

Curriculum Vitae

CADE TOMAS CHARLTON

Counseling Psychology & Special Education (CPSE)
Brigham Young University
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EDUCATION

- 2016 Doctorate of Philosophy, Emma Eccles Jones College of Education, Utah State University, Disability Disciplines
Specialization: Special Education
Dissertation: Effects of a Self-Management Procedure Using Student Feedback on Staff Members' Use of Praise in an Out-Of-School Time Program
Chair: Richard P. West, Ph.D.
- 2008 Master of Science, Jon Huntsman School of Business, Utah State University, Business Administration
- 2007 Bachelor of Science, Utah State University
Major: Psychology
Honors: Magna Cum Laude
- 2007 Bachelor of Science, Utah State University
Major: Economics
Honors: Magna Cum Laude

ACADEMIC EMPLOYMENT

- 2019 – Graduate Program Coordinator, Special Education MS Program, CPSE
Brigham Young University
Responsibilities: Serve as Verified Course Sequence (VCS) coordinator, coordinate student recruitment, review student theses, facilitate admissions, track program outcomes, communicate program status with the school of graduate studies, and collaborate with stakeholders in the field (e.g., school districts, ABA providers).
- 2016 – Assistant Professor, CPSE
Brigham Young University
- 2015-2016 Visiting Assistant Professor, CPSE
Brigham Young University, Provo, UT

LICENSING AND CERTIFICATION

- 2019 Licensed Behavior Analyst, #11218090-2506, Utah Department of Commerce
- 2018 Board Certified Behavior Analyst, #1-18-30227, Behavior Analyst Certification Board, Littleton, CO

SPECIAL APPOINTMENTS & AWARDS

Special Appointments

- 2019 – Board Member, Psychology Licensing Board, State of Utah Department of Professional Licensing
- 2016 – Utah State Board of Education Collaboration (USBE) for Effective Educator Development, Accountability, and Reform (CEEDAR) State Leadership Team
- 2015-2017 USBE School Turnaround Experts – Tetra Analytix
- 2010-2016 USBE School Support Team

Awards

- 2021 Mentored Research Poster Contest – Madelyn Affleck
- 2008 Jon Huntsman School of Business Commitment to Excellence Award
- 2007 Utah State University, Department of Psychology Robins Award Nominee
- 2007 Utah State University, Department of Psychology Outstanding Student
- 2005 Utah State University A-pin Scholar (3 semesters 4.0 GPA maintained)

PUBLICATIONS

Refereed Articles

Kellems, R., **Charlton, C. T.**, *Black, B., *Bussey, H., *Ferguson, R., *Goncalves, B., *Jensen, M., & *Vallejo, S. (In Press). Social engagement of elementary-aged children with autism live animation avatar vs. human interaction. *Journal of Special Education Technology*.

Charlton, C. T., *Rigby, D. M., Moulton, S. E., Sabey, C. V., & Richardson, M. J. (2021). Implementing behavior intervention plans in schools: A pilot study of the complex relationship between technical adequacy, treatment integrity, and student outcomes. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-021-09448-z>

Young, E. L., Moulton, S. E., Cutrer-Parraga, E., **Charlton, C. T.**, Sabey, C. V., & Healey, D. (2021). State systems coaching: Meeting the needs district systems coaches. *Journal of Educational and Psychological Consultation*, 31(2), 180-214. <https://doi.org/10.1080/10474412.2019.1711382>

Charlton, C. T., Moulton, S., & Sabey, C. V. (2021). A systematic review of the effects of schoolwide intervention programs on student and teacher perceptions of school climate. *Journal of Positive Behavioral Interventions*, 23(3), 185-200. <https://doi.org/10.1177/1098300720940168>

Kellems, R. O., **Charlton, C. T.**, Kversøy, K. S., & Györi, M. (2020). Exploring the Use of Virtual Characters (Avatars), Live Animation, and Augmented Reality to Teach Social Skills to Individuals with Autism. *Multimodal Technologies and Interaction*, 4(3), 48-59.

