

**NANCY S. McINTYRE**  
**Curriculum Vitae**

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University of Central Florida  
School of Communication Sciences and Disorders  
College of Health Professions and Sciences  
12805 Pegasus Drive, Orlando, FL

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**EDUCATION**

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**Ph.D. Education, Learning and Mind Sciences** (March 2015)  
University of California, Davis

**Teaching Credential; California Multiple Subjects** (May 1992)  
San Francisco State University  
Elementary and Special Education Coursework

**B.S. Environmental Design/Minor, Psychology** (June 1988)  
University of California, Davis

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**PROFESSIONAL APPOINTMENTS**

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2020-present **Assistant Professor**  
School of Communication Sciences and Disorders  
University of Central Florida, College of Health Professions and Sciences

2018-2020 **IES Postdoctoral Fellowship in Special Education and Autism Research**  
(R324B160038)  
Frank Porter Graham Child Development Institute  
University of North Carolina, Chapel Hill

2015-2018 **Postdoctoral Research Scholar**  
**Clinical Director**  
Reading and Academic Development Center  
School of Education, University of California, Davis

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**RESEARCH SPECIALIZATIONS**

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- Social communication, language and reading comprehension development in school-aged children and adolescents with autism spectrum disorders
- Classroom-based reading comprehension and social communication interventions for students with autism spectrum disorders
- Classroom-based comprehensive reading interventions for young struggling readers
- Professional development and implementation support for educators working with students with or at risk for reading disabilities

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**PUBLICATIONS**

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**Refereed Journal Articles**

1. **McIntyre, N.**, Tomaszewski, B., Hume, K., Odom, S. (2021). Stability of literacy profiles of adolescents with autism spectrum disorder and associations with stakeholder perceptions of appropriate high school support intensity. Invited submission to a Clinical/Research Forum on ASD & Literacy in *Language, Speech, and Hearing Services in Schools*.  
[https://doi.org/10.1044/2020\\_LSHSS-20-00016](https://doi.org/10.1044/2020_LSHSS-20-00016)

2. Hume, K.A., Steinbrenner, J.R., Odom, S.L., Morin, K.L., Nowell, S.W., Tomaszewski, B., Szendry, S. **McIntyre, N.S.**, Yücesoy-Özkan, S., Savage, M. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-020-04844-2>
3. **McIntyre, N.**, Grimm, R., Solari, E., Zajic, M., & Mundy, P. (2020). Growth in narrative retelling and inference abilities and relations with reading comprehension in children and adolescents with autism spectrum disorder. *Autism and Developmental Language Impairments*, 5, 2396941520968028. <https://doi.org/10.1177/2396941520968028>
4. Zajic, M., Solari, E., **McIntyre, N.**, Lerro, L., Mundy, P. (2020). Observing visual attentional and writing behaviors during a writing assessment: Comparing children with autism spectrum disorder to peers with attention-deficit/hyperactivity disorder and typically developing peers. *Autism Research*.
5. Sparapani, N., Solari, E., Towers, L., **McIntyre, N.**, Henry, A., Zajic, M., (2020). Secondary analysis of reading-based activities utilizing a scripted language approach: Evaluating interactions between students with autism and their interventionists. *Journal of Speech, Language and Hearing Research*. [https://doi.org/10.1044/2020\\_JSLHR-19-00146](https://doi.org/10.1044/2020_JSLHR-19-00146)
6. Zajic, M., Solari, E., **McIntyre, N.**, Lerro, L., & Mundy, P. (2020). Task engagement during narrative writing in school-age children with autism spectrum disorder compared to peers with and without attention difficulties. *Research in Autism Spectrum Disorders*, 76, 101590.
7. Bullen, J. C., Swain Lerro, L., Zajic, M., **McIntyre, N.**, & Mundy, P. (2020). A developmental study of mathematics in children with autism spectrum disorder, symptoms of attention deficit hyperactivity disorder, or typical development. *Journal of Autism and Developmental Disorders*. doi:10.1007/s10803-020-04500-9
8. Zajic, M. C., Solari, E. J., **McIntyre, N. S.**, Lerro, L., & Mundy, P. (2020). Overt planning behaviors during writing in school-age children with autism spectrum disorder and attention-deficit/hyperactivity disorder. *Research in Developmental Disabilities*, 100, 103631.
9. Zajic, M., Solari, E., Grimm, R., **McIntyre, N.**, Mundy, P. (2020). Relationships between Reading Profiles and Narrative Writing Abilities in School-Age Children with Autism Spectrum Disorder. *Reading and Writing*, 1-26.
10. Solari, E., Henry, A., **McIntyre, N.**, Grimm, R., Zajic, M. (2020). Testing the effects of a pilot listening comprehension and vocabulary intervention for individuals with ASD. *Research in Autism Spectrum Disorders*, 71.
11. Solari, E., Grimm, R., **McIntyre, N.**, Zajic, M., & Mundy, P. (2019). Longitudinal stability of reading profiles in individuals with higher functioning autism. *Autism*. DOI:10.1177/1362361318812423.
12. **McIntyre, N.**, Oswald, T., Solari, E., Lerro, L., Zajic, M., Hughes, C., Devine, R., & Mundy, P. (2018). Social cognition and reading comprehension in children and adolescents with autism spectrum disorders or typical development. *Research in Autism Spectrum Disorders*, 54, 9-20.
13. Grimm, R., Solari, E., **McIntyre, N.**, & Denton, C. (2018). Early reading skill profiles in typically developing and at-risk first grade readers to inform targeted early reading instruction. *Journal of School Psychology*, 69, 111-126.

