

Curriculum Vitae

CADE TOMAS CHARLTON

Counseling Psychology & Special Education
Brigham Young University
MCKB 340-A
Provo, UT 84602
(801) 422-1238
cade_charlton@byu.edu

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

CERTIFICATIONS

- 2018 Board Certified Behavior Analyst, #1-18-30227, Behavior Analyst Certification Board, Littleton, CO

HONORS AND AWARDS

- 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)

PROFESSIONAL EXPERIENCE

- 2016 – Assistant Professor, Counseling Psychology & Special Education
Brigham Young University, Provo, UT

- 2016 Registered Behavior Technician (RBT)
Chrysalis, Inc., Orem, UT
- 2015-2016 Visiting Assistant Professor, Counseling Psychology & Special Education
Brigham Young University, Provo, 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

FUNDED PROJECTS

- 2020 Project RAARE focused on extending our understanding of the efficacy of live animation avatars beyond a university-based clinical setting. Specifically, the project will utilize technology widely available on Apple iOS devices, animoji, to examine the utility of these augmented reality tools when working with individuals with disabilities in applied settings. This project was funded by the McKay School of Education (total \$37,990).
Role: Principal investigator
- 2019 Recruitment and Preparation of High-Quality Special Educators in Mathematics at Brigham Young University. The purpose of this project was to secure funding to recruit and support the training of special educators prepared to provide effective mathematics instruction by completing a secondary mathematics endorsement during their pre-service preparation. This project was funded by the Utah State Board of Education (total \$34,500).
Role: Principal investigator
- 2018 Collaborative Special Education-General Education Inquiry-Based Mathematics Instruction. The purpose of this project was to conduct direct observation of students with disabilities in classrooms using comprehensive mathematics instruction and pre-teaching with a special educator. We studied collaboration at multiple levels including higher education among pre-service teachers, and with practitioners in schools. This was funded as a mini-grant by the MSE (total \$4,990).
Role: Co-Investigator
- 2017-2019 Enhancing Tier I Instruction Through the Use of Real-time Student Feedback on Specific Instructional Skills. The purpose of this project is to explore the effects of student feedback on teachers' use of specific praise, opportunities to respond,

and effective error correction. This project was funded by the McKay School of Education (total \$39,964).

Role: Principal investigator

- 2017 Using School Climate Data to Enhance Implementation and Operation of a Multi-Tiered System of Supports (MTSS). The purpose of this project was to work with school personnel to develop a handbook to support the integration of multiple data sources, including school climate, into work of MTSS problem solving teams. This project was funded by the Utah Multi-Tiered System of Supports (UMTSS) project (total \$22,935).
Role: Principal investigator
- 2014-2018 District-wide Evaluation of the Conditions for Learning and School Climate for the School Leadership Pipeline Grant in Granite School District. Scope of work includes data collection for 90+ schools, consultation with school principals, and work with district administration to examine the effects of the grant on school climate (total \$201,000).
Role: Project director & co-principal investigator
- 2013-2014 Utah Personnel Development Center graduate research award to fund an exploration of the effects of check-in/check-out on the academic behavior of secondary school students (total \$1,000).
Role: Principal investigator
- 2012-2013 School Support Team member at Granger High School (ARRA SIG), Millville Elementary School, and Greenwood Elementary School. Provided assessment, evaluation, and professional development to priority schools during multi-year school improvement projects (total apprx. \$280,000).
Role: School improvement consultant
- 2010 Funds for the expansion of the Prevention Plus project and the creation of the Land-grant Education and Research Network (Project LEARN) included in H.R.1105: Omnibus Appropriations Act of 2009 (total. \$920,000).
Role (Prevention Plus): Grant writer and project coordinator
Role (Project LEARN): Team leader
- 2009 AmeriCorps* VISTA School Improvement Partnership expansion funded by the American Reinvestment and Recovery Act (total \$62,000).
Role: Co-principal investigator
- 2008-2009 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 and five project schools in northern Utah on innovative delinquency prevention efforts (total \$268,000).
Role: Project coordinator
- 2006-2008 AmeriCorps* VISTA operational grant for the School Improvement Partnership (total through 2012, \$1,276,000).

Role: Co-principal investigator

PUBLICATIONS

Refereed Articles

Charlton, C. T., Sabey, C. V., & Moulton, S. (2020). A review of the effects of school-wide intervention programs on students and teacher perceptions of school climate. Manuscript submitted for publication. *Journal of Positive Behavioral Interventions*.

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*.

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*.

