1995 – 1998 Chair, Department of Special Education, Peabody College, Vanderbilt University
- 2001 – 2002 Harvie Branscomb Distinguished Professor, Vanderbilt University
- 2003 – 2004 Deputy Director, Vanderbilt Kennedy Center on Human Development, Vanderbilt University
- 2004 – pres Director, Family Research Program, Vanderbilt Kennedy Center on Human Development, Vanderbilt University
- 2006 – pres Susan Gray Chair in Education and Human Development, Peabody College of Vanderbilt University

**Other Experience and Professional Memberships**

- 1985 Fellow, American Psychological Association, Division 25
- 1990 – 1993 Member, Mental Retardation Review Committee, NICHD
- 1992 Fellow, American Psychological Association, Division 34
- 1997 – 2000 Member, Child and Adolescent Prevention Research Panel, NIMH
- 2000 – 2003 Member, Biobehavioral and Behavioral Process Study Sections 3, 6

**B. Selected peer-reviewed publications (in chronological order)**

- Kaiser, A. P., Hemmeter, M. L., Ostrosky, M. M., Alpert, C. L., & Hancock, T. B. (1995). The effects of group training and individual feedback on parent use of milieu teaching. *Journal of Childhood Communication Disorders, 16*, 39-48.
- Kaiser, A. P., & Hester, P. P. (1995). How everyday environments support children's communication. In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Community, school, family, and social inclusion through positive behavioral support*. Baltimore: Paul H. Brookes.
- Kaiser, A. P., Hester, P. P., Alpert, C. L., & Whiteman, B. C. (1995). Preparing parent trainers: An experimental analysis of effects on trainers, parents, and children. *Topics in Early Childhood Special Education, 14*, 385-414.
- Ostrosky, M. M., & Kaiser, A. P. (1995). The effects of a peer-mediated intervention on the social communicative interactions between children with and without special needs. *Journal of Behavioral Education, 5*, 151-171.
- Yoder, P. J., Kaiser, A. P., Goldstein, H., Alpert, C., Mousetis, L., Kaczmarek, L., & Fischer, R. (1995). An exploratory comparison of milieu teaching and responsive interaction in classroom applications. *Journal of Early Intervention, 19*(3), 218-242.
- Hancock, T. B., & Kaiser, A. P. (1996). Siblings' use of milieu teaching at home. *Topics in Early Childhood Special Education, 16*, 168-190.
- Hester, P. P., Kaiser, A. P., Alpert, C. L., & Whiteman, B. (1996). The generalized effects of training trainers to teach parents to implement milieu teaching. *Journal of Early Intervention, 20*(1), 30-51.
- Kaiser, A. P., & Delaney, E. M. (1996). The effects of poverty on parenting young children. *The Peabody Journal of Education, 71*(4), 66-85.
- Kaiser, A. P., Hemmeter, M. L., & Hester, P. P. (1996). The facilitative effects of input on children's language development: Contributions from studies of enhanced milieu teaching. In L. B. Adamson & M. A. Romski (Eds.), *Research on communication and language disorders: Contributions to theories of language development*. Baltimore: Paul H. Brookes Publishing Co.
- Kaiser, A. P., Hester, P. P., & Olive, M. (1996). Designing environments to facilitate communication and positive social behavior. In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Community, school, family, and social inclusion through positive behavioral support*.
- Odom, S. L., & Kaiser, A. P. (1996). Prevention and early intervention during early childhood: Theoretical and empirical bases for practice. In W. E. MacLean (Ed.), *Handbook on mental deficiency, psychological theory and research* (3rd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- Odom, S. L., Peck, C. A., Hanson, M., Beckman, P. J., Kaiser, A., Lieber, J., Horn, E. M., Brown, W. H., & Schwartz, I. (1996). Inclusion of preschool children with disabilities: An ecological systems perspective. *SRCD Social Policy Report, Vol. X*, 18-30.
- Thompson, T., & Kaiser, A. (Eds.). (1996). *The John F. Kennedy Center at 30: Searching for solutions* (vol. 71). Hillsdale, N.J.: Lawrence Erlbaum.
- Kaiser, A. P., & Hester, P. P. (1997). Prevention of conduct disorders through early intervention: A conceptual model. *Behavioral Disorders, 22*(3), 117-130.
- Hester, P. P., & Kaiser, A. P. (1998). Early intervention for the prevention of behavior disorders: Research issues in early identification, implementation, and interpretation of treatment outcomes. *Behavioral Disorders, 24*(1), 58-66.
- Kaiser, A. P. (1998). Teaching functional communication skills. In M. E. Snell (Ed.), *Instruction of students with severe disabilities* (5th ed., pp. 453-492). New York: Macmillan.
- Kaiser, A. P., Hancock, T. B., & Hester, P. P. (1998). Parents as co-interventionists: Research on applications of naturalistic language teaching procedures. *Infants and Young Children, 10*(4), 1-11.
- Mahoney, G., Kaiser, A., Girolometto, L., MacDonald, J., Robinson, C., Safford, P., & Spiker, D. (1999). Parent education in early intervention: A call for a renewed focus. *Topics in Early Childhood Special Education, 19*, 131-140.
- Kaiser, A., Mahoney, G., Girolometto, L., MacDonald, J., Robinson, C., Safford, P., & Spiker, D. (1999). [Rejoinder] Toward a contemporary vision of parent education. *Topics in Early Childhood Special Education, 19*, 173-176.
- Kaiser, A. P., Hancock, T. B., Cai, X., Foster, E. M., & Hester, P. P. (2000). Parent-reported behavior problems and language delays in boys and girls enrolled in Head Start classrooms. *Behavioral Disorders, 26*(1), 26-41.
- Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced milieu teaching on the social communication of children who have autism. *Journal of Early Education and Development [Special Issue], 11*(4), 423-446.
- Kaiser, A. P., Tapp, J., Solomon, N. A., Delaney, E. M., Ezell, S. S., Hester, P. P., & Hancock, T. B. (2000). Observing complex adult-child interactions. In T. Thompson, D. Felce, & F. J. Symons (Eds.), *Behavioral observations* (pp. 177-192). Baltimore, MD: Brookes.
- Kim, O. H., & Kaiser, A. P. (2000). Language characteristics of children with Attention Deficit Hyperactivity Disorder. *Communication Quarterly, 21*, 154-165.