14. Grimm, R., Solari, E., **McIntyre, N.**, Zajic, M., & Mundy, P. (2018). Comparing growth in linguistic comprehension and reading comprehension in school-aged children with autism versus typically developing children, *Autism Research*, 11(4), 624-635.
15. Solari, E., Grimm, R., **McIntyre, N.**, & Denton, C. (2018). Reading comprehension development in at-risk vs. not at-risk first grade readers: The differential roles of listening comprehension, decoding, and fluency. *Learning and Individual Differences*, 65, 195-206.
16. McCauley, J., Zajic, M., Oswald, T., Swain-Lerro, L., **McIntyre, N.**, Harris, M., Trzesniewski, K., Mundy, P., Solomon, M. (2018). Brief report: Investigating relations between self-concept and performance in reading and math in school-aged children and adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(5), 1825-1832.
17. Solari, E., Grimm, R., **McIntyre, N.**, Swain-Lerro, L., Zajic, M., & Mundy, P. (2018). The relation between text reading fluency and reading comprehension for students with autism spectrum disorders. *Research in Autism Spectrum Disorders*. DOI:10.1016/j.rasd.2017.07.002.
18. **McIntyre, N.**, Solari, E., Gonzales, J., Solomon, M., Swain-Lerro, L., Novotny, S., Oswald, T., & Mundy, P. (2017). The scope and nature of reading comprehension impairments in school-aged children with higher-functioning autism spectrum disorder, *Journal of Autism and Developmental Disorders*, 47(9), 2838-2860.
19. **McIntyre, N.**, Solari, E., Grimm, R., Swain-Lerro, L., Gonzales, J., & Mundy, P. (2017). A comprehensive examination of reading heterogeneity in students with high functioning autism: Distinct reading profiles and their relation to autism symptom severity, *Journal of Autism and Developmental Disorders*, 47(4), 1086-1101.
20. Schiltz, H., **McIntyre, N.**, Swain-Lerro, L., Zajic, M., & Mundy, P. (2017). The stability of self-reported anxiety in youth with autism versus ADHD or typical development, *Special Issue: Anxiety in Autism Spectrum Disorders, Journal of Autism and Developmental Disorders*. DOI: 10.1007/s10803-017-3184-3.
21. McCauley, J., Harris, M., Zajic, M., Swain-Lerro, L., Oswald, T., **McIntyre, N.**, Trzesniewski, K., Mundy, P., & Solomon, M. (2017). Self-esteem, internalizing symptoms, and theory of mind in youth with autism spectrum disorders, *Journal of Clinical Child and Adolescent Psychology*, DOI: 10.1080/15374416.2017.1381912.
22. Mundy, P., Novotny, S., Swain-Lerro, L., **McIntyre, N.**, Zajic, M., & Oswald, T. (2017). Joint-attention and the social phenotype of school-aged children with ASD. *Journal of Autism and Developmental Disorders*, 47(5), 1423-1435.
23. Zajic, M., **McIntyre, N.**, Swain-Lerro, L., Novotny, S., Oswald, T., & Mundy, P. (2016). Attention and written expression in school-age, higher-functioning children with autism spectrum disorders. *Autism*, 1362361316675121.
24. Mundy, P., Kim, K., **McIntyre, N.**, Swain-Lerro, L., & Jarrold, W. (2016). Brief report: Joint attention and information processing in autism spectrum disorders. *Journal of Autism and Developmental Disabilities*, 46(7), 2555-2560.
25. Kim, K., Rosenthal, Z., Gwaltney, M., Jarrold, W., Hatt, N., **McIntyre, N.**, Swain, L., Solomon, M., & Mundy, P. (2014). A virtual joystick paradigm for the study of emotional responses and social motivation in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45(12), 3891-3899.
26. Jarrold, W., Mundy, P., Gwaltney, M., Bailenson, J., Hatt, N., **McIntyre, N.**, Kim, K., Solomon, M., Novotny, S. & Swain, L. (2013). Social attention in a virtual public speaking task in higher functioning children with autism. *Autism Research*, 6, 393-410.