Young, E. L., Moulton, S. E., Cutrer-Parraga, E., **Charlton, C. T., Sabey, C. V., & Healey, D.** (Advanced Online Publication). State systems coaching: Meeting the Needs District Systems Coaches. *Journal of Educational and Psychological Consultation*.
[doi:10.1080/10474412.2019.1711382](https://doi.org/10.1080/10474412.2019.1711382)

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), 1941-202. 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

Kellems, R., **Charlton, C. T.**, Wheatley, A., Bussey, H., Black, B. iAnimate: Exploring the Use of Live Animation, Virtual Characters (Avatars) and Augmented Reality to Teach Social Skills to Individuals with Disabilities. Manuscript submitted for publication.

Kellems, R., **Charlton, C. T.**, *Black, B., *Bussey, H., *Ferguson, R., *Goncalves, B., *Jensen, M., & *Vallejo, S. Using live animation to increase engagement and interaction of students with ASD. Manuscript submitted for publication.

Charlton, C. T., *Workman, A. S., *Nielsen, K. R., & *Burdge, K. M. Improving classrooms for students with EBD: Effects of immediate, specific student feedback on evidence-based classroom management practices. Manuscript submitted for publication.

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. Manuscript submitted for publication.

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. Manuscript submitted for publication.

Taylor, M. J., West, R. P., **Charlton, C. T.**, & Smith T. G. The link between school learning environment and academic achievement. Manuscript submitted for publication.

Sabey, C., Ross, S. W., **Charlton, C. T.**, & Pyle, D.
Integrating social skills within check-in check-out: CICO+. Manuscript in preparation.

PRESENTATIONS

Invited Presentations

Charlton, C. T., & Sabey, C. V. (2018, October). *Critical incidents in the implementation of a multi-tiered system of supports*. Invited presentation at the Nevada MTSS Leadership Team Meeting, Reno, NV.

Charlton, C. T., & Sabey, C. V. (2017, August). *The expanding role of behavior analysts in schools: Understanding the school environment*. Invited presentation at the conference of the Utah Association of Behavior Analysis, Salt Lake City, UT.

Charlton, C. T., Pyle, D., & Ross, S. W. (2017, June). *Critical incidents in the implementation of a multi-tiered system of supports*. Invited presentation at the CEEDAR Cross-state Convening, Chicago, IL.

Paper Presentations

Charlton, C. T., Moulton, S., & Sabey, C. V. (2019, October). *A Review of the Effects of School-Wide Intervention Programs on Student and Faculty Perceptions of School Climate*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.

Charlton, C. T., Heinze, A., Sabey, C. V., Landrith, M., & Browne, A. (2019, October). *Evaluating the Effects of Generalization Strategies Implemented Using Technology-Aided Instruction or Intervention for Students with Challenging Behavior*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.

*Muhlestein, S. & **Charlton, C. T.** (2019, October). *Perspectives from the Classroom: A Qualitative Analysis of what Helps and Hinders the Implementation of Behavior Intervention Plans*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.

Sabey, C. V., & **Charlton, C. T.** (2019, January). *The “magic” ratio of positive-to-negative interactions with students: A critical evaluation*. Paper presented at the annual convention of the Council for Exceptional Children (CEC), Indianapolis, IN.

Charlton, C. T., & Sabey, C. V. (2018, October). *Understanding critical incidents in the scale-up of multi-tiered systems of supports (MTSS) through implementation science*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.

Charlton, C. T., & *Workman, A. (2018, October). *Improving tier I instruction through student feedback*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.

*Cramer, R., & **Charlton, C. T.** (2018, October). *Improving the technical adequacy of behavior intervention plans through feedback*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.

