

Jared R. Morris, Ph.D., BCBA-D

Curriculum Vitae

Assistant Professor
Department of Counseling Psychology and Special Education
McKay School of Education
Brigham Young University - Provo
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Education

PhD	Special Education (Minor: Educational Psychology)	The Pennsylvania State University – University Park	August 2019
Graduate Certificate	Applied Behavior Analysis	The Pennsylvania State University – University Park	August 2018
MEd	Special Education	University of Utah	December 2013
BA	English	Brigham Young University – Provo	August 2010
AS	General Academics	Utah Valley State College	April 2006

Certification

Board Certified Behavior Analyst - Doctoral (BCBA-D), #1-21-50022	May 2021
Behavior Analyst Certification Board, Littleton, CO	
Board Certified Behavior Analyst (BCBA) Supervisor	February 2024

Publications

*BYU Graduate Student

Morris, J. R., Hughes, E. M., & Lee, D. L. (2024). Using Explicit Instruction and Video Modeling to Teach Rational Number Skills to Students with Learning Disabilities. *Learning Disabilities: A Contemporary Journal*, 22(2), 123-144.

*Squires, M., Cutrer-Párraga, E. A., Morris, J. R., Miller, E. E., & Hansen, B. D. (2024). Navigating Collaboration: Factors Influencing Special Education Teachers' Relationships with BCBA's in Diverse School Contexts. *Behavior Analysis in Practice*, (17), 1033–1049

- Morris, J. R., Hughes, E. M., Stocker, J. D., & *Davis, E. S. (2022). Using video modeling, explicit instruction, and augmented reality to teach mathematics to students with disabilities. *Learning Disability Quarterly*, 45(4), 306–319. <https://doi.org/10.1177/07319487211040470>
- Morris, J. R., Dexter, D. D., & Hunter, W. (2021). Using guided practice for students with EBD within explicit instruction. *Beyond Behavior*, 30(2), 64–71. <https://doi.org/10.1177/10742956211021616>
- Stocker, J. D., Hughes, E. M., Wiesner, A., Woika, S., Parker, M., Cozad, L., & Morris, J. (2021). Investigating the effects of a fact family fluency intervention on math facts fluency and quantitative reasoning. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-020-09422-1>
- Kellems, R. O., Yakubova, G., Morris, J. R., Wheatley, A., Chen, B. B. (2020). Using augmented and virtual reality to improve social, vocational, and academic outcomes of students with autism and other developmental disabilities. In G. Akcayir & C. D. Epp (Eds.), *Designing, Deploying, and Evaluating Virtual and Augmented Reality in Education*. (pp. 167–182). IGI Global. <https://doi.org/10.4018/978-1-7998-5043-4.ch008>
- Kellems, R. O., Cacciatore, C., Hansen, B. D., Sabey, C. V., Bussey, H. C., Morris, J. R. (2020). Effectiveness of video prompting delivered via augmented reality for teaching transition-related math skills to adults with intellectual disabilities. *Journal of Special Education Technology*, 36(4). 258–270. <https://doi.org/10.1177/0162643420916879>
- Hughes, C. A., & Riccomini, P. J., & Morris, J. R. (2019). Use explicit instruction. In J. McLeskey, L. Maheady, B. Billingsley, M. Brownell, & T. Lewis (Eds.), *High-leverage practices for inclusive classrooms* (pp. 215–236). New York, NY: Routledge.
- Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning Disabilities Research & Practice*, 32(3), 140–148. <https://doi.org/10.1111/ldrp.12142>
- Therrien, W. J., Benson, S. K., Hughes, C. A., & Morris, J. R. (2017). Explicit instruction and Next Generation Science Standards aligned classrooms: A fit or a split? *Learning Disabilities Research & Practice*, 32, 149–154. <https://doi.org/10.1111/ldrp.12137>

Works under review

- *Hammond, A. K., Morris, J. R., Sabey, C. & Cutrer-Párraga, E. A. (Revise and Resubmit). Teaching Social Skills to Adults with Autism in a Transition Setting using Video Modeling. Manuscript under review.
- *Hammond, A. W., Morris, J. R., Gabrielsen, T., Smith, T., & *Medsker, N. (Revise and Resubmit). A Systematic Review of Digital Activity Schedule Use in Individuals With Autism and Intellectual Disability. Manuscript under review.