### **Book Chapters & Encyclopedia Entries**

- McIntyre, N.** (2020). Reading comprehension impairments in school-aged children with HFA. In Volkmar, F. (Ed.), *Encyclopedia of Autism Spectrum Disorders, 2<sup>nd</sup> Edition*. New York: Springer.
- Solari, E.J., **McIntyre, N.S.**, Dynia, J., Henry, A. (in press). Reading development for individuals with ASD: Current knowledge and a roadmap for next steps. In Cook, B., Leko, M., Landrum, T. (Eds.), *Advances in Learning and Behavioral Disabilities, Volume 32*. Emerald Group Publishing Limited.
- Mundy, P., Mastergeorge, A., & **McIntyre, N.** (2012). The effects of autism on social learning and social attention. In Mundy, P. & Mastergeorge, A. (Eds.), *Autism for Educators: Vol. 1, Translating Research to Schools and Classrooms (pp 3-34)*. San Francisco, CA: Jossey Bass.

### **Manuscripts in Review**

- Boo., C., Alpers-Leon, N., **McIntyre, N.**, Mundy, P., Naigles, L. (submitted 12/2020). Conversation during a virtual reality task reveals new structural language profiles of children with ASD, ADHD, and comorbid symptoms of both. *Journal of Autism and Developmental Disorders*.
- Odom, S.L., Hall, L.J., Morin, K.L., Kraemer, B.R., Hume, K.A., **McIntyre, N.S.**, Nowell, S.N., Steinbrenner, J.R., Tomaszewski, B.T., Sam, A.M., & DaWalt, L. (submitted 10/2020). Educational interventions for children and youth with autism: A 40-year perspective. *Journal of Autism and Developmental Disorders* (invited submission).

### **Manuscripts in Preparation**

- McIntyre, N.**, Steinbrenner, J., Henry, A, Nowell, S., Dees, R., Jenkins, M., Kan, D., & Odom, S. A systematic review of the cognitive, social, and language factors associated with reading and oral language comprehension impairments in youth with autism spectrum disorder. [https://www.crd.york.ac.uk/prospero/display\\_record.php?RecordID=137311](https://www.crd.york.ac.uk/prospero/display_record.php?RecordID=137311)

### **Non-Refereed Publications**

- Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendry, S., **McIntyre, N.**, Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with autism. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.
- McIntyre, N.**<sup>1</sup>, & Harrah, M. (2020, May). Using Public Transportation (Autism at-a-Glance Brief). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
- Hedges, S & **McIntyre, N.** (2020, May). Using Technology to Increase Independence (Autism at-a-Glance Brief). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
- Hume, K., Waters, V., Sam, A., Steinbrenner, J., Perkins, Y., Dees, B., Tomaszewski, B., Rentschler, L., Szendry, S., **McIntyre, N.**, White, M., Nowell, S., & Odom, S. (2020). *Supporting individuals with autism through uncertain times*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>

- Hayek, L. & **McIntyre, N.<sup>1</sup>**. (2019, April). Supporting Independence in Daily Living Skills (Autism at-a-Glance Brief). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
- Morrow, C., & **McIntyre, N.<sup>1</sup>** (2019, April). Getting a Driver's License (Autism at-a-Glance Brief). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
- Morrow, C. & **McIntyre, N.<sup>1</sup>** (2019, March). Promoting Literacy Outside of the School Environment (Autism at-a-Glance Brief). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
- McIntyre, N.** & Nowell, S., et al. (2019). Life journey through autism: A parent's guide to Research. A revision of Rao, P., Holtz K., Ziegert, A., Brown, S. (2003). Life journey through autism: A parent's guide to Research. Organization for Autism Research & Danya International.

<sup>1</sup> indicates mentored undergraduate student

## **INVITED PRESENTATIONS**

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- The school-based SLP's role in the identification and treatment of reading disorders.* (2020, December). An online presentation to school speech-language pathologists in Seminole County Public Schools, Orlando, FL. With C. Loughran, M.A., CCC-SLP.
- Supporting literacy at home for children and teens with autism.* (2020, October). An online presentation to parents through University of Central Florida Center for Autism and Related Disabilities (CARD), Orlando, FL.
- Supporting children and teens with autism during the uncertain times of COVID-19.* (2020, April). North Carolina Council for Exceptional Children, Division of Autism and Developmental Disabilities Mini Conference for Educators, online virtual conference, NC.
- Preparing students with ASD for life after high school: Lessons from the field.* (2020, January). North Carolina Area Health Education Centers (AHEC), Rocky Mount, NC. With L. Rentschler.
- Understanding autism professional development curriculum: Strategies for classroom success and effective use of teacher supports.* (2019, October). North Carolina Council for Exceptional Children, Division of Autism and Developmental Disabilities Mini Conference for Educators, Wake Forest, NC.
- Reading development of school-aged children and adolescents with autism.* (2018, March). Marin County Office of Education, CA.
- Reading development and instructional practices for school-aged children and adolescents with autism.* (2018, January). California Autism Professional Training and Information Network (CAPTAIN) North Summit, San Joaquin County Office of Education, CA.
- Autism spectrum disorders: Early development and intervention.* (2017, October & November). Woodland Community College, CA.
- The school age child with ASD, ID, and language delay: Academic performance and functioning in the school setting.* (2016, December). Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Training Program, UC Davis MIND Institute, CA.