- Charlton, C. T., & Moulton, S.** (2018, March). *Enhancing the feedback loop: Using school climate data to improve PBIS evaluation*. Paper presented at the international conference of the Association for Positive Behavior Support, San Diego, CA.
- *Rigby, D. & **Charlton, C. T.** (2017, October). *Implementation fidelity of behavior intervention plans (BIPs) in public school settings*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.
- *Chang, C., & **Charlton, C. T.** (2017, October). *A multidisciplinary review of performance feedback methodology: Educational implications*. Paper presented at the conference of Teacher Educators of Children with Behavior Disorders (TECBD), Tempe, AZ.
- Charlton, C. T. & Moulton, S.** (2017, June). *Measuring and improving school climate*. Paper presented at the meeting of the Utah Multi-Tiered System of Supports, Provo, UT.
- *Downs, K., Larsen, R., & **Charlton, C. T.** (2017, June). *The praise to reprimand tipping point: Improving behavior of students at risk for behavior disorders*. Paper presented at the meeting of the Utah Multi-Tiered System of Supports, Provo, UT.
- Charlton, C. T.** (2017, May). 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 conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.
- Charlton, C. T., Sabey, C. V., & Ross, S. W.** (2017, March). *Critical incidents in the implementation of a multi-tiered system of supports*. Paper presented at the Association of Positive Behavior Support, Denver, CO.
- Charlton, C. T.** (2017). Using student feedback to increase teachers' use of specific praise. In K. Park (Chair), *Classroom Symposium – B*. Symposium conducted at the International Conference on Positive Behavior Support, Denver, CO.
- Charlton, C. T., West, R. P., & Lignugaris-Kraft, B.** (2016). *Using self-management and student feedback to improve teachers' classroom management skills*. Paper presented at the annual conference of Teacher Educators of Children with Behavioral Disorders, Tempe, AZ.
- Charlton, C. T., & Sabey, C.** (2016). *Effects of the ratio of positive to negative feedback on performance*. Paper presented at the annual conference of Teacher Educators of Children with Behavioral Disorders, Tempe, AZ.
- Sabey, C. V., **Charlton, C. T., Dawkins, M., & Pyle, D.** (2016). *Facilitators and barriers to state implementation of multi-tiered systems of supports*. Paper presented at the conference of Utah Multi-Tiered System of Supports, Layton, UT.

- West, R. P., **Charlton, C. T.**, & Maynes, J. (2016). *Creating the Conditions for Learning: Improving Tier 1 instruction using Co-Pilot*. Paper presented at the Utah Multi-Tiered System of Supports Conference, Layton, UT.
- Charlton, C. T.**, West, R. P., & Hopkins, K. (2015). *Creating the conditions for learning*. Paper presented at the conference of Utah Multi-Tiered System of Supports, Layton, UT.
- Charlton, C. T.**, West, R. P., & Young, R. K. (2014). *Administrative intervention*. Paper presented at the conference of the Utah Multi-Tiered System of Supports, Layton, UT.
- Charlton, C. T.** (2013). *Beyond storming: Building collaboration teams*. Invited presentation at the Utah Conference of School Community Councils, Draper, UT.
- Snyder, K., Ross, S. W., Sabey, C., **Charlton, C. T.**, Pyle, D., Lund, E. M., & Slocum, T. A. (2013). 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 conducted at the annual convention for the Association for Behavior Analysis International, Minneapolis, MN.
- Teemant, B., **Charlton, C. T.**, Wheatley-Wardle, R. K., West, R. P., Wessman, R., & Taylor, M. J. (2013). 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 conducted at the annual convention for the Association for Behavior Analysis International, Minneapolis, MN.
- Wessman, R., **Charlton, C. T.**, West, R. P., Teemant, B., Wheatley-Wardle, R. K., & Taylor, M. J. (2013). 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 conducted at the annual convention for the Association for Behavior Analysis International, Minneapolis, MN.
- Oaks, R., Wheatley-Wardle, R. K., **Charlton, C. T.**, West, R. P., Teemant, B., & Taylor, M. J. (2013). 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 conducted at the annual convention for the Association for Behavior Analysis International, Minneapolis, MN.
- 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*. Paper presented at the National Education Finance Conference, Indianapolis, IN.
- Ross, S. W., Sabey, C., **Charlton, C. T.**, & Pyle, D. (2012). *Evaluation of a novel approach to social skills*. Paper presented at the Utah Conference on Effective Practices For Teachers and Human Service Professionals: Interventions Across the Lifespan, Logan, UT.