- Charlton, C. T.,** Kellems, R. O., Black, B., Bussey, H. C., Ferguson, R., Gonçalves, B., Jensen, M., & Vallejo, S. (2020). Effectiveness of avatar-delivered instruction on social initiations by children who have autism spectrum disorder. *Research in Autism Spectrum Disorder, 71*, 1-13. <https://doi.org/10.1016/j.rasd.2019.101494>
- Charlton, C. T.,** Sabey, C. V., Young, E. L., Moulton, S. (2020). Interpreting critical incidents in implementing a multi-tiered system of supports through an active implementation framework. *Exceptionality, 28*(3), 161-175.
- Downs, K. R., Caldarella, P., Larsen, R. A. A., **Charlton, C. T.,** Wills, H. P., Kamps, D. M., & Wehby, J. H. (2019). Teacher praise and reprimands: The differential response of students at risk for emotional and behavioral disorders. *Journal of Positive Behavior Interventions, 21*(3), 135-147. doi:10.1177/1098300718800824
- Sabey, C. V., **Charlton, C. T.,** & Charlton, S. R. (2019). Considering the magic ratio: A critical practice description of the positive-to-negative ratio. *Journal of Emotional and Behavioral Disorders, 27*(3), 154-164. doi:10.1177/1063426618763106
- Charlton, C. T.,** Sabey, C. V., Dawson, M. R., Pyle, D., Lund, E. M., & Ross, S. W. (2018). Identifying critical incidents in the scale-up of state multi-tiered system of supports (MTSS) projects. *Journal of Positive Behavior Interventions, 20*(4), 191-202. doi:10.1177/1098300718770804
- Sabey, C., **Charlton, C. T.,** Pyle, D., & Ross, S. W. (2017). A review of classwide or universal social, emotional, behavioral programs for students in kindergarten. *Review of Educational Research, 87*(3), 512-543. doi:10.3102/0034654316689307
- Wolfe, K., Pyle, D., **Charlton, C. T.,** Sabey, C., Lund, E. M., & Ross, S. W. (2016). A systematic review of the empirical support for check-in check-out. *Journal of Positive Behavior Interventions, 18*(2), 74-88. doi:10.1177/1098300715595957
- Campbell, K., **Charlton, C. T.,** Maynes, J., & West, R. P. (2014). Utah. In D. Thompson & F. Crampton (Eds.) State of the states 2013. *Journal of Education Finance, 39*(3), 283-286.
- Taylor, M. J., Hallam, P. **Charlton, C. T.,** & Wall, D. G. (2013). The formative assessment of collaborative teams. *NASSP Bulletin, 98*, 26-52 doi:10.1177/0192636513514109
- Wheatley, R. K., West, R. P., **Charlton, C. T.,** Sanders, R. B., Smith, T. G., & Taylor, M. J. (2009). Improving behavior through differential reinforcement: A praise note system for elementary school students. *Education and Treatment of Children, 32*, 551-571.

Book Chapters

- Ross, S., Lund, E., Sabey, C., & **Charlton, C. T.** (2017) Students' perspectives on bullying. In L. H. Rosen, K. DeOrnellas, & S. R. Scott (Eds.), *Bullying in the School: Perspectives from Across Campus* (pp. 23-47). New York: Palgrave Macmillan.

Trade Journal Articles

Young, E., & **Charlton, C. T.** (2018). How are you really doing: Encouraging social and emotional well-being in all children. *McKay Today*, 14(2), 14-18.

West, R. P., **Charlton, C. T.**, & Taylor, M. J. (2016). Students are the real experts on school reform and improvement. *UASSP Impact Journal*, 17(1), 44-51.

Manuscripts Under Review or in Preparation

Bahr, D., Whiting, E., & **Charlton, C. T.** (Under Review). Enhancing access to general education mathematics instruction through special education pre-teaching: Special education-general education collaboration. *Remedial and Special Education*.