*School-aged children with ASD: Development and achievement in educational settings.* (2016, November). Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Training Program, UC Davis MIND Institute, CA.

*Reading development and instructional practices for high functioning students with autism.* (2016, January). Global Education Programs, National Taipei University of Education (NTUE) Special Education Department. Presented at UC Davis to visiting scholars from NTUE, CA. With E. Solari.

*Learning and the human nature of autism spectrum disorder.* (2015, November). Yolo County Office of Education (SELPA), CA. With P. Mundy.

*Reading comprehension in children with high functioning autism: Latent variable modeling of social, cognitive, and language factors.* (2015, September). Haskins Laboratories, Yale University, CT.

*Reading comprehension in children with HFA: Examining associations between core features of ASD, ADHD symptomatology, oral language, and reading skills.* (2015, September). Developmental Division Brownbag Seminar Series, Department of Psychological Sciences, University of Connecticut, CT.

*Reading development and instructional practices for students with high functioning autism.* (2015, August). Summer Institute on Neurodevelopmental Disorders, UC Davis MIND Institute, CA. With E. Solari.

*The school-aged child: Developmental accomplishments.* (2014, November). Autism Research Training Program, UC Davis MIND Institute, CA. With P. Mundy.

*Reading in students with high functioning autism and ADHD.* (2014, July). Department of Psychology, University of Amsterdam, Netherlands.

*Reading comprehension and students with HFASD.* (2013, April). Minds Behind the MIND Lecture Series, UC Davis MIND Institute, CA.

## CONFERENCE PRESENTATIONS

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### Peer-Reviewed

*Comparing Language Abilities of Children with ASD, ADHD, and Comorbid Symptoms of Both.* (2021, April). Boo, C., **McIntyre, N.**, Mundy, P., & Naigles, L. Society for Research in Child Development. (Poster; Online format).

*The Neurodiversity of Autism Spectrum Disorder and the Complexities of Reading Interventions.* (2021, February). Solis, M., **McIntyre, N.**, Roux, C. Pacific Coast Research Conference. (Panel Presentation; Online format)

*Fluency Impacts from Targeted Reading Instruction.* (2021, February). Bratsch-Hines, M., Pedonti, S., **McIntyre, N.**, & Aiken, H. Pacific Coast Research Conference. (Panel Presentation; Online format)

*Reading Comprehension and Growth in Morphological Awareness in Children with ASD and Typical Development: Proposal Number 12973* (2020, November). **Meritorious Submission Award.** **McIntyre, N.**, Steinbrenner, J., & Mundy, P. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Poster; Convention canceled).

*In Their Own Words: Learning about the Successes and Challenges of Young Adults with ASD:* Proposal Number: 13157 (2020, November). **McIntyre, N.**, & Steinbrenner, J. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Seminar; Convention canceled).

*Evidence-Based Practices for Children and Youth with ASD: A Systematic Review of Intervention Research:* Proposal Number 13162 (2020, November). Steinbrenner, J., Odom, S., Nowell, S., & **McIntyre, N.** Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Seminar; Convention canceled).

*Overt Attentional and Writing Behaviors During Planning in Children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder.* (2020, April). Zajic, M., Solari, E., **McIntyre, N.**, Lerro, L. & Mundy, P. Proposal accepted at the AERA Annual Meeting, San Francisco, CA (Symposium; Convention canceled).

*Growth in morphological awareness abilities of children with ASD and typical development: Associations with age, verbal ability, and reading comprehension.* (2020, March). **McIntyre, N.**, Steinbrenner, J., & Mundy, P. Proposal accepted at the Meeting on Language in Autism, Duke University, Durham, North Carolina (Poster; Convention canceled).

*Influence of investigator's discourse marker usage on typically developing children and children with HFA and/or ADHD.* (2020, March). Boo, C., **McIntyre, N.**, Mundy, P., Naigles, L. Proposal accepted at the Meeting on Language in Autism, Duke University, Durham, North Carolina (Poster; Convention canceled).

*Stakeholder perceptions of text reading in adolescents with autism.* (2020, February). **McIntyre, N.**, Hall, L., Brum, C. Council for Exceptional Children Convention, Portland, Oregon (Poster).

*Preschool language predictors of middle childhood reading abilities in children with ASD or typical development.* (2019, November). **McIntyre, N.**, Nowell, S., Solomon, M., Nordahl, C., & Heath, B. American Speech and Hearing Association Convention, Orlando, Florida (Poster).

*Identifying learning profiles in adolescents with ASD associated with distinct social communication, behavioral, and academic support needs in high school.* (2019, May) **McIntyre, N.**, Tomaszewski, B., Hume, K., Odom, S. International Society for Autism Research Annual Meeting, Montreal, Canada (Poster).