*Gibbs, P., Morris, J. R., Charlton, C., & Hansen, B. (Under review). Delivering Explicit Math Instruction Through Point-of-View Video Modeling and Nearpod to Elementary Students With Autism Spectrum Disorder. Manuscript under review.

Therrien, W. J., Wong, V. C., Chen, L., Taylor, C. M., Chiu, J. L., Gonçalves, B., Liu, Q., Cook, B. G., Doabler, C. T., Swanson, E., Brame, P. B., Budin, S., Cho, E., Conway, S. J., Davis, K. M., Dunn, M. W., Faggella-Luby, M. N., Gersib, J., Jimenez, Z., Murnan, R., et al., Stinchcomb, H. R. (2024). National survey of 4th and 5th grade science education teachers: Insights into instruction and inclusion of students with disabilities. Preprint: <https://doi.org/10.35542/osf.io/d4ybt>. Manuscript under review.

Works in Preparation

Morris, J. R., Hughes, E. M., Kellems, R. O., Charlton, C. et al., (In preparation). Effects of Point-of-View Video Modeling to Teach Individuals with Autism: A Systematic Literature Review and Meta-Analysis

*Keenan, R. J. H., Morris, J. R., Cutrer-Párraga, E., Gabrielson, T. (In preparation). Autistic Female University Students and Their Experiences With Depression: An Interpretative Phenomenological Analysis.

Morris, J. R., (In preparation). Teaching Mathematics to Students with Autism: A Systematic Review and Meta-analysis.

Morris, J. R. & Lee, D. L. (In preparation). Effects of Task Sequencing Interventions for Students with Disabilities and Difficulties in Mathematics: A Systematic Literature Review.

University Teaching Experience

***Graduate Course**

*Instructor – CPSE 615: Academic and Behavioral Problem Solving (4 credits). Fall 2021, Winter 2024

Instructor – CPSE 470: Legal Issues in Special Education (3 Credits). Spring 2022, Spring 2023, Spring 2024

Instructor – CPSE 462: Teaching Math to Students with Disabilities (3 credits). Spring 2020, Spring 2021, Spring 2022, Winter 2024

Instructor – CPSE 300 (BYU Online): November 2022 – Present

Instructor – CPSE 443: Social and Behavioral Strategies for Students with Severe Disabilities (3 credits). Winter 2021, Winter 2022, Fall 2022, Fall 2023, Fall 2024

Instructor – CPSE 467: Mentored Field Experience: Teaching Students with Severe Disabilities- Elementary (3 credits). Fall 2019, Winter 2021, Winter 2022

Instructor – CPSE 466: Mentored Field Experience: Teaching Students with Mild/Moderate Disabilities- Elementary (3 credits). Fall 2023

Instructor – CPSE 452: Effective Teaching Strategies for Students with Mild/Moderate Disabilities (3 credits). Fall 2020, Part of Fall 2022, Fall 2024

Instructor – CPSE 446: Mentored Field Experience: Teaching Students with Mild/Moderate Disabilities – Secondary (3 credits). Winter 2020, Fall 2020

Instructor – CPSE 447: Mentored Field Experience: Teaching Students with Severe Disabilities – Secondary (3 credits). Winter 2022, Fall 2022

Instructor (Penn State)– SPLED 412: Instruction for Students with Mild Disabilities (4 credits). Appropriate teaching strategies, curriculum sequences, and materials selection and evaluation for children with mild special needs. Spring, 2017.

Teaching Assistant/Guest Lecturer (Penn State) – SPLED 401: Motivating Exceptional Learners (3 credits). Group and individual techniques to promote student task engagement and prosocial behavior. Fall, 2018. Responsibilities include teaching multiple sections, administering exams and quizzes, grading. Spring, 2018

Guest Lectures

CPSE 300: Effective Strategies for Teaching Mathematics to Students with Disabilities, May 18, 2023

CPSE 452: Effective Teaching Strategies for Students with Mild/Moderate Disabilities, Multiple topics and lectures, October –November, 2022

CPSE 300: Effective Strategies for Teaching Mathematics to Students with Disabilities, May 12, 2022

CPSE 300: Effective Strategies for Teaching Mathematics to Students with Disabilities, March 16, 2021

CPSE 300: Effective Strategies for Teaching Mathematics to Students with Disabilities, March 3, 2020

CPSE 452: Effective Teaching Strategies for Students with Mild/Moderate Disabilities, Research Supporting Explicit Instruction, October 7, 2019

SPLED 409C: Mathematics Instruction for Students with Special Needs, “Improving Practice in Mathematics Class” October 10, 2018

SPLED 401: Motivating Exceptional Learners, August, 2018 – December 2018

SPLED 403A (Hybrid course): Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing, August 29, 2018; October 31, 2018 (2 sections).