Charlton, C. T., Kellems, R. O., Morris, J., *Affleck, M., *Hendry, D., & *Taylor, S. (In Prep). Live animation avatars: Evaluating the use of technology to engage individuals with Autism in social emotional learning. Focus on Autism.

Charlton, C. T., Kellems, R. O., Morris, J., *Affleck, M., *Hendry, D., Rhodes, J. & Taylor, S. (In Prep). The effects of piloting an avatar on emotional expression in children with Autism. *Journal of Special Education Technology*.

Charlton, C. T., *Workman, A. S., *Nielsen, K. R., & *Burdge, K. M. (In Prep) Improving classrooms for students with EBD: Effects of immediate, specific student feedback on evidence-based classroom management practices. *Journal of Behavioral Education*.

Charlton, C. T., West, R. P., Lignugaris-Kraft, B., Ross, S. W. Effects of a self-management procedure using student feedback on the use of behavior specific praise. *Journal of Positive Behavioral Interventions*.

Charlton, C. T., Ross, S. W., & West, R. P. Effects of a check-in/check-out system on the classroom engagement of at-risk high school students. (In prep) *Journal of Behavioral Education*.

PROFESSIONAL JOURNAL EDITORIAL SERVICE**Editorial Boards**

2019 – *Behavioral Disorders*
2021 – *Remedial and Special Education*

Ad Hoc Reviewer

2019 – *Research in Autism Spectrum Disorders*
2018 – *Social Sciences*
2018 – *Journal of Remedial and Special Education*
2017 – *Journal of Emotional and Behavioral Disorders*
2017 – *Journal of Disability and Rehabilitation*
2017 – *Journal of Positive Behavioral Interventions*
2017 – *Journal of Behavioral Education*
2017 – *Exceptional Children*
2015 – *Education and Treatment of Children*

FUNDED PROJECTS

External Funding Sources

- 2021 \$96,096 Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) State Leadership Team Development Grant – A collaborative project funded by the CEEDAR project at the University of Florida to support high-quality mentoring and use of high-leverage practices (HLP) across universities (i.e., BYU, DSU, SUU, UVU, and UofU).
Role: Principal investigator
- 2019-2021 \$34,500 Recruitment and Preparation of High-Quality Special Educators in Mathematics at Brigham Young University – This project was funded by the USBE to recruit and support the training of special educators prepared to provide effective mathematics instruction by completing a secondary mathematics endorsement.
Role: Principal Investigator
- 2017-2018 \$22,935 Using School Climate Data to Enhance Implementation and Operation of a Multi-Tiered System of Supports (MTSS) – This project was funded by the USBE to develop a handbook aid in the use of school climate data, and other sources, in the work of MTSS implementation.
Role: Principal Investigator
- 2014-2018 \$201,000 District-wide Evaluation of the Conditions for Learning and School Climate for the School Leadership Pipeline Grant in Granite School District. Scope funded by the United States Department of Education.
Role: Co-principal Investigator
- 2013-2014 \$1,000 Graduate research award from the Utah Personnel Development Center to explore the effects of check-in/check-out on the academic behavior of secondary school students.
Role: Principal investigator
- 2012-2013 ~\$280,000 School Support Team – Combined total from the USBE and the American Recovery and Reinvestment Act (ARRA) for services at Granger High School, Millville Elementary School, and Greenwood Elementary School.
Role: School Improvement Team Member
- 2010-2014 \$920,000 Prevention Plus and the Land-grant Education and Research Network (Project LEARN) – This project was funded by H.R.1105: Omnibus Appropriations Act of 2009 to continue work in social emotional learning programs and the establish a research center devoted to school trust lands.
Role: Project Coordinator
- 2009-2015 \$62,000 AmeriCorps* VISTA School Improvement Partnership expansion – This project was funded by ARRA.
Role: Co-principal Investigator

- 2008-2009 \$268,000 Office of Juvenile Justice and Delinquency Prevention, award to the McKay School of Education at Brigham Young University of funds to collaborate with the Center for the School of the Future.
Role: Project Coordinator
- 2006-2008 \$1,276,000 AmeriCorps* VISTA operational grant for the School Improvement Partnership.
Role: Co-principal investigator