*Learning profiles in adolescents with ASD: Associations with self-determination outcomes.* (2019, April). **McIntyre, N.**, Tomaszewski, B., Hume, K., Odom, S. American Educational Research Association, Annual Conference, Toronto, Canada, April (Poster\*). \*In invited session: *Excellence in Education Research: Early Career Scholars and Their Work.*

*Longitudinal relations between working memory, inference, and reading comprehension in higher functioning children with ASD.* (2018, July). **McIntyre, N.**, Grimm, R., Zajic, M., Solari, E., Mundy, P. Society for the Scientific Study of Reading, Annual Conference, Brighton, UK (Poster).

*Growth in inference abilities of higher-functioning children with ASD: Associations with reading comprehension, verbal ability, and ASD symptom severity.* (2017, July). **McIntyre, N.**, Grimm, R., Zajic, M., Lerro, L., Oswald, T., Solari, E., & Mundy, P. Society for the Scientific Study of Reading, Annual Conference, Halifax, Nova Scotia (Poster).

- Comparing growth in linguistic comprehension and reading comprehension in school-aged children with ASD versus typically developing children.* (2017, July). Grimm, R., Solari, E., **McIntyre, N.**, Zajic, M., & Mundy, P. Society for the Scientific Study of Reading, Annual Conference, Halifax, Nova Scotia (Talk).
- Pragmatic language use during story generation: The effects of a comprehension intervention for children with ASD* (2017). (2017, July). Henry, A., Solari, E., **McIntyre, N.**, Zajic, M., Sparapani, N., Grimm, R., & Mundy, P. Society for the Scientific Study of Reading, Annual Conference, Halifax, Nova Scotia (Poster).
- Analysis of instructor-student interactions within a listening comprehension intervention for children with autism: Implications for instructional effectiveness.* Sparapani, N., Solari, E., **McIntyre, N.**, Henry, A., & Zajic, M. (2017, July). Society for the Scientific Study of Reading, Annual Conference, Halifax, Nova Scotia (Poster).
- Growth in narrative retelling abilities of higher-functioning children with ASD: Associations with ASD symptomatology, verbal ability, and reading comprehension.* (2017, May). **McIntyre, N.**, Grimm, R., Lerro, L., Zajic, M., McCauley, J., Schiltz, H., Oswald, T., Mundy, P. International Meeting for Autism Research, San Francisco, California (Poster).
- Narrative generation in children with ASD: The effects of a reading comprehension intervention on mental state use.* (2017, May). Henry, A., **McIntyre, N.**, Zajic, M., Solari, E., & Mundy, P. International Meeting for Autism Research, San Francisco, California (Poster).
- Strategic reading comprehension intervention for children with ASD: Developing an observational tool to identify active engagement and instructional support.* (2017, May). Sparapani, N., Solari, E., **McIntyre, N.**, Zajic, M., Henry, A., & Mundy, P. International Meeting for Autism Research, San Francisco, California (Poster).
- The influence of social communication on written expression in school-aged, higher-functioning children with ASD.* (2017, May). Zajic, M., **McIntyre, N.**, Swain-Lerro, L., McCauley, J., Schiltz, H., Oswald, T., & Mundy, P. International Meeting for Autism Research, San Francisco, California (Poster).
- Minecraft working memory task: Considering content in the working memory abilities in school-aged, higher-functioning children with ASD.* (2017, May). Zajic, M., **McIntyre, N.**, Swain-Lerro, L., McCauley, J., Schiltz, H., Oswald, T., & Mundy, P. International Meeting for Autism Research, San Francisco, California (Poster).
- What can verbal IQ indicate about spoken language of children with autism and ADHD in a virtual classroom setting?* (2017, April). Alpers-Leon, N., **McIntyre, N.**, Mundy, P., Naigles, L. Biennial Meetings of the Society for Research in Child Development, Austin, Texas (Poster).
- Reading comprehension development in at-risk and not at-risk first grade readers: The differential roles of listening comprehension, decoding, & fluency.* (2016, July). Solari E., Grimm, R., **McIntyre, N.**, Denton, C., Madsen, K., Ferrer, E., & Henry A. Society for the Scientific Study of Reading, Annual Conference, Porto, Portugal (Poster).
- Subgroup comparisons of the Simple View of Reading: Should fluency be added to the model for at-risk readers?* (2016, July). Solari, E., Grimm, R., **McIntyre, N.**, Ferrer, E., Henry, A., Denton, C., Madsen, K., Zajic, M. Society for the Scientific Study of Reading Annual Conference, Porto, Portugal (Poster).