SPLED 530: Problems in the Education of the Learning Disabled (Graduate Seminar).
February 08, 2017 & March 29, 2017

SPLED 400 (Hybrid course): Teaching Exceptional Students in General Education Settings,
January 25, 2017

Funding

\$170,650 – **Role:** Principal Investigator: (2024-2026). Future SpEd: Fostering Undergraduate Talent for Unique. Utah State Board of Education Institutes of Higher Education Special Education Personnel Preparation Grant. Co-PI's Agatha Gibbons & Ryan Kellems

\$37,805 – **Role:** Principal Investigator: (2020-2023). Using Explicit Instruction, Video Modeling, and Augmented Reality to Teach Mathematics to Students with Autism. McKay School of Education Research Grant. Co-PI's Ryan Kellems & Cade Charlton

Conference Presentations

*BYU Masters Student

** BYU Undergraduate Student

*** Recently Graduated BYU Student

Morris, J. R. & ***Gibbs, P. (Feb. 17, 2024). *Delivering Explicit Math Instruction Through Point-of-View Video Modeling to Elementary Students With Autism Spectrum* [Conference Session]. 2024 Annual UVU Autism Conference, Orem, UT, United States.

Morris, J. R. & ***Hammond, A. (Feb. 17, 2024). *Evaluating a Video Peer-Modeling Intervention on the Acquisition and Maintenance of Social Skills for Adults with Autism in a Transition Setting* [Conference Session]. 2024 Annual UVU Autism Conference, Orem, UT, United States.

Morris, J. R. & ***Gibbs, P. (Jan. 17-19, 2024). *Delivering Explicit Math Instruction Through Point-of-View Video Modeling to Elementary Students With Autism Spectrum* [Poster Presentation]. 25th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Honolulu, HI, United States.

- Morris, J. R., Kellems, R. O., Charlton, C. T., *Davis, E. *Gibbs, P., **McKay, J., **Macias, V., (May 28-30, 2022). *Instructional Strategies for Teaching Mathematics to Autistic Students/Students Diagnosed with Autism Spectrum Disorder* [Conference Session]. Association for Behavior Analysts International (ABAI) 48th Annual Convention, Boston, MA, United States.
- Morris, J. R., Kellems, R. O., Charlton, C. T., *Gibbs, P., **McKay, J., **Macias, V., (March 5-7, 2022). *Instructional Strategies for Teaching Mathematics to Autistic Students/Students Diagnosed With Autism Spectrum Disorder* [Poster Presentation]. Association for Behavior Analysts International (ABAI) 16th Annual Autism Conference, Seattle, WA, United States.
- Morris, J. R., Kellems, R. O., Charlton, C. T., **Macias, V., **McKay, J., *Gibbs, P., (March 5-7, 2022). *A Meta Analysis of Point of View Video Modeling Research for Autistic Students/Students Diagnosed With Autism Spectrum Disorder* [Poster Presentation]. Association for Behavior Analysts International (ABAI) 16th Annual Autism Conference, Seattle, WA, United States.
- Charlton, C. T., Kellems, R. O., Morris, J. R., *Hendry, D., & *Rhodes, J. (2022, March). *Enhancing Engagement for Children with Neurodevelopmental Disabilities Using Live Animation including Animoji* [Conference Session]. Utah Valley University 11th Annual Autism Conference, Orem, UT, United States.
- Morris, J. R., Kellems, R. O., Charlton, C. T., *Gibbs, P., **McKay, J., **Macias, V., (March 4, 2022). *Instructional Strategies for Teaching Mathematics Students With Autism* [Conference Session]. Utah Valley University 11th Annual Autism Conference, Orem, UT, United States.
- Charlton, C.T., Kellems, R. O., Morris, J. R., Hendry, D., Rhodes, J., & Taylor, S. (2021, August). Using iOS Tools to Engage Individuals with Developmental Disabilities in Social Emotional Learning. Papers presented at the Utah Association of Behavior Analysis (UtABA), Salt Lake City, UT, United States.
- Morris, J. R., Kellems, R., Charlton, C., *Davis, E. *Gibbs, P., **McKay, J., **Macias, V., (May, 2021). *Effects of Point of View Video Modeling for Students with Autism: A Systematic Literature Review* [Poster Presentation]. Association for Behavior Analysts International (ABAI) 47th Annual Convention.
- Morris, J. R., Kellems, R., Charlton, C., *Davis, E., *Gibbs, P., **McKay, J., **McFaddyn, S., (February, 2021). *Effects of Point of View Video Modeling for Students with Autism: A Literature Review* [Poster Presentation]. Association for Behavior Analysts International (ABAI) 15th Annual Autism Conference.
- Morris, J. R., Kellems, R. (March, 2021). *An Innovative Virtual and In-Person Practicum: Utilizing technology and a mixture of in person and virtual practicum experiences for Pre-Service Teachers in a University and School District Partnership* [Conference