Internal Funding (BYU)

- 2022 \$3,680 CEEDAR Pilot 3 – This project was funded by the McKay School of Education (MSE) to support a team of research assistants.
Role: Principal Investigator
- 2020-2022 \$37,990 Project RAARE – This project was funded by the MSE with a special emphasis on the use of live animation avatars to teach social emotional learning.
Role: Principal Investigator
- 2018-2019 \$4,990 Collaborative Special Education-General Education Inquiry-Based Mathematics Instruction – This project was funded by a mini grant from the MSE to support research assistants conducting direct observations.
Role: Co-Investigator
- 2017-2019 \$39,964 Enhancing Tier I Instruction Through the Use of Real-time Student Feedback on Specific Instructional Skills – This project was funded by the MSE to explore the effects of student feedback on teachers’ use of critical instructional practices.
Role: Principal investigator

PRESENTATIONS

Invited Presentations

- Charlton, C. T. & Gali, K.** (2022, April 6-8). *Building capacity to support new teachers: Pilots and partnerships within Minnesota and Utah* [Conference Session]. CEEDAR Cross-state Convening, online. <https://www.ccsc2022.com/agenda>
- Charlton, C. T., & Sabey, C. V.** (2018, October 17). *Critical incidents in the implementation of a multi-tiered system of supports* [Conference Session]. Nevada MTSS Leadership Team Meeting, Reno, NV, United States.
- Charlton, C. T., & Sabey, C. V.** (2017, August 4). *The expanding role of behavior analysts in schools: Understanding the school environment* [Conference Session]. Annual Conference of the Utah Association of Behavior Analysis (UTABA), Salt Lake City, UT, United States.
- Charlton, C. T., Pyle, D., & Ross, S. W.** (2017, June 27-29). *Critical incidents in the implementation of a multi-tiered system of supports* [Conference Session]. CEEDAR Cross-state Convening, Chicago, IL, United States.

Charlton, C. T. (2013). *Beyond storming: Building collaboration teams* [Conference Session]. Utah Conference of School Community Councils, Draper, UT, United States.

Paper Presentations

Charlton, C.T., Kellems, R. O., Morris, J., *Hendry, D., & *Rhodes, J. (2022, March 4). *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., **Charlton, C.**, *Gibbs, P., *McKay, J., *Macias, V., (2022, March 4). *Instructional strategies for teaching mathematics students with autism* [Conference Session]. Utah Valley University 11th Annual Autism Conference, Orem, UT, United States.

*Bailey, S., **Charlton, C.T.**, Sabey, C.V., & Caldarella, P. (2021, November 18-20). Evaluating the effects of increasing the positive to negative interactions ratio with students who have emotional and behavioral disorders [Conference Session]. Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Charlton, C.T., Kellems, R., Morris, J., *Hendry, D., *Rhodes, J., & *Taylor, S. (2021, November 18-20). Using ios tools to engage individuals with challenging behavior in social emotional learning [Conference Session]. Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Young, E., **Charlton, C.**, Sabey, C., Mouton S. (2021, February). *Becoming efficient and cohesive: How to align initiatives* [Conference Session]. Annual Conference of the National Association of School Psychologists (NASP), online.

Young, E., **Charlton, C.**, Sabey, C., Mouton S. (2020, November 24). *Alignment in a MTSS world* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, online.

Charlton, C. T., Moulton, S., & Sabey, C. V. (2019, October 23-25). *A review of the effects of school-wide intervention programs on student and faculty perceptions of school climate* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Charlton, C. T., *Heinze, A., Sabey, C. V., *Landrith, M., & *Browne, A. (2019, October 23-25). *Evaluating the effects of generalization strategies implemented using technology-aided instruction or intervention for students with challenging behavior* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

*Muhlestein, S. & **Charlton, C. T.** (2019, October 23-25). *Perspectives from the classroom: A qualitative analysis of what helps and hinders the implementation of behavior intervention plans* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Sabey, C. V., & **Charlton, C. T.** (2019, January 30-February 2). *The “magic” ratio of positive-to-negative interactions with students: A critical evaluation* [Conference Session]. Annual Convention of the Council for Exceptional Children (CEC), Indianapolis, IN, United States.