- Charlton, C. T.**, Taylor, M. J., & West, R. P. (2011, September). *FACT: Developing and sustaining collaborative learning communities through self-management tools*, Paper presented at the International Conference on Children with Behavioral Disorders, New Orleans, LA.
- Wheatley, R. K., West, R. P., & **Charlton, C. T.** (2009, March). *Increasing appropriate lunchroom behavior: A praise note system for elementary students*. Paper presented at the conference of the Association of Positive Behavior Support, Jacksonville, FL.
- Taylor, M. J. & **Charlton, C. T.** (2008, September). *Teacher behaviors that predict average daily school attendance*. Paper presented at the conference of Teacher Educators of Children with Behavioral Disorders, Tempe, AZ.
- 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*. Paper presented at the California Association of Behavior Analysis, Garden Grove, CA.
- Poster Presentations**
- Charlton, C. T.**, & Sabey, C. V. (2019, January). MTSS scale-up and sustainability: Lessons learned from 27 state projects. Poster presentation at the annual convention of the Council for Exceptional Children (CEC). Indianapolis, IN.
- *Rigby, D., & **Charlton, C. T.** (2017, June). *Implementation fidelity of behavior intervention plans (BIPs) in public school settings*. Poster presented at the conference of the Utah Multi-Tiered System of Supports (UMTSS), Provo, UT.
- *Chang, C., & **Charlton, C. T.** (2017, June). *A multidisciplinary review of performance feedback methodology: Educational implications*. Poster presented at the conference of Utah Multi-Tiered System of Supports (UMTSS), Provo, UT.
- Sabey, C., **Charlton, C. T.**, & Charlton, S. R. (2016, March). *The effects of a 3:1 positive to negative ratio on performance during a pattern recall task*. Poster presented at the annual conference of the Association for Positive Behavior Support, San Francisco, CA.
- 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 presented at the annual conference of the Association for Behavior Analysis International, San Antonio, TX.
- 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 presented at the annual conference of the Association for Behavior Analysis International, San Antonio, TX.
- 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 presented at the annual conference of the Association for Behavior Analysis International, Denver, CO.

Taylor, M. J., West, R. P., **Charlton, C. T.**, & Wheatley, R. K. (2009). *Elements of effective instruction and academic performance: The achievement gap explained*. Poster presented at the _____ of The Center for the School of the Future, Logan, Utah.

Wardle, R.K., & **Charlton, C.T.** (2007, March) *ALERT: Student report as a more sensitive measure of school learning environment*. Poster presented at the _____ of the Association of Positive Behavior Support, Boston, MA.

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 presented at the _____ of the Association of Positive Behavior Support, Boston, MA.

Charlton, C. T., & Charlton, S. R. (2006, May). *The role of commodity type and reciprocity in the iterated prisoner's dilemma*. Poster presented at the _____ of the Association for Behavior Analysis, International, Atlanta, GA.

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*. Panel discussion at the Association for Behavior Analysis, International, Atlanta, GA.

Wheatley, R.K., & **Charlton, C. T.** (May, 2006). *Clocklight: Affecting group behavior through immediate feedback*. Poster presented at the annual convention of the Association for Behavior Analysis, International, Atlanta, GA.

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*. Panel discussion at the annual convention of the Association for Behavior Analysis, International, Chicago, IL.

Wheatley, R. K., & **Charlton, C.T.** (May, 2006). *Increasing appropriate lunchroom behavior: A praise note system for elementary students*. Poster presented at the annual convention of the Association for Behavior Analysis, International, Atlanta, GA.

West, R. P., Smith, T. G., Wheatley, R. K., & **Charlton, C. T.** (2006, March) *Clocklights: Affecting group behavior using immediate feedback*. Poster presented at the annual conference of the Association for Positive Behavior Support, Reno, NV.

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 presented at the annual conference of the Association for Positive Behavior Support, Reno, NV.

TEACHING EXPERIENCE

2016 – Assistant Professor, Brigham Young University
Counseling Psychology & Special Education 603: Verbal Behavior

Counseling Psychology & Special Education 614: Behavioral Assessment and Intervention

Counseling Psychology & Special Education 615: Academic and Behavioral Problem Solving

Counseling Psychology & Special Education 460: Collaboration

Counseling Psychology and Special Education 443: Social and Behavioral Strategies for Students with Severe Disabilities

Counseling Psychology and Special Education 420: Assessment/Evaluation for Students with Exceptional Needs

Counseling Psychology & Special Education 300: Exceptional Students in Primary Settings: Principles of Collaboration

2015 – 2016 Visiting Assistant Professor, Brigham Young University
Counseling Psychology & Special Education 402: Educating Students with Disabilities in Secondary Settings

2014 Instructor, Utah State University
Psychology 1730: Strategies for Academic Success
[Aggies Elevated](#)

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

HONORS SOCIETIES

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
2001 National Honors Society

PROFESSIONAL AFFILIATIONS

2016 – USBE CEEDAR State Leadership Team
2006 – Organizational Behavior Management Network
2006 – Association of Positive Behavior Support
2004 – Association for Behavior Analysis International
2015-2017 Utah State Board of Education School Turnaround Experts – Tetra Analytix
2010-2016 Utah State Board of Education School Support Team

EDITORIAL BOARDS

2019 – *Behavioral Disorders*

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*

SPECIAL APPOINTMENTS

2019 – Graduate Program Coordinator, Counseling Psychology and Special Education

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