

### **Gail G. McGee**

Dr. Gail G. McGee graduated with training in clinical psychology from Auburn University, following an internship at Norwich Hospital. She received postdoctoral training in autism at the Princeton Child Development Institute and at the University of Massachusetts – Amherst. She also served on the faculty at Emory University School of Medicine for 26 years, where she was Director of the Emory Autism Center. As Director, she developed and supervised the diagnostic clinic, the MONARCH programs for inclusion of school-aged students, the Choices programs for adults with autism and Asperger disorder, and the Bridges Family Support Programs.

Throughout her career, Dr. McGee has been engaged in research, clinical care and teaching. Her research interests are focused on early autism intervention, incidental teaching, and social development. She was the original developer of the Walden incidental teaching curriculum and founder of Walden, which is a laboratory school serving children with autism along with a majority of typically developing peers between 12 months and 6 years of age. She has served as principal investigator on numerous research and training grants, and Walden replication procedures were developed in the course of a model demonstration project funded by the U.S. Department of Education. She has been invited to lecture national and international audiences, and she has provided technical assistance on Walden replications in Alabama, Arizona, California, Georgia, Maryland, Tennessee, Texas and West Virginia.

Also active in professional organizations, Dr. McGee was named a Fellow of Division 25 of the American Psychological Association, and she received a Significant Achievement Award from Hospital and Community Psychiatry. She was a member of the working task force assembled by the National Academy of Sciences for study of evidence-based approaches for Education of Children with Autism, as well as part of a collaboration of behavior analysts and developmental psychologists

who defined Naturalistic Developmental Behavioral Interventions. She has also served on numerous editorial boards, peer review panels, and scientific advisory boards.

Dr. McGee has supervised practicums, internships, residencies and postdoctoral fellowships for trainees from various disciplines. Many of her proteges have gone on to careers in which they are directing research and/or clinical programs that significantly benefit children and individuals with autism.

Having recently retired from Emory, Dr. McGee continues research in early autism intervention and she provides clinical consultation to programs serving young children with and without autism. Dr. McGee resides on Saint Simons Island in Southeast Georgia, where she is enthusiastic about family/friends, beach, piano, swimming, and her Newfoundland dog Rex.

### **Cynthia Anderson**

Dr. Anderson is the Senior Vice President of Applied Behavior Analysis for May Institute. She holds a joint appointment as Director of May Institute's National Autism Center. Dr. Anderson oversees clinical services at May Institute and promotes research in and dissemination of evidence-supported practices through the National Autism Center. Dr. Anderson received her Ph.D. in Clinical-Child Psychology from West Virginia University. She is a licensed psychologist and a Board-Certified Behavior Analyst at the doctoral level.

Dr. Anderson has focused her research on the development and evaluation of interventions for children with or at risk for developmental disabilities. Her research is organized around functional behavior assessments and function-based support; multi-tiered interventions within school settings; and factors necessary for high fidelity and sustained implementation of evidence-based practice. She has a strong interest in bringing interventions determined to be effective in clinical settings to children in home and school settings.

Dr. Anderson's research has been supported by federal funding and she currently is PI for a grant funded by Institute for Education Sciences.

Dr. Anderson currently serves as the Applied Representative on the Executive Council of the Association for Behavioral Analysis International. She has provided editorial support to numerous journals including serving as Associate Editor for School Psychology Review and Journal of Behavioral Education, and on the editorial boards of Journal of Applied Behavior Analysis, The Behavior Analyst, and other journals.

### **Rocio Rosales**

Dr. Rocio Rosales is an Associate Professor in the Department of Psychology and the Program Coordinator for the Master of Science in Autism Studies at the University of Massachusetts Lowell. She is a Board-Certified Behavior Analyst at the doctoral level (BCBA-D) and Licensed Applied Behavior Analyst (LABA). Dr. Rosales received her master's and doctoral degrees from Southern Illinois University, Carbondale. She has several years of clinical and research working with individuals with autism spectrum disorder and related disabilities, as well as with their caregivers.

She has mentored graduate students in their practical experiences in conjunction with coursework at three different universities over the past decade. Her research interests are focused on issues related to staff training and treatment integrity, acquisition of verbal behavior and derived stimulus relations in learners with and without developmental disabilities, and applications of behavior analysis to instructional design in higher education. Dr. Rosales currently serves as Associate Editor for The Psychological Record and for The Analysis of Verbal Behavior and previously served on the editorial board of The Journal of Applied Behavior Analysis.