
BIOGRAPHICAL SKETCH

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NAME: Taylor, Julie Lounds

eRA COMMONS USER NAME: Taylor49

POSITION TITLE: Associate Professor of Pediatrics; Vanderbilt Kennedy Center Investigator

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Wheaton College, Wheaton, IL	BA	05/1999	Psychology
University of Notre Dame, Notre Dame, IN	MA	08/2002	Developmental Psychology
University of Notre Dame, Notre Dame, IN	PhD	01/2004	Developmental Psychology
University of Wisconsin-Madison, Madison, WI	Post-Doc	2004-2006	Lifespan Family Research

A. Personal Statement

As a developmental psychologist, my pre-doctoral and post-doctoral training (both funded by NICHD) was focused on family systems research – particularly among families of individuals with an intellectual or developmental disability. Since taking a faculty position in the Department of Pediatrics at Vanderbilt University Medical Center in 2008, I have become an internationally-recognized expert in the transition to adulthood and adult outcomes for individuals with autism spectrum disorder (ASD). I have completed an NIMH career development award (K01 MH92598), which was a multi-site, longitudinal study of 40 youth with ASD who were in the midst of transitioning out of high school and into the adult service system. I followed-up this work by successfully obtaining NIMH funding (R34 MH104428) to conduct pilot interventions in Nashville, Memphis, and Chattanooga, TN, to improve advocacy skills for parents of transition-aged youth with ASD. This preliminary work was leveraged for a successful R01 application (R01 MH116058) to conduct a large randomized-controlled trial of the parent advocacy intervention in three states. Other funded projects include secondary data analysis to examine sex differences among adolescents and adults with ASD (R03 MH112783), a longitudinal study examining changes in language development as young adults with Fragile X syndrome are transitioning to adulthood and the role of language in functional outcomes (R01 HD024356), and an Autism Speaks pilot grant to examine the factors associated with vocational outcomes and independence among adults with ASD. I was also the content lead for an AHRQ-sponsored systematic review assessing the “state of the art” in terms of effective interventions for adolescents and young adults with ASD and their families. My work is highly-regarded. In 2014, I was awarded an Early Career Award from the American Association of Intellectual and Developmental Disabilities. In 2015, I was one of 15 public members appointed to the Interagency Autism Coordinating Committee by the US Secretary of Health and Human Services.

B. Positions and Honors

Positions and Employment

1999-2003	Graduate Research Assistant, Notre Dame Adolescent Parenting Project, University of Notre Dame, South Bend, IN
2002	Statistical Consultant, Department of Psychology, University of Notre Dame, South Bend, IN
2002-2003	Graduate Research Assistant, Mother-Baby Behavioral Sleep Laboratory, University of Notre Dame, South Bend, IN
2004-2008	NICHD Postdoctoral Fellow and Assistant Research Scientist, Waisman Center, Lifespan Family Research Laboratory, University of Wisconsin-Madison, Madison, WI
2008-2011	Quantitative Services Educational Director, Vanderbilt Kennedy Center, Nashville, TN
2008-	Investigator, Vanderbilt Kennedy Center, Nashville, TN

2008-2018 Assistant Professor of Pediatrics, Vanderbilt University Medical Center, Nashville, TN
2014- Faculty, Vanderbilt Kennedy Center University Center for Excellence in Developmental Disabilities (UCEDD)
2015- Associate Director, Biostatistics and Bioinformatics Core, Vanderbilt Kennedy Center
2018- Associate Professor of Pediatrics, Vanderbilt University Medical Center, Nashville, TN

Honors

2000 Zeaman Travel Award, Gatlinburg Conference
2001-2003 Gordon Conference Presentation Grant, Graduate Student Union, University of Notre Dame
1999-2003 NICHD Predoctoral Training Program in Mental Retardation Research
2003-2005 NICHD Postdoctoral Training Program in Mental Retardation Research
2004 Tjossem Travel Award, Gatlinburg Conference
2014 Early Career Award, American Association on Intellectual and Developmental Disabilities

