

CURRICULUM VITAE

Eric H. Ishijima, M.A., Ph.D., BCBA

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Business Address: Torrance Unified School District
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Current Position

09/16 – Present Behavior Analyst, Torrance Unified School District
03/17 – Present Academic Associate, Arizona State University (online)
08/18 – Present PEERS Trainer, Young Adults Group

Certification

2015 Board Certified Behavior Analyst, BACB # 1-15-18506
2018 Certified PEERS trainer

Education

2012 Doctorate of Philosophy, Psychological Studies in Education
University of California, Los Angeles
Thesis: Intersubjective Imitation in Children with Autism: The Relationship Between Intersubjective Imitation with Joint Attention, Joint Engagement and Theory of Mind (Dissertation Committee: Connie Kasari, Ph.D. (chair), Jeffrey Wood, Ph.D., Carollee Howes, Ph.D., & Tom Weisner, Ph.D.)

2008 Masters of Art, Psychological Studies in Education
University of California, Los Angeles
Thesis: Self Perceptions and Dissonance of Adolescents with Autism
University of California, Los Angeles
Advisor: Connie Kasari, Ph.D.

2004 Bachelor of Arts in Psychology
University of California, Los Angeles

Research Experience

Graduate Student Researcher, Project Coordinator

09/09 – 06/12

University of California, Los Angeles, Center for Autism Research and Treatment

Project: Multisite RCT of Early Intervention for Spoken Communication in Autism

Principal Investigator: Professor Connie Kasari, Ph.D.

Description: The goal of this school-based project is to compare the efficacy of two interventions for improving spoken language and reducing symptoms of autism of preverbal children with ASD: (1) Discrete trial training (DTT)--an applied behavior analysis approach emphasizing highly structured teaching of school readiness skills and (2) Interpersonal developmental approach (IDA): a visually supported, child-focused, flexible engagement, social communicative engagement approach on joint attention, symbolic play, and the use of conventional symbols within socially valid communicative contexts. Interventionists work with participants for 6 months and with parents for 2 months. The research methods for this study were developed collaboratively with two other universities: University of Rochester and John Hopkins University. This study was funded by the National Institute of Mental Health (1R01MH084864-01A109).

Graduate Student Researcher, Project Coordinator

04/08 – 04/09

University of California, Los Angeles

Project: Friendships, Loneliness, Self Perceptions, and Empathy of Adolescents with Autism Spectrum Disorders

Principal Investigator: Connie Kasari, Ph.D.

Description: The purpose of this study is to examine the friendships of children with autism, their self-perceptions and how they feel that their peers perceive them. Qualitative and quantitative methods are used to examine these qualities of high-functioning high school students with ASD.

Graduate Student Researcher

03/09 – 09/09

University of California, Los Angeles, Center for Autism Research and Treatment

Project: Health Resources and Service Administration Autism Intervention Research Network on Behavior Health – Study of Peer Relationships at School

Principal Investigator: Professor Connie Kasari, Ph.D.

Description: The goal of this study is to compare the effects of two separate, manualized group interventions designed to improve social outcomes for young children with autism. The first type of group intervention utilizes a social skills curriculum delivered to a small group of children with autism from different schools in a non-specific setting. The other intervention delivers a social engagement curriculum at the children's school and includes children with autism and typically developing peers, from the same school. The research methods for this study were developed collaboratively with four other universities: Florida State University, Johns Hopkins University, the University of Michigan, and the University of Washington. This project was funded by the Health Resources and Service Administration Autism Intervention Research Network on Behavior Health (UA3MC11055)

Graduate Student Researcher

7/07 – 9/08

University of California, Los Angeles, Center for Autism Research and Treatment

Project: Randomized Controlled Trial of Social Skills at School for Children with Autism Spectrum Disorders

Principal Investigator: Professor Connie Kasari, Ph.D.