Charlton, C. T., & Sabey, C. V. (2018, October 18-20). *Understanding critical incidents in the scale-up of multi-tiered systems of supports (MTSS) through implementation science*[Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Charlton, C. T., & *Workman, A. (2018, October 18-20). *Improving Tier I instruction through student feedback* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

*Cramer, R., & **Charlton, C. T.** (2018, October 18-20). *Improving the technical adequacy of behavior intervention plans through feedback* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Charlton, C. T., & Moulton, S. (2018, March 28-30). *Enhancing the feedback loop: Using school climate data to improve PBIS evaluation* [Conference Session]. International Conference of the Association for Positive Behavior Support (APBS), San Diego, CA, United States.

*Rigby, D. & **Charlton, C. T.** (2017, October 26-28). *Implementation fidelity of behavior intervention plans (BIPs) in public school settings* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

*Chang, C., & **Charlton, C. T.** (2017, October 26-28). *A multidisciplinary review of performance feedback methodology: Educational implications* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.

Charlton, C. T. & Moulton, S. (2017, June 21-22). *Measuring and improving school climate* [Conference Session]. Utah Multi-Tiered System of Supports, Provo, UT, United States.

*Downs, K., Larsen, R., & **Charlton, C. T.** (2017, June 21-22). *The praise to reprimand tipping point: Improving behavior of students at risk for behavior disorders* [Conference Session]. Utah Multi-Tiered System of Supports, Provo, UT, United States.

Charlton, C. T. (2017, May 26-30). Using self-management and student feedback to increase teachers' use of specific praise in an out-of-school time (OST) program. In S. D. Collins (Chair), *Strategies to improve the quality of service delivery in school- and home-based services: Novel approaches to the development of parents, teachers, and paraprofessionals as interventionists* [Symposium]. Association for Behavior Analysis International (ABAI), Denver, CO, United States.

- Charlton, C. T., Sabey, C. V., & Ross, S. W.** (2017, March, 23-26). *Critical incidents in the implementation of a multi-tiered system of supports* [Conference Session]. International Conference on Positive Behavior Support (APBS), Denver, CO, United States.
- Charlton, C. T.** (2017, March 23-26). Using student feedback to increase teachers' use of specific praise. In K. Park (Chair), *Classroom Symposium – B* [Symposium]. International Conference on Positive Behavior Support (APBS), Denver, CO, United States.
- Charlton, C. T., West, R. P., & Lignugaris-Kraft, B.** (2016, October 20-22). *Using self-management and student feedback to improve teachers' classroom management skills* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.
- Charlton, C. T., & Sabey, C.** (2016, October 20-22). *Effects of the ratio of positive to negative feedback on performance* [Conference Session]. Teacher Educators of Children with Behavior Disorders (TECBD) Annual Conference, Tempe, AZ, United States.
- Sabey, C. V., **Charlton, C. T., Dawkins, M., & Pyle, D.** (2016, June 21-23). *Facilitators and barriers to state implementation of multi-tiered systems of supports* [Conference Session]. Annual Conference of Utah Multi-Tiered System of Supports, Layton, UT, United States.
- West, R. P., **Charlton, C. T., & Maynes, J.** (2016, June 21-23). *Creating the Conditions for Learning: Improving Tier 1 instruction using Co-Pilot* [Conference Session]. Annual Conference of Utah Multi-Tiered System of Supports, Layton, UT, United States.
- Charlton, C. T., West, R. P., & Hopkins, K.** (2015, June). *Creating the conditions for learning* [Conference Session]. Annual Conference of Utah Multi-Tiered System of Supports, Layton, UT, United States.
- Charlton, C. T., West, R. P., & Young, R. K.** (2014, June 18). *Administrative intervention* [Conference Session]. Annual Conference of Utah Multi-Tiered System of Supports, Layton, UT, United States.
- Snyder, K., Ross, S. W., Sabey, C., **Charlton, C. T., Pyle, D., Lund, E. M., & Slocum, T. A.** (2013, May 24-28). Check-in/check-out and check, connect, and expect: A systematic review of common secondary interventions. In K. Snyder (Chair), *Scaling up: Assessing and addressing challenging behavior in school settings with a hierarchy of support* [Symposium]. Annual Convention for the Association for Behavior Analysis International (ABAI), Minneapolis, MN, United States.
- Teemant, B., **Charlton, C. T., Wheatley-Wardle, R. K., West, R. P., Wessman, R., & Taylor, M. J.** (2013, May 24-28). Improving attendance and school climate while reducing at-risk behaviors in a troubled urban high school implementing the administrative intervention model. In R. P. West (Chair), *Principals applying principles: A synopsis of behavior support programs targeting at-risk students in an urban high school* [Symposium]. Annual Convention for the Association for Behavior Analysis International (ABAI), Minneapolis, MN, United States.