- Delaney, E. M., & Kaiser, A. P. (2001). The effects of teaching parents blended communication and behavior support strategies. *Behavioral Disorders, 26*(2), 93-116.
- Kaiser, A. P., & Delaney, E. M. (2001). Responsive conversations: Creating opportunities for naturalistic language teaching. *Young Exceptional Children Monograph Series No. 3*, 13-23.
- Kaiser, A. P., Hester, P. P., & McDuffie, A. S. (2001). Supporting communication in young children with developmental disabilities. In D. Felce & E. Emerson (Eds.), *MRDD research reviews* (vol. 7, p. 2).
- Craig-Unkefer, L. A., & Kaiser, A. P. (2002). Improving the social communication skills of at-risk preschool children in a play context. *Topics in Early Childhood Special Education, 22*, 3-13.
- Hancock, T. B., & Kaiser, A. P. (2002). The effects of trainer-implemented enhanced milieu teaching on the social communication of children who have autism. *Topics in Early Childhood Special Education, 22*, 39-54.
- Kaiser, A. P., Cai, X., Hancock, T. B., & Foster, E. M. (2002). Teacher-reported behavior problems and language delays in boys and girls in Head Start. *Behavioral Disorders, 28*, 23-39.
- Kaiser, A. P., & Hancock, T. B. (2003). Teaching parents new skills to support their young children's development. *Infants and Young Children, 16*(1), 9-21.
- Craig-Unkefer, L. A., & Kaiser, A. P. (2003). Increasing peer-directed social communication skills of children enrolled in Head Start. *Journal of Early Intervention, 25*(4), 229-247.
- Qi, C., Kaiser, A. P., Milan, S. E., Yzquierdo, Z., & Hancock, T. B. (2003). The performance of low-income, African-American children on the Preschool Language Scale-3. *Journal of Speech, Language, and Hearing Research, 46*(3), 576-590.
- Garfinkle, A. N., & Kaiser, A. P. (2004). Communication for students with severe disabilities in inclusive classrooms. In C. Kennedy & E. Horn (Eds.), *Including Students with Severe Disabilities*, 120-137.
- Cai, X., Kaiser, A. P., & Hancock, T. B. (2004). Parent and teacher agreement on child behavior checklist: items in a sample of preschoolers from low-income and predominantly African-American families. *Journal of Clinical Child & Adolescent Psychology, 33*(2) 303-312.
- Qi, C. H., & Kaiser, A. P. (2004). Problem behaviors of low-income children with language delays: An observation study. *Journal of Speech, Language, and Hearing Research, 47*.
- Stanton-Chapman, T. L., Chapman, D. A., Kaiser, A. P., & Hancock, T. B. (2004). Cumulative risk and low income children's language development. *Topics in Early Childhood Special Education, 24*(4), 227-237.
- Hancock, T. B. & Kaiser, A. P. (2006). Enhanced Milieu Teaching. In R. McCauley & M. Fey (Eds.) *Treatment of Language Disorders in Children*. Baltimore: Paul Brookes.
- Kaiser, A. P., & Grim, J. C. (2005). Teaching functional communication skills. In M. Snell & F. Brown (Eds.), *Instruction of Students with Severe Disabilities*. Upper Saddle River, NJ: Pearson.
- Feil, E.G., Small, J. W., Forness, S. R., Serna, L. A., Kaiser, A. P., Hancock, T. B., Bryant, D., Kuperschmidt, J., Burchinal, M. R., Gunn-Brooks, J., Boyce, C. A., Lopez, M. L. (2005). Using different measures, informants, and clinical cut-off points to estimate prevalence of emotional or behavioral disorders in preschoolers: Effects on age, gender, and ethnicity. *Behavioral Disorders, 40*(4), 375-391.
- Hodapp, R. M., Glidden, L. M., & Kaiser, A. P. (2005). Siblings of persons with disabilities: Toward a research agenda. *Mental Retardation, 43*(5). 334-338.
- Trent, J. A., Kaiser, A. P., & Wolery, M. (2005). The use of responsive interaction strategies by siblings. *Topics in Early Childhood Special Education, 25*(2), 107-118.
- Qi, C. H., Kaiser, A. P., & Milan, S. (2006). Children's behavior during teacher-directed and child-directed activities in Head Start. *Journal of Early Intervention, 28* (2), 97-110.
- Qi, C. H., Kaiser, A. P., Milan, S., & Hancock, T. B. (2006). The performance of of low-income African American on the Peabody picture Vocabulary Test III. *Language, Speech, and Hearing Services in the School, 37*, 1-12.
- Kaiser, A. P., Hancock, T. B., & Trent, J. A. (2007). Teaching parents communication strategies. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness, 1*, 107-136.
- Kaiser, A.P., & Trent, J. A. (2007). Communication intervention for young children with disabilities: Naturalistic approaches to promoting development. In S. Odom, R. Horner, M. Snell & J. Blacher (Eds.). *Handbook of Developmental Disabilities*. New York: Guilford Press.
- Trent, J. A., Kaiser, A. P., & Frey, J. R. (2007). Older siblings' use of responsive interaction strategies and the effects on their younger siblings with Down syndrome. *Journal of Early Intervention, 29* (4), 273-286.
- Scherer, N. J., & Kaiser, A. P. (2007). Early intervention for children with cleft palate. *Infants and Young Children, 20*(4), 355-366.
- Qi, C. H., Kaiser, A. P., & Milan, S. (in press). Children's behavior during structured and unstructured class activities in Head Start. *Journal of Early Intervention*.
- Stanton-Chapman, T. L., Kaiser, A. P., Vijay, P., & Chapman, C. (in press). A Multi-component intervention to increase peer-directed communication in Head Start children. *Journal of Early Intervention*.