Description: The goal of this study was to examine the effects of contrasting targeted interventions on children with autism's social inclusion in the classroom, social communication skills on the playground, and feelings of loneliness and friendship quality for 60 fully included elementary-aged children with ASD. This study was funded by the National Institute of Mental Health (5-U54-MH-068172)

Graduate Student Researcher

9/05 – 3/07

University of California, Los Angeles, Center for Autism Research and Treatment

Project: Randomized Controlled Caregiver Mediated Joint Engagement Intervention for Toddlers with Autism

Principal Investigator: Professor Connie Kasari, Ph.D.

Description: The goal of this study was to examine whether engagement strategies could be taught to caregivers of young children with autism and whether these intervention strategies would affect caregiver-child interactions. This study was funded by the National Institute of Mental Health (MH064927)

Staff Research Associate

12/03 – 09/05

University of California, Los Angeles, Center for Autism Research and Treatment

Project: Longitudinal Follow-Up and Extension of Joint Attention Intervention

Principal Investigator: Connie Kasari, Ph.D.

Description: Longitudinal randomized control treatment study of children with ASD that compared joint attention treatment, symbolic play treatment and control group. Participants were followed up 1 year after the end of treatment and 4 years after the end of treatment.

Clinical Experience

Behavior Analyst

09/16 – Present

Torrance Unified School District

Supervisor: Antoinette Laiolo

Duties: Observation, consultation, data analysis and create/edit behavioral intervention plans and progress reports for Torrance Unified School District for students with autism.

Behavior Analyst

08/15 – 05/16

Applied Behavioral Alternatives, Inc.

Supervisor: Darren Lemon, M.A., BCBA

Duties: Observation, consultation, data analysis and progress report for San Gabriel Unified School District for students with autism.

Case Supervisor

09/06 – 02/15

Innovative Behavioral Therapies*Supervisor:* Daniel Garcia, M.A., BCBA*Duties:* Supervision of direct behavioral intervention, data analysis and progress report for regional center/insurance funded in-home ABA sessions. Run clinic meeting with behavioral interventionists, parents and other stake holders to create and modify behavioral plans and goals based on data.**Behavioral Therapist**

09/06 – 02/15

Innovative Behavioral Therapies*Supervisor:* Daniel Garcia, M.A., BCBA*Duties:* Provided discrete trial training to target language, social, emotional and cognitive development for children with autism.**Assistant Teacher/Behavioral Therapist**

12/03 – 09/05

UCLA Early Childhood Partial Hospitalization Program*Supervisor:* Tanya Paparella and Stephanny Freeman*Duties:* Provided social, emotional, cognitive, physical, and language development as well as adaptive functioning skills through modified applied behavior analysis techniques for toddlers diagnosed with autism.**Teaching Experience**

Teacher's Assistant, UCLA, Los Angeles, CA, September 2008 – December 2008

Peer-Reviewed Publications

Harrop, C., Shire, S., Gulrud, A., Chang, Y., Ishijima, E., Lawton, K., & Kasari, C. (2015). Does gender influence core deficits in ASD? an investigation into social-communication and play of girls and boys with ASD. *Journal of Autism and Developmental Disorders*, 45(3), 766-777.

Goods, K., Ishijima, E. H., Chang, Y., & Kasari, C. (2013). Preschool based JASPER intervention in nonverbal children with autism: Pilot RCT. *Journal of Autism and Developmental Disorders*, 43, 1050-1056.

Flook, L., Smalley, S.L., Kitil, J., Galla, B.M., Kaiser-Greenland, S., Locke, J., Ishijima, E.H., & Kasari, C. (2010). Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children. *Journal of Applied School Psychology*, 26(1), 70-95.

Locke, J., Ishijima, E. H., Kasari, C., & London, N. (2010). Loneliness, friendship quality, and the social networks of adolescents with high-functioning autism in an Inclusive school setting. *Journal of Research in Special Educational Needs*, 10(2), 74-81.

Published Chapter

Kasari, C., Locke, J., Ishijima, E.H., & Kretzmann, M. (2012). Peer Acceptance, Social Engagement and Friendship: Critical Social Goals for Children with Autism Spectrum Disorders. *Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorders: Current Status and Future Directions*.