- The role of fundamental and formant frequency information on voice and speaker perception in children with autism and attention deficit hyperactivity.* (2016, July). Zellou, G., Barreda, S., **McIntyre, N.**, Swain-Lerro, L., Zajic, M., & Mundy, P. LabPhon 15, Ithaca, New York (Poster).
- So um . . . like what are children with autism and ADHD saying?* (2016, June). Alpers-Leon, N., Naigles, L., **McIntyre, N.**, & Mundy, P. Symposium on Research in Child Language Disorders, Madison, Wisconsin (Poster).
- A longitudinal study of the social-cognitive phenotype of ASD and reading comprehension development.* (2016, May). **McIntyre, N.**, Mundy, P., Solomon, M., Oswald, T., Swain-Lerro, L., Zajic, M., McCauley, J., & Schiltz, H. International Meeting for Autism Research, Baltimore, Maryland (Poster).
- Educational implications of auditory processing deficits in students with high-functioning autism spectrum disorder.* (2016, May). Swain-Lerro, L., **McIntyre, N.**, Zajic, Mundy, P., McCauley, J., Schiltz, H., & Oswald, T. International Meeting for Autism Research, Baltimore, Maryland (Talk).
- Writing development in higher-functioning children with autism spectrum disorder with and without ADHD comorbidity.* (2016, May). Zajic, M. C., **McIntyre, N. S.**, Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. International Meeting for Autism Research, Baltimore, Maryland (Poster).
- Discourse marker usage in school-aged children with ASD and ADHD in a virtual, public speaking task.* (2016, May). Alpers-Leon, N., **McIntyre, N.**, Mundy, P., & Naigles, L. International Meeting for Autism Research, Baltimore, Maryland (Poster).
- A pilot study of a comprehension intervention for students with high functioning autism.* (2016, February). Solari, E., **McIntyre, N.**, Zajic, M., Mundy, P. Pacific Coast Research Conference, Coronado, California (Talk).
- Fluent and non-fluent higher-functioning writers with autism spectrum disorder or attention-deficit/hyperactivity disorder.* (2016, February). Zajic, M., **McIntyre, N.**, Swain-Lerro, Oswald, T., Solari, E., & Mundy, P. Pacific Coast Research Conference, Coronado, California (Poster).
- Reading development and social cognition in school-aged children with autism, ADHD, or typical development.* (2016, January). **McIntyre, N.** UC Center for Research on Special Education, Disabilities, and Developmental Risk, Santa Barbara, California (Talk).
- Reading comprehension, language disturbance, and the social communication phenotype of ASD.* (2015, May). **McIntyre, N.**, Mundy, P. Solomon, M., Oswald, T., Swain-Lerro, L., & Zajic, M. International Meeting for Autism Research, Salt Lake City, Utah (Talk).
- Writing ability and working memory in children with higher functioning ASD.* (2015, May). Zajic, M., **McIntyre, N.**, Swain-Lerro, L., Oswald, T., & Mundy, P. International Meeting for Autism Research, Salt Lake City, Utah (Poster).
- Spoken language in school-aged children with ASD and ADHD in a virtual, public speaking task.* (2015, May). Alpers, N., Torabian, S., **McIntyre, N.**, Mundy, P. & Naigles, L. International Meeting for Autism Research, Salt Lake City, Utah (Poster).
- Language disfluency and cognitive load in children with ASD.* (2015, May). Torabian, S., Alpers, N., **McIntyre, N.**, Naigles, L., Mundy, P. International Meeting for Autism Research. Salt Lake City, Utah (Poster).

- The impact of attention disturbance and language impairment on reading comprehension in school-aged children with ASD.* (2015, March). **McIntyre, N.**, Solomon, M., Oswald, T., Swain-Lerro, L., Novotny, S., & Mundy, P. Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania (Poster).
- Assessing language in school-aged children with ASD in a virtual, public speaking task.* (2015, March). Alpers, N., Torabian, S., **McIntyre, N.**, Oswald, T., Swain-Lerro, L., Novotny, S., Kapelkina, T., Naigles, L., & Mundy, P. Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania (Poster).
- Reading comprehension impairments in higher functioning school-aged children with ASD.* (2014, May). **McIntyre, N.**, Novotny, S., Swain-Lerro, L., Beck, J., Montanez, M., Oswald, T., Solomon, M., & Mundy P. International Meeting for Autism Research, Atlanta, Georgia (Poster).
- Writing development and working memory in school-age children with ASD: Preliminary longitudinal data.* (2014, May). Zajic, M., **McIntyre, N.**, Swain-Lerro, L., Novotny, S., Kapelkina, T., Hanif, A., Zhu, V., Oswald, T., & Mundy, P. International Meeting for Autism Research, Atlanta, Georgia (Poster).
- Reading comprehension in students with HFASD.* (2014, January). **McIntyre, N.** UC Center for Research on Special Education, Disabilities, and Developmental Risk, Santa Barbara, California (Talk).
- Reading and oral language comprehension in students with ASD.* (2013, May). **McIntyre, N.**, Mundy, P., Gwaltney, M., Hatt, N., Jarrold, W., Solomon, M., & Swain-Lerro, L. International Meeting for Autism Research, San Sebastian, Spain (Poster).
- Reading comprehension in students with autism spectrum disorders.* (2013, May). **McIntyre, N.** American Educational Research Association, San Francisco, California (Talk).