session]. National Association for Professional Development Schools Annual Conference.

- Kellems, R., Morris, J. R. (February, 2020). *Envisioning a new Practicum Paradigm: A University and School District Partner to Implement Clinical Experiences for Pre-Service Teachers* [Conference session]. Presentation at the 2020 National Association for Professional Development Schools Annual Conference, Atlantic City, NJ, United States.
- Morris, J. R., Hughes, E. M., & Davidson, M. (February, 2020). *Effects of an Explicit Instruction and Video Modeling Intervention with Augmented Reality on the Mathematics Outcomes of Students with Disabilities*. Presentation with Q&A at the 2020 Council for Exceptional Children Convention, Portland, OR, United States.
- Morris, J. R., Hughes, E. M., Stocker, J. D., & Cook, M. J. (October, 2019). *Using Technology to Explicitly Teach Mathematics to Students with LD*. Poster presented at the 2019 Council for Learning Disabilities Annual Conference, San Antonio, TX, United States.
- Frank, J., Schussler, D., Kohler, K., Deger, G., Khan, L., Morris, J., & Sturtz, E. (March, 2019). Development and preliminary evaluation of Project RESPECT on student and teacher outcomes using a multiphase optimization strategy (MOST) development framework. Presentation as part of a symposium (Empirical and Theoretical Perspectives to Enhance Social-Emotional Learning: Evidence for Three Randomized Control Trials) at the Society for Research on Educational Effectiveness Annual Conference, Washington, D.C., United States.
- Morris, J. R., & Lee, D. *Increasing Teachers Use of Purposeful Practice Techniques and Strategies* [Round table presentation canceled]. Council for Learning Disabilities Annual Conference, Portland, OR, United States.
- Morris, J. R., & Hughes, C. A. (April, 2018). *Explicit Instruction: Effective Lesson Design and Delivery for Increased Student Achievement*. Presentation with Q&A presented at the 2017 Virginia Council for Learning Disabilities Symposium, Arlington, VA, United States.
- Hughes, C. A., & Morris, J. R. (February, 2018). *Explicit Instruction: Effective Lesson Design and Delivery for Increased Student Achievement*. Presentation with Q&A presented at the 2018 Council for Exceptional Children Convention, Tampa, FL, United States.
- Morris, J. R., & Hughes, C. A. (October, 2017). *The purposes of practice*. Poster Session presented at the 2017 Council for Learning Disabilities Council, Baltimore, MD, United States.
- Morris, J. R. (2017). *Task Sequencing Mathematics Problems for Increasing Behavioral Momentum: Effects and Resources for Practice*. Poster session presented at the 43rd Annual ABAI convention, Denver, CO, United States.

Morris, J. R. (2017). *Task Sequencing Mathematics Problems for Increasing Behavioral Momentum*. Poster session presented at the Council for Exceptional Children National Convention, Boston, MA, United States.

Morris, J. R. (2016). *Task Sequencing Mathematics Problems for Increasing Behavioral Momentum: Effects and Resources for Practice*, Teacher Education Division of CEC Annual Conference, Lexington, KY, United States.

Morris, J. R. (2016). *Task Sequencing and Interleaving Math Problems for Students with Disabilities*. Poster presentation presented at the 15th Annual Behavior Analysis Research Colloquium (BARC), University Park, PA, United States.