Presentations/Seminars/Workshops

Chang, Y., Krueger, K., Ishijima, E.H., Goods, K., & Kasari, C. (May 2011). Effectiveness of joint attention intervention in minimally verbal preschool children with autism. Poster presented at the International Meeting for Autism Research (IMFAR), San Diego, CA.

Goods, K.S., Ishijima, E.H., Chang, Y., & Kasari, C. (May 2010). Joint attention and play of nonverbal children with autism. Poster presented at the International Meeting for Autism Research (IMFAR), Philadelphia, PA.

Ishijima, E.H., Locke, J., & Kasari, C. (February 2009). Social awareness of children with autism spectrum disorders and children of typical development. Paper presented at UC Conference for Research in Special Education, Disabilities, and Developmental Risk (UC SPEDDR), Santa Barbara, CA.

Ishijima, E.H., Kretzmann, M., Locke, J., & Kasari, C. (May 2009). Awareness of Friendships and Rejections: A Comparison between Children with Autism Spectrum Disorders and Children with Typical Development. Poster presented at the International Meeting for Autism Research (IMFAR), Chicago, IL.

Ishijima, E.H., Locke, J., & Kasari, C. (April 2009). Social Awareness of Children with Autism Spectrum Disorders: Friendships and Rejections. Poster presented at Society for Research in Child Development, Denver, CO.

Ishijima, E.H., Locke, J., & Kasari, C. (March 2009). Adolescents with High Functioning Autism Reacting to Being Misperceived by Others, Poster presented at the Gatlinburg Conference, New Orleans, LA.

Locke, J., Ishijima, E.H., & Kasari, C. (March 2009). Loneliness and Friendship Quality in Adolescents with Autism in and Inclusive High School Setting, Poster presented at the Gatlinburg Conference, New Orleans, LA.

Ishijima, E.H., & Kasari, C. (September 2008). Effects of joint attention and symbolic play on imitation. Poster presented at the Pivotal Response Training (PRT), Santa Barbara, CA.

Ishijima, E.H., Locke, J., Lee, J., & Kasari, C. (March 2008). Theory of Mind and Self Perception of Adolescents with Autism Spectrum Disorder, Poster presented at the Society for Research on Adolescence (SRA), Chicago, IL.

Locke, J., Ishijima, E.H., & Kasari, C. (March 2008). Characteristics of Friendship Formation and Maintenance in Adolescents with High-Functioning Autism, Poster presented at the Society for Research on Adolescence (SRA), Chicago, IL.

Ishijima, E.H., Gulsrud, A., & Kasari, C. (March 2008). Increasing Spontaneous Imitation in Toddlers with Autism Spectrum Disorders, Poster presented at the Gatlinburg Conference, San Diego, CA.

Har, K., Ishijima, E.H., & Kasari, C. (March 2007). The Role of Caregiver Praise as a Mechanism for Children's Sustained Engagement. Paper presented at the Gatlinburg Conference, Annapolis, MD.

Wong, C., Kwon, S., & Ishijima, E.H. (March 2007). Growth Trajectories in a Joint Engagement Intervention for Caregivers and Their Toddlers with Autism. Paper presented at the Gatlinburg Conference, Annapolis, MD.

Locke, J., Ishijima, E.H., Stickles, K., Huynh, N., Gulsrud, A., Rotheram-Fuller, E., & Kasari, C. (March 2007). Teacher Perceptions of Social Competence in Elementary School-aged Children with Autism. Poster presented at the Gatlinburg Conference, Annapolis, MD.

Fellowships and Grants

2006-2007 Robert Levine Memorial Fellowship

Academic Associations/Affiliations

2015-2016 Member of Association of Professional Behavior Analysts
2008-2010 President of Graduate Student Association Education Division
2009-2010 Graduate Student Association Education Division Representative for
Faculty Executive Committee
2009-2010 Graduate Student Association Education Division Representative for
Education Executive Committee
2009-2010 Election Committee for Graduate Student Association
2009-2010 Graduate Student Association Education Division Representative for
Graduate Student Writing Center Committee
2007-2010 Graduate Student Association Education Division Representative for
Graduate Student Association
2007-2008 Psychological Studies in Education Representative for Graduate Student
Association Education Division