Other Experience and Professional Memberships

2002 - Member, American Psychological Association
2006 - Member, American Association on Intellectual and Developmental Disabilities
2008 - Member, International Society for Autism Research
2008 Invited Reviewer, Nicholas Hobbs Discovery Grant, Vanderbilt Kennedy Center
2010 Ad Hoc Reviewer, Neurosciences and Mental Health Board, Medical Research Council (UK)
2011-2013 Ad Hoc Reviewer, Autism Speaks treatment grants
2012 - National Advisory Board Member, Waisman Center Post-doctoral Training program in Developmental Disabilities Research (T32 HD07489)
2012 - Member, Society for Pediatric Research
2013 Ad Hoc Reviewer, Autism Speaks Weatherstone Predoctoral Fellowship grants
2015 Co-Editor, Special issue on Lifespan Development for the journal *Autism: The International Journal of Research and Practice*.
2015 - Editorial Board, *Autism: The International Journal of Research and Practice*
2015 - Advisory Panel Member, National Autism Transition Research Network
2015 - Public Member, Interagency Autism Coordinating Committee, United States Department of Health and Human Services
2016 - Executive Committee Member, Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities
2017 - Editor, *Autism: The International Journal of Research and Practice*

Reviewer for: Autism, American Journal on Intellectual and Developmental Disabilities, Development and Psychopathology, International Review of Research on Mental Retardation, Journal of Applied Research in Intellectual Disabilities, Journal of Family Issues, Journal of Intellectual Disability Research, Journal of Mental Health Research in Intellectual Disabilities, Journal of Policy and Practice in Intellectual Disabilities, Journal of Research on Adolescence, Pediatrics, PLoS ONE, Psychiatric Services, Psychological Assessment

C. Contributions to Science (out of over 60 peer-reviewed publications)

My earlier contributions to science focused on the family impacts of having a member with an intellectual or developmental disability. Through this work, I noted that the transition to adulthood was a time of great stress and strain for these families, and embarked on a course of study focused on how to improve the transition to adulthood and adult outcomes for individuals with ASD and their families.

1. Identified the parental impacts of having a son or daughter with a developmental disability

My earlier work focused on how parents were impacted by having a family member with an intellectual or developmental disability. Findings suggested that these effects are nuanced and highly dependent on the characteristics of the person with a disability. In Lounds et al. (2007), we discovered that one of the major factors associated with changes in maternal well-being over time was whether the son or daughter with ASD had exited high school. This was novel, as studies had not yet considered how leaving high school might impact family members of individuals with disabilities. This finding led me down a course of study to understand how the transition to adulthood impacts youth with ASD and their families.

- a. **Lounds, J.J.**, Seltzer, M.M., Greenberg, J.S., & Shattuck, P. (2007). Transition and change in adolescents and young adults with autism: Longitudinal effects on maternal well-being. *American Journal on Mental Retardation*, 112, 401-417.
- b. Seltzer, M.M., Almeida, D.M., Greenberg, J.S., Savla, J., Stawski, R.S., Hong, J., & **Taylor, J.L.** (2009). Psychosocial and Biological Markers of Daily Lives of Midlife Parents of Children with Disabilities. *Journal of Health and Social Behavior*, 50, 1-15. PMID: PMC2679175
- c. **Taylor, J.L.**, & Warren, Z.E. (2012). Maternal depressive symptoms following autism spectrum diagnosis. *Journal of Autism and Developmental Disorders*, 42, 1411-1418.
- d. Weitlauf, A., Vehorn, A., **Taylor, J.L.** & Warren, Z.E. (2014). Relationship satisfaction, parenting stress, and depression in mothers of children with autism. *Autism*, 18, 194-198.

2. Discovered how exiting high school negatively impacts the behavioral, family, and social development of individuals with ASD

In a series of studies funded by the National Institute on Aging, Autism Speaks and the National Institute of Mental Health, we discovered that autism symptoms, behavior problems, and the mother-child relationship tended to improve while youth with ASD were in high school, but that those improvements significantly slowed (and even stopped) after high school exit. Negative impacts of exit were most pronounced for youth with ASD who did not have an intellectual disability (relative to those with ASD and an intellectual disability) and youth whose families had lower incomes or who were underserved by the formal service system. We further discovered that youth with ASD tended to become more isolated from structured, community activities after leaving high school.