### C. Research Support

#### Ongoing Research Support

H326M070004 Kaiser (PI)

01/01/2008 - 12/31/2011

OSERS

*Model Demonstration Center on Early Childhood Language Intervention*

This study is a community-based, early communication intervention model for young children ages birth through 5 with significant language delays and their families.

Role: PI

R324E06008 Kaiser (PI)

06/01/2006 - 05/31/2010

IES

*Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading*

This study is designed to examine the effects of a hybrid intervention that blends naturalistic language intervention with a language rich curriculum to teach language and literacy skills to the population of Head Start children at the highest risk for later reading problems and school failure.

Role: PI

R01HD45745 Kaiser (PI)

07/21/2004 – 04/30/2009

NICHD

*Social Communicative Effects of Language Intervention*

The specific aim of this project is to access the effects of naturalistic early language intervention strategies on the language and communication of young children with mental retardation (MR) and significant language delays.

Role: PI

H325D070075 Kaiser (PI)

09/01/2007 – 08/31/2011

Department of Education

*ECSE Doctoral Leadership Training Program*

Doctoral-level leadership personnel in early childhood special education.

Role: PI

#### Completed Research Support

H0325D30012 Kaiser (PI)

09/01/2003 – 08/31/2007

EDUC

*Doctoral Leadership Training in Early Childhood Special Education*

Doctoral-level leadership personnel in early childhood special education.

Role: PI

CS08SIB Kaiser (PI)

07/01/2007 – 06/30/2008

Tennessee Developmental Disabilities Council

*Tennessee Sibling Project*

The purpose of this research project is to improve understanding of the relationship between adults and their siblings with disabilities in order to guide development of policies and programs to support families.

Role: PI