- Wessman, R., **Charlton, C. T.**, West, R. P., Teemant, B., Wheatley-Wardle, R. K., & Taylor, M. J. (2013, May 24-28). The effects of a school-based, targeted dropout prevention program on attendance and academic performance of at-risk students in an urban high school. In R. P. West (Chair), *Principals applying principles: A synopsis of behavior support programs targeting at-risk students in an urban high school* [Symposium]. Annual Convention for the Association for Behavior Analysis International (ABAI), Minneapolis, MN, United States.
- Oaks, R., Wheatley-Wardle, R. K., **Charlton, C. T.**, West, R. P., Teemant, B., & Taylor, M. J. (2013, May 24-28). An analysis of a schoolwide praise note system implementation in an urban high school: Methods, penetration, and teacher participation. In R. P. West (Chair), *Principals applying principles: A synopsis of behavior support programs targeting at-risk students in an urban high school* [Symposium]. Annual Convention for the Association for Behavior Analysis International, Minneapolis, MN, United States.
- Charlton, C. T.**, Bird, M., Maynes, J., Campbell, K., & West, R. P. (2013, May). *America's school trust lands: An untapped resource for school funding* [Conference Session]. National Education Finance Conference, Indianapolis, IN, United States.
- Ross, S. W., Sabey, C., **Charlton, C. T.**, & Pyle, D. (2012). *Evaluation of a novel approach to social skills* [Conference Session]. Utah Conference on Effective Practices For Teachers and Human Service Professionals: Interventions Across the Lifespan, Logan, UT, United States.
- Charlton, C. T.**, Taylor, M. J., & West, R. P. (2011, September). *FACT: Developing and sustaining collaborative learning communities through self-management tools* [Conference Session]. International Conference on Children with Behavioral Disorders, New Orleans, LA, United States.
- Wheatley, R. K., West, R. P., & **Charlton, C. T.** (2009, March). *Increasing appropriate lunchroom behavior: A praise note system for elementary students* [Conference Session]. International Conference on Positive Behavior Support (APBS), Jacksonville, FL, United States.
- Taylor, M. J. & **Charlton, C. T.** (2008, September). *Teacher behaviors that predict average daily school attendance* [Conference Session]. Annual Conference of the Teacher Educators of Children with Behavioral Disorders (TECBD), Tempe, AZ, United States.
- West, R. P., Taylor, M. J. Wheatley, R. K., and **Charlton, C. T.** (2008, February) *Four critical elements of instruction and their relationship to overall school quality* [Conference Session]. California Association of Behavior Analysis (CalABA) Annual Conference, Garden Grove, CA, United States.
- Branch, M. N., **Charlton, C. T.**, Fisher, W., Madden, G. J., & Mawhinney, T. C. (2006, May). *Professional development series: Perspectives on the future of behavior analysis* [Conference Session]. Annual Conference of the Association for Behavior Analysis International (ABAI), Atlanta, GA, United States.
- Bailey, J. S., Johnston, J. M., Mellichamp, F., Shook, G. L., & **Charlton, C.T.** (2005, May). *Professional development series: On being a board certified behavior analyst* [Conference

Session]. Annual Convention of the Association for Behavior Analysis International (ABAI), Chicago, IL, United States.