- a. **Taylor J. L.**, & Seltzer, M.M. (2010). Changes in the autism behavioral phenotype during the transition to adulthood. *Journal of Autism and Developmental Disorders*, 40, 1431-1446. PMID: PMC2910794
- b. **Taylor, J. L.**, & Seltzer, M.M. (2011). Changes in the mother-child relationship during the transition to adulthood for youth with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 41, 1397-1410. PMID: PMC3174311
- c. Baker, J.K., Smith, L.E., Greenberg, J.S., Seltzer, M.M., & **Taylor, J.L.** (2011). Change in maternal criticism and behavior problems in adolescents and adults with autism across a seven-year period. *Journal of Abnormal Psychology*, 120, 465-475. PMID: PMC3062950
- d. **Taylor, J.L.**, Adams, R.E., & Bishop, S.L. (2017). Social participation and its relations to internalizing symptoms among youth with autism spectrum disorder as they transition from high school. *Autism Research*, 10, 663-672. PMID: PMC5392176.

3. Developed a novel measure of vocational outcome, which allowed us to uncover new information about how vocational activities change over time, and the importance of employment to behavioral development

In studying the vocational outcomes of adults with ASD, I observed that each study measured vocational outcomes in a different way, and that there were significant limitations with many of the methods for characterizing vocational/employment activities. As a response, my colleagues and I developed the Vocational Index – a reliable and valid way to capture a wide range of vocational and educational activities for adults with disabilities. Using this new measure, we observed dramatic instability in vocational positions over time. We were also the first to discover that more independent vocational activities were related to subsequent behavioral improvement among these adults.

- a. **Taylor, J.L.**, & Seltzer, M.M. (2012). Developing a vocational index for adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 2669-2679. PMID: PMC3484183
- b. **Taylor, J. L.**, & Mailick, M. R. (2014). A longitudinal examination of 10-year change in vocational and educational activities for adults with autism spectrum disorder. *Developmental Psychology*, 50, 699-708. PMID: PMC3951267
- c. **Taylor, J.L.**, Smith, L.E., & Mailick, M.R. (2014). Engagement in vocational activities promotes behavioral development for adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 44, 1447-1460. PMID: PMC4024367
- d. **Taylor, J.L.** & DaWalt, L. S. (2017). Postsecondary work and educational disruptions for youth on the autism spectrum. *Journal of Autism and Developmental Disorders*, 47, 4025-4031. PMID: PMC5677531.

4. **Established the difficulties faced by youth and adults with ASD in obtaining employment and services, and translated those findings into a novel intervention to improve service access**

We observed that few adults with ASD were participating in employment or postsecondary education in the community. A systematic review of the intervention literature yielded only seven studies that addressed vocational interventions for these young adults; all of them were poor quality. In a related study, we found that the vast majority of families had significant service needs that were not being met. These findings led me to lead efforts to develop and pilot-test a new intervention to improve access to adult services and postsecondary employment/educational opportunities for transition-aged youth with ASD.

- a. Shattuck, P.T., Narendorf, S.C., Cooper, B., Sterzing, P.R., Wagner, M., & **Taylor, J.L.** (2012). Postsecondary education and employment outcomes among youth with an autism spectrum disorder. *Pediatrics*, 129, 1042-1049. PMID: PMC3362908
- b. **Taylor, J.L.**, McPheeters, M., Sathe, N., Dove, D., Veenstra-VanderWeele, J., & Warren, Z. (2012). A systematic review of vocational interventions for adolescents and young adults with autism spectrum disorders. *Pediatrics*, 130, 531-538. PMID: PMC4074624
- c. **Taylor, J.L.**, & Henninger, N.A. (2015). Frequency and correlates of service access among youth with autism transitioning to adulthood. *Journal of Autism and Developmental Disorders*, 45, 179-191. PMID: PMC4288981
- d. **Taylor, J.L.**, Hodapp, R.M., Burke, M.M., Waitz-Kudla, S.N., & Rabideau, C. (2017). Training parents of youth with autism spectrum disorder to advocate for adult disability services: Results from a pilot randomized controlled trial. *Journal of Autism and Developmental Disorders*, 47, 846-857. PMID: PMC5354969