## **FELLOWSHIPS & AWARDS**

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### **Fellowships**

- 2018-present **IES Postdoctoral Research Fellowship**  
Frank Porter Graham Child Development Institute  
University of North Carolina, Chapel Hill
- 2016-17 **LEND Fellowship**  
Leadership Education in Neurodevelopmental and Related Disabilities  
University of California, Davis, MIND Institute

### **Awards**

- 2020 **Meritorious Submission Award**  
American Speech and Hearing Association  
2020 Convention
- 2016 **Postdoctoral Travel Award**  
Postdoctoral Association  
University of California, Davis
- 2014 **Award for Scholarly Promise**  
Graduate Group in Education  
University of California, Davis

2013-14      **Research Fellowship Award**  
Graduate Group in Education and Office of Graduate Studies  
University of California, Davis

2012          **Summer Research Fellowship Award**  
Graduate Group in Education  
University of California, Davis

## **RESEARCH EXPERIENCE**

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**IES Postdoctoral Fellow in Special Education and Autism Research** (R324B160038),  
Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill.

8/19-8/20      *Using Collaborative Strategic Reading to Improve Reading Comprehension and Social Competency Skills in Middle School Students with Autism*  
Role: Co-Principal Investigator (**McIntyre & Nowell**)  
Funding: IES Training Grant R324B160038  
A 1-year, classroom-based peer-mediated reading comprehension strategy intervention for middle school students with ASD and typically developing peer partners utilizing single case design methodology with an ABAB withdrawal/reversal design.

9/18-8/20      U.S. Department of Education, Institute of Education Sciences, R324A180091  
*Efficacy Follow-Up Study of the Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) Model*  
P.I. Kara Hume  
Role: Collaboration on Measurement Development, Data Collection & Dissemination of Findings  
Grant Duration: 7/1/18 – 6/30/20  
\$1,100,000  
A 2-year, multi-site, follow-up study to determine longer-term outcomes for high school students with ASD who participated in an efficacy study of a comprehensive treatment model developed by the IES-funded CSESA project.

9/18-8/20      National Clearinghouse on Autism Evidence and Practice (NCAEP)  
Initial Funding: Ireland Family Foundation & FPG Child Development Institute  
P.I. Samuel Odom and Kara Hume  
Role: Reviewer, Collaborator on Data Extraction and Synthesis  
A systematic review of the current intervention literature targeting children and adolescents with ASD to identify and disseminate findings on the impact of behavioral, educational, clinical and developmental practices and service models used with this population.

**Postdoctoral Research Scholar**, University of California, Davis.

2015-2018      U.S. Department of Education, Institute of Education Sciences, R324A150091  
*Testing the efficacy of Reading RULES: A tier 1 and tier 2 intervention for first-grade children with decoding and comprehension difficulties*  
P.I. Emily J. Solari  
Role: Implementation & Teacher Observation  
Grant Duration: 7/01/15-6/30/19

\$3,499,893.00

A 4-year, dual-site, randomized control trial efficacy and replication study evaluating a teacher-implemented word study and comprehension curriculum in first-grade classrooms.

2015-17

University of California, Davis, New Initiative Grant

*Autism Intervention in Reading Project*

P.I. Emily J. Solari

Role: Project Coordinator

Grant Duration: 9/01/16-6/30/17

\$25,000.00

A small-group reading and language comprehension intervention study involving three pilot cohorts of participants in clinical settings, and a final cohort in an elementary school setting using a randomized control trial design.

**Graduate Student Researcher**, University of California, Davis.

2012-14

U.S. Department of Education, Institute of Education Sciences, R324A120168

*Virtual Reality Applications for Attention and Learning in Children with Autism and ADHD*

P.I. Peter C. Mundy

Role: Project Coordinator

Grant Duration: 3/01/12- 2/28/16

\$1,548,458.00

A 4-year longitudinal study investigating social attention and cognition in children with autism and/or ADHD and the relation to development in academic achievement, social communication, and emotional outcomes.

2010-11

U.S. National Institute of Health, 1R21MH085904-01

*Virtual Reality and Social Skills in Autism*

P.I. Peter C. Mundy

Role: Experimenter

Grant Duration: 5/30/09-6/01/11

\$275,000.00

A 2-year pilot study of a virtual reality public speaking task and its relation to differences in social attention in children with autism and/or ADHD.