Poster Presentations

Morris, J. R., Kellems, R., **Charlton, C.T.**, *Davis, E. *Gibbs, P., *McKay, J., *Macias, V., (2021, May 28-31). *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, Online.

Morris, J. R., Kellems, R., **Charlton, C.**, *Gibbs, P., **McKay, J., **Macias, V., (2022, March 5-7). *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., **Charlton, C.**, **Macias, V., **McKay, J., *Gibbs, P., (2022, March 5-7). *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.

Morris, J. R., Kellems, R., **Charlton, C. T.**, *Davis, E., *Gibbs, P., *McKay, J., *McFaddyn, S. (2020, March). *Effects of Point of View Video Modeling Interventions for Students with Autism: A Systematic Literature Review* [Poster Presentation]. ABAI 15th Annual Autism Conference: Synergy of Science and Practice Worldwide, United States.

Charlton, C. T., & Sabey, C. V. (2019, January 30-February 2). *MTSS scale-up and sustainability: Lessons learned from 27 state projects* [Poster Presentation]. Annual Convention of the Council for Exceptional Children (CEC). Indianapolis, IN, United States.

*Rigby, D., & **Charlton, C. T.** (2017, June 21-22). *Implementation fidelity of behavior intervention plans (BIPs) in public school settings* [Poster Presentation]. Utah Multi-Tiered System of Supports (UMTSS) Annual Conference, Provo, UT, United States.

*Chang, C., & **Charlton, C. T.** (2017, June 21-22). *A multidisciplinary review of performance feedback methodology: Educational implications* [Poster Presentation]. Utah Multi-Tiered System of Supports (UMTSS) Annual Conference, Provo, UT.

Sabey, C., **Charlton, C. T.**, & Charlton, S. R. (2016, March 11-15). *The effects of a 3:1 positive to negative ratio on performance during a pattern recall task* [Poster Presentation]. International Conference on Positive Behavior Support (APBS), San Francisco, CA, United States.

Charlton, C. T., Sabey, C., & Charlton, S. R. (2015, May). *Examining the effects of varying the availability of positive feedback on performance of a multiplication task* [Poster Presentation]. Annual Conference of the Association for Behavior Analysis International (ABAI), San Antonio, TX, United States.

- Sabey, C., **Charlton, C. T.**, & Charlton, S. R. (2015, May). *The effects of a 3:1 positive to negative ratio on performance during a pattern recall task* [Poster Presentation]. Annual Conference of the Association for Behavior Analysis International (ABAI), San Antonio, TX, United States.
- Wheatley, R. K., **Charlton, C. T.**, & West, R. P. (2011, May). *Using clocklight to increase student on-task behavior in an after school club setting: Effectiveness, sustainability, and teacher satisfaction* [Poster Presentation]. Annual Conference of the Association for Behavior Analysis International (ABAI), Denver, CO, United States.
- Wardle, R.K., & **Charlton, C.T.** (2007, March) *ALERT: Student report as a more sensitive measure of school learning environment* [Poster Presentation]. Annual Convention of the Association of Positive Behavior Support (APBS), Boston, MA, United States.
- Larson, L. L., Wardle, R. K., & **Charlton, C. T.** (2007, March) *Increasing attendance and punctuality and decreasing office discipline referrals: The role of school-wide behavior support* [Poster Presentation]. Annual Convention of the Association of Positive Behavior Support (APBS), Boston, MA, United States.
- Charlton, C. T.**, & Charlton, S. R. (2006, May). *The role of commodity type and reciprocity in the iterated prisoner's dilemma* [Poster Presentation]. International Convention of the Association for Behavior Analysis International (ABAI), Atlanta, GA, United States.
- Wheatley, R.K., & **Charlton, C. T.** (May, 2006). *Clocklight: Affecting group behavior through immediate feedback* [Poster Presentation]. Annual Convention of the Association for Behavior Analysis International (ABAI), Atlanta, GA, United States.
- Wheatley, R. K., & **Charlton, C.T.** (May, 2006). *Increasing appropriate lunchroom behavior: A praise note system for elementary students* [Poster Presentation]. Annual Convention of the Association for Behavior Analysis International (ABAI), Atlanta, GA, United States.
- West, R .P., Smith, T. G., Wheatley, R. K., & **Charlton, C. T.** (2006, March). *Clocklights: Affecting group behavior using immediate feedback* [Poster Presentation]. Annual Conference of the Association for Positive Behavior Support (APBS), Reno, NV, United States.
- West, R. P., Smith, T. G., Wheatley, R. K., and **Charlton, C. T.** (2006, March). *Increasing appropriate lunchroom behavior: A praise note system for elementary students* [Poster Presentation]. Annual Conference of the Association for Positive Behavior Support (APBS), Reno, NV, United States.