Morris, J. R. (2016). *Task Sequencing of Math Assignments for Students with Disabilities: A Literature Review* [Poster presentation]. Kaleidoscope, Council for Exceptional Children (CEC) National Convention, St. Luis, MO, United States. (**Awarded Best Poster, Literature Review Category**)

Morris, J. R. (2016). *Task Sequencing of Math Assignments for Students with Disabilities*. Presentation at College of Education Graduate Student Symposium. The Pennsylvania State University, University Park, PA, United States.

Positions Held

Assistant Professor – Department of Counseling Psychology and Special Education - Brigham Young University – Provo, UT 2019 - Present

Research Associate - Project SEALS, IES Goal 2 Development Grant. 2015 - 2019
Attend grant meetings and perform data collection and other activities as outlined by Dr. David Lee. The Pennsylvania State University, State College, PA

Research Associate - Project RESPECT, IES Goal 2 Development Grant. 2015 - 2019
Attend weekly grant meetings and perform activities as outlined by Dr. Jenny Frank. Create assessment and survey data in Qualtrics. The Pennsylvania State University, State College, PA

Graduate Research Assistant – Participate in Research and Writing projects as directed by various faculty. Supervise undergraduate preservice student teachers (2015-16). The Pennsylvania State University, State College, PA. 2015 – 2019

Special Education Resource Teacher & Team Leader - Special Education Teacher and supervisor over a part-time special education teacher and 3 educational assistants. Team Leader of the special education team, including the resource team, speech and language pathologist and the school psychologist. Silver Crest Elementary, Jordan School District, Herriman, UT 2013 – 2015

Paraeducator - Teach students in a high functioning autism cluster, reading, math, writing and other core objectives. Heartland Elementary (Title I), Jordan School District, West Jordan, UT. 2012 – 2013

Special Education Seminary Teacher / Seminary Teacher - Students with moderate to severe disabilities. S&I, Corporation of the President, Pleasant Grove/Riverton/South Jordan, UT. 2010 – 2013

Membership in Professional Associations

Council for Exceptional Children (CEC) – Member since 2015

- Division of Research (CEC-DR)
- Teacher Educators Division (TED)
- Division on Autism and Developmental Disabilities (DADD)

Association for Behavior Analysts International (ABAI) – Member 2019–2022

Council for Learning Disabilities (CLD) – Member 2017–2020

National Association for Special Education Teachers (NASSET) – Member 2019–2021

National Association for Professional Development Schools – Member 2020–2022

Service

Editorial Board

- *Insights into Learning Disabilities*, (2024 – Present)
- *Journal of Special Education Apprenticeship*, (2020 – 2022)

Ad Hoc Journal Reviewer

- *Journal of Applied Behavior Analysis*, (2023 – Present)
- *Journal of Special Education Apprenticeship*, (2022 – Present)
- *Review Journal of Autism and Developmental Disorders*, Guest Reviewer (2021–Present)
- *BYU Psych Journal*, Guest Reviewer (2020- present)
- *Journal of Special Education Apprentice*, Reviewer
- *Research in Developmental Disabilities*, Guest Reviewer
- *Education and Treatment of Children*, Guest Reviewer (3x)
- *Journal of Evidence Based Practices in Schools*, Guest Reviewer (2x)

Conference proposal reviewer

- CEC 2023 Convention and Expo
- CEC 2022 Convention and Expo
- CEC 2020 Convention and Expo

Book Reviewer for the Dolly Gray Children’s Literature Award

- 2022 to Present

Special Appointments and Committee Assignments

2024-Present

Member, MSE Faculty Advisory Council

2023-Present	Member, Scientific Review Committee, McKay School of Education
2023-Present	Member, Awards Committee, McKay School of Education
2019-Present	Member of the Special Education Partnership Advisory Council.
2019-Present	Member of University Secondary Education Committee
2022-Present	Wellness Advocate for the CPSE
2019–2022	Chair, Special Education Assessment Committee, Counseling Psychology and Special Education
2020-2021	Chair, Faculty Search Committee for CPSE Department at BYU
2019-2022	Member, Special Education Undergraduate Recruitment Committee, Counseling Psychology and Special Education
2019-2023	Member, Brigham Young University Center for Teaching and Learning (CTL) Advisory Board
2019-2022	Member, Undergraduate Recruitment Committee, David O. McKay School of Education