

# Sally J. Rogers, Ph.D.

## Philosophy of Care

Dr. Rogers' focus in working with families and their young children with autism is to maximize the everyday learning opportunities that exist in everyday life and maximizing those moments of interaction to hold children's attention and provide them with learning opportunities that involve communication, language, and social interaction embedded within the typical daily activities of young children: meals, toy play, social games, books, outdoor play, and care activities. Dr. Rogers and families work together to identify a child's learning strengths, areas of learning need, and prioritizing the focus of their work together for a 6-12 week period. Individual learning plans for a child based on these priorities provide clear steps for designing child learning, beginning at the child's current level of understanding and moving along a developmental or behavioral sequence of steps until the goal is reached. Parents are young children's most effective and important teachers, and Dr. Rogers supports family members to provide needed learning opportunities at home.

## Clinical Interests

Dr. Rogers is a developmental psychologist whose research focuses on young children's developmental problems, particularly involving cognition, language and communication, social interactions, and problem behaviors. She is best known for her research work in understanding early developmental trajectories of young children with autism and in developing and testing intervention strategies for them focused on the use of the Early Start Denver Model, which she developed with her colleague Dr. Geraldine Dawson. She provides intervention for young children and their families as well as for infants who are at risk of developing autism. Her work with graduate students, postdoctoral fellows, and other advanced trainees also focuses on working with parents and their young children with or at risk for developing autism.

## Research/Academic Interests

Dr. Rogers' research focuses on young children's developmental problems, particularly involving cognition, language and communication, social interactions, and problem behaviors. She is best known for her research work in understanding early developmental trajectories of young children with autism and in developing and testing intervention strategies for them focused on the use of the Early Start Denver Model, which she developed with her colleague Dr. Geraldine Dawson.

**Title** Distinguished Professor Emeritus  
Licensed Psychologist

**Specialty** Autism, Neurodevelopmental Disorders

**Department** [Psychiatry and Behavioral Sciences](#)

**Division** Psychiatry  
Clinical Psychologist

**Center/Program Affiliation** [UC Davis MIND Institute](#)

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<b>Education</b>	Ph.D., Developmental Psychology, Ohio State University College of Medicine, Columbus OH 1975 B.A., Psychology, Ashland College, Ashland OH 1969
<b>Internships</b>	Psychological Assessment/Treatment, Orient State Institute, Orient OH 1974-1975
<b>Board Certifications</b>	California Psychology License
<b>Professional Memberships</b>	American Association for Intellectual and Developmental Disability American Psychological Association International Society for Autism Research (Fellow) Society for Research in Child Development
<b>Honors and Awards</b>	Brain Sciences Editors' Choice Articles , for Fuller and Rogers, 2021, The Effects of the Early Start Denver Model (April), 2022 Clarivate Analytics Web of Science Highly Cited Researchers List, for ranking in the top 1% of publication citations in Psychology/Psychiatry, over a 10 year period, 2018, 2019, 2021 Top 10 Autism Studies, 2018, 2019, 2020 Hibbard Williams Extraordinary Achievement Award, UC Davis Health, 2019 Distinguished Professor, UCDavis, 2018
<b>Select Recent Publications</b>	Rogers SJ, Stahmer A, Talbott M, Young G, Fuller E, Pellecchia M, Barber A, Griffith E. Feasibility of delivering parent-implemented NDBI interventions in low-resource regions: a pilot randomized controlled study. J Neurodev Disord. 2022 Jan 5;14(1):3. doi:10.1186/s11689-021-09410-0. PMID:34986782.  Rogers SJ, Yoder P, Estes A, Warren Z, McEachin J, Munson J, Rocha M, Greenson J, Wallace L, Gardner E, Dawson G, Sugar CA, Hellemann G, Whelan F. A Multisite Randomized Controlled Trial Comparing the Effects of Intervention Intensity and Intervention Style on Outcomes for Young Children With Autism. J Am Acad Child Adolesc Psychiatry. 2021 Jun;60(6):710-722. doi: 10.1016/j.jaac.2020.06.013. Epub 2020 Aug 24. PMID:32853704.

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