TEACHING EXPERIENCE

- 2016 – *Assistant Professor, Brigham Young University*
CPSE 402: Educating Students with Disabilities in Secondary Classrooms
- CPSE 601: Concepts & Principles I
- CPSE 603: Verbal Behavior
- CPSE 614: Behavioral Assessment and Intervention
- CPSE 615: Academic and Behavioral Problem Solving
- CPSE 460: Collaboration
- CPSE 443: Social and Behavioral Strategies for Students with Severe Disabilities
- CPSE 420: Assessment/Evaluation for Students with Exceptional Needs
- CPSE 300: Exceptional Students in Primary Settings: Principles of Collaboration
- 2015 – 2016 *Visiting Assistant Professor, Brigham Young University*
CPSE 402: Educating Students with Disabilities in Secondary Settings
- 2014 *Instructor, Utah State University*
[Aggies Elevated](#) Psychology 1730: Strategies for Academic Success
- Special Education 6280: Instructional Leadership for At-Risk Students
- 2012-2014 *Student Teaching Supervisor, Utah State University*
Special Education 5410: Practicum: Direct Instruction Reading & Language Arts for Students with Mild/Moderate Disabilities
- Special Education 6030: Student Teaching in Special Education
- 2004-2014 *Teaching Assistant, Utah State University*
Special Education 6770: Coaching and Systems Change
- Education 6570: Introduction to Educational and Psychological Research
- Special Education 6280: Instructional Leadership for At-Risk Students
- Psychology 3460: Physiological Psychology
- Psychology 1400: Learning and Behavior

PROFESSIONAL AFFILIATIONS & HONORS SOCIETIES

- 2016 – Productive Scholars Writing Group (PSWG)
- 2008 – The International Honor Society Beta Gamma Sigma
- 2007-2008 The Honor Society of Phi Kappa Phi
- 2007-2008 The National Society of Collegiate Scholars
- 2006 – Organizational Behavior Management Network
- 2006 – Association of Positive Behavior Support
- 2004 – Association for Behavior Analysis International
- 2001 National Honors Society

RELATED PROFESSIONAL EXPERIENCE

- 2016-2018 Registered Behavior Technician (RBT)
Chrysalis, Inc., Orem, UT

- 2014-2015 Vice President of Client Engagement and Support
Tetra Analytix, LLC, Logan, UT

- 2008-2013 Program Coordinator, The Center for the School of the Future
Utah State University, Logan, UT

- 2006-2008 AmeriCorps* VISTA Member,
Corporation for National and Community Service, Logan, UT

- 2006 Skills Development Specialist
Bear River Mental Health, Logan, UT

DEPARTMENT SERVICE

- 2016 – Chair, Special Education Undergraduate Recruitment Committee, Counseling Psychology and Special Education

- 2016 – Member, Special Education Assessment Committee, Counseling Psychology and Special Education

- 2016 – 2019 Member, Undergraduate Recruitment Committee, David O. McKay School of Education