## **RESEARCH FUNDING UNDER REVIEW**

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U.S. Department of Education, Institute of Education Sciences, Development & Innovation

*Targeted Reading Intervention-Collaborative Implementation (TRI-CI): Webcam Coaching Professional Development to Coordinate Instruction by Teachers and Specialists Serving Students with or at Risk for Reading Disabilities.*

Role: Co-Principal Investigator (Bratsch-Hines & **McIntyre**), \$2,000,000.00

## **TEACHING EXPERIENCE**

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### **University of Central Florida**

2020

Severe Language-Based Reading and Writing Disorders, SPA 6843 (Instructor of Record; graduate seminar)

### **University of North Carolina, Chapel Hill**

2019 Research Methods in Appraisal, Dissemination, and Implementation of Evidence-Based Practices, SPHS 802 (Instructor of Record; doctoral seminar)

### **University of California, Davis**

2016 Exceptional Children in the Classroom, Education 115 (Co-Taught with Instructor of Record; undergraduate course)

2010 & 2011 Educational Psychology, Education 110 (Teaching Assistant; undergraduate course)

## **CAMPUS & DEPARTMENTAL LECTURES**

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### **University of California, Davis**

2016 *Why reading can be difficult: Implications for instructional practices with students affected by autism spectrum disorders.*

School of Education Research Brown Bag

2015-2017 Guest Lecturer, Educational Psychology, Education 110

2013-2017 Guest Lecturer, Exceptional Children in the Classroom, Education 115

## **PRACTITIONER TRAINING**

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*Comprehensive Test of Phonological Processing-2* (2017). Davis Joint Unified School District.

Provided professional development in administering, scoring, and interpreting this standardized language assessment to school district reading specialists and special education teachers in all-day training workshop. (with Grimm, R.).

## **PROFESSIONAL AND CLINICAL EXPERIENCE**

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**Clinical Director** – Reading and Academic Development Center, UC Davis (2015-2018).

Responsibilities included conducting comprehensive reading, language and cognitive assessments, writing detailed reports for schools and families, communicating results to students and families, and suggesting interventions and accommodations. In addition, oversaw hiring, training, and ongoing mentoring of undergraduate students to provide evidence-based reading interventions with appropriate behavioral supports for clients.

**Special Education, Inclusion Support** - Davis, California (2009). Responsibilities included inclusion support in general education public high school content area classrooms for students with ASD/ADHD/LD, individual instruction in a resource room setting, and collaboration with school faculty and staff to improve academic achievement for students with disabilities.

**Classroom Teacher** – Millbrae, California (1992-1993). Responsibilities included physical science (chemistry & physics) instruction in a public middle school for general education students and mainstreamed students with disabilities, collaborating with school Science Department to coordinate science instruction school-wide, piloting new science curriculum for district-wide adoption, and serving on district-wide committee for alignment of K-12 science standards.

## **PROFESSIONAL DEVELOPMENT & CLINICAL TRAINING**

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### **Advanced Training in Research Methodology and Statistics**

- 2020      **Longitudinal Structural Equation Modeling**, Participant  
Curran-Bauer Analytics, Chapel Hill, NC
- 2019      **Cluster-Randomized Control Trials**, Selected Participant  
U.S. Department of Education, IES Summer Research Training Institute  
Northwestern University, Evanston, Illinois
- 2019      **Latent Class/Cluster Analysis and Mixture Modeling**, Participant  
Curran-Bauer Analytics, Chapel Hill, NC
- 2018      **Mixed Methods Research**, Participant  
H.W. Odum Institute, University of North Carolina, Chapel Hill

### **University Teaching Workshop Series**

- 2017      **Thoughtful Pedagogy for Diverse Learning Environments**, Selected Participant  
UC Davis Center for Educational Effectiveness, Davis, CA

### **Clinical Training**

- 2016      **Pivotal Response Treatment-I Training**, Participant  
University of California at Santa Barbara, Koegel Autism Center
- 2012-16   **Autism Diagnostic Observation Schedule-2**  
Trainee to achieve research reliability on Modules 3 and 4  
UC Davis MIND Institute, Research & Family Clinics

## **PROFESSIONAL SERVICE AND AFFILIATIONS**

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### **Editorial Activities**

#### *Ad-hoc Reviewer of Journals*

- Autism*, SAGE Publications  
*Autism Research*, Wiley Periodicals  
*Journal of Autism and Developmental Disorders*, Springer  
*Journal of Educational Psychology*, APA  
*Journal of Language, Speech, and Hearing Services in Schools*, ASHA  
*Journal of Learning Disabilities*, SAGE Publications  
*Remedial & Special Education*, SAGE Publications  
*Research in Autism Spectrum Disorders*, Elsevier

### **Professional Leadership**

- Executive Board, Regional Representative (2019-)*  
University of North Carolina, Chapel Hill  
North Carolina CEC Division on Autism and Developmental Disabilities
- Reviewer, Org. for Autism Research (OAR) Applied Research Grant Competition (2018-2019)*  
OAR, Washington DC
- Doctoral Student Advisory Council Member (2012-2015)*

Nancy S. McIntyre

University of California, Davis

UC Center for Research on Special Education, Disabilities, and Developmental Risk

**Professional Affiliations**

*American Educational Research Association (AERA)*

Special Education Research SIG

Research in Reading and Literacy SIG

*Council for Exceptional Children (CEC)*

Division on Autism and Developmental Disabilities (*DADD*)

*International Society for Autism Research (INSAR)*

*Society for Research in Child Development (SRCD)*

*Society for Scientific Studies of Reading (SSSR)*