List of Published Work and Scholar Metrics

- NCBI My Bibliography publications
<http://www.ncbi.nlm.nih.gov/myncbi/collections/bibliography/45230056>
Google Scholar Profile: H-index: 41 I-10 Index: 61 Total citations: 5637
<http://scholar.google.com/citations?user=ERgJBacAAAAJ&hl=en>

D. Research Support

Ongoing Research Support

1R01 MH116058 Taylor (PI)

2/01/2019-11/30/2023

NIH/NIMH

Improving Transition Outcomes for Youth with Autism through Parent Advocacy Training: A Multi-state Randomized Controlled Trial.

This project uses a multi-site randomized-controlled trial to test whether participating in a parent advocacy training increases parent advocacy ability and improves outcomes for transition-aged youth with ASD.

2R01 HD024356 Abbeduto (PI)

07/15/2018-05/31/2023

NIH/NICHD

Language Development in Fragile X Syndrome

The goals of this project are to describe the development of language, literacy, and the capacity for independent functioning in FXS during the transition into adulthood.

Role: Co-Investigator/ Site-PI

5U54 HD083211 Neul (PI)

09/01/2015-05/31/2020

NIH/NICHD

Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Center at Vanderbilt University
This grant provides core support for The Eunice Kennedy Shriver Intellectual and Developmental Disability Research Center at Vanderbilt University.

Role: Behavioral Statistical Consultant, Training Coordinator

1R01 MH111599 Corbett (PI)

07/01/2017-06/30/2022

NIH/NIMH

Examining Stress and Arousal across Pubertal Development in ASD

The major goal of the project is to examine stress and arousal across pubertal development in ASD to

ultimately identify potential risk factors, treatment targets, and therapeutic strategies.

Role: Co-Investigator

1R01 MH113576 Gotham (PI) 06/01/2018-03/31/2023
NIH/NIMH

Repetitive Thinking and Emotional Health in Adults with ASD

This project establishes the structure of repetitive thinking in a verbally-fluent adult ASD sample, and clarifies the measurement, mechanism, and correlates of repetitive thinking in ASD compared to depressed adults.

Role: Co-Investigator

5R03 MH112783 Taylor/DaWalt (Co-PI) 02/01/2017-01/31/2020(NCE effective 02/01/19)
NIH/NIMH

Women with ASD during Adolescence and Adulthood: Unique and Common Vulnerabilities

This project is a secondary data analysis of three large databases, with the goal of examining how females with ASD differ from males with ASD in academic, occupational, social, health, and mental health outcomes.

5R34 MH104428 Taylor (PI) 08/20/2014-07/31/2019 (NCE effective 08/01/2018)
NIH/NIMH

Adapting a Parent Advocacy Program to Improve Transition for Youth with Autism

In this project, we adapt and pilot test an intervention to increase parents' skills in advocating for their son or daughter with autism spectrum disorder during the transition to adulthood.

Completed Research Support

K01 MH92598 Taylor (PI) 06/16/2011-02/29/2017 (NCE effective 3/1/15)
NIH/NIMH

Risk and Resiliency for Youth with Autism during the Transition to Adulthood

Using longitudinal data collected at 3 time points over a 2-year time span, this project examined biological, behavioral, and environmental factors that influence the transition to adulthood for youth with ASD.

R40 MC27706 Weitlauf (PI) 09/01/2014-05/31/2017
Health Resources and Services Administration

Does Mindfulness Training Enhance Early Evidence-based Parent-coaching Interventions?

This project compared the effectiveness of Parent-Implemented Early Start Denver Model (P-ESDM) versus P-ESDM + Mindfulness Based Stress Reduction (MBSR) in enhancing parental health, and to examine the effectiveness of P-ESDM versus P-ESDM +MBSR in enhancing child and family outcomes.

Role: Co-Investigator; Statistical Consultant