

Christian V. Sabey

Assistant Professor
Department of Counseling Psychology and Special Education
Brigham Young University

CONTACT INFORMATION

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EDUCATION

- 2015 Ph.D. Special Education
Minor: Applied Behavior Analysis
Utah State University, Logan, UT
Dissertation: The Effects of Brief, Localized, Intensive, Social Skills (BLISS) Training on Social Outcomes for Students with Autism Spectrum Disorder in Inclusive, School Settings: Form and Function
Chair: Scott Ross Ph.D.
- 2011 M.S. School Psychology
University of Utah, Salt Lake City, UT
Thesis: The Social Validity of School-Wide Positive Behavior Supports in Utah Schools: A Student Perspective
Chair: Daniel Olympia, Ph.D.
- 2002 B.A. Philosophy
Minor: Geography
Brigham Young University, Provo, UT

LICENSES AND CERTIFICATIONS

Licensed Utah Educator (School Psychologist), Level 1
Board Certified Behavior Analyst – Doctoral Level (BCBA-D, 2015)
Licensed Behavior Analyst (State of Utah, 2015)

PROFESSIONAL EXPERIENCE

- 2015 – Present Assistant Professor, BYU, Provo UT
- Responsible for teaching classes in applied behavior analysis and conducting research.

- 2014-2015 Case Manager, Autism Support Services: Education, Research, and Teaching (ASSERT) Preschool, USU, Logan, UT
- Responsible for managing the case of one student including, coordinating services across three instructors, home visits, school visits, educational programming, and behavior assessment and intervention.
- 2013 Lead Instructor, Autism Support Services: Education, Research, and Teaching (ASSERT) Preschool, USU, Logan, UT
- Responsible for the educational programming and behavior assessment and intervention for one student with ASD as well as providing one-on-one behavior analytic services and instruction to a variety of students with ASD.
- 2013 Instructor, ASSERT Preschool, USU, Logan, UT
- Responsible for one-on-one and small group discrete trial and naturalistic training four students with ASD as well as implementing behavior interventions.
- 2011 Therapist, Outback Therapeutic Expeditions, Lehi, UT
- Provided individualized intensive psychotherapy to adolescents and their families.
- 2009-2011 Behavior Intervention Specialist, Salt Lake City School District (SLCSD), Salt Lake City, UT
- Provided behavior intervention support to approximately 20 schools across the district including support related to, functional behavior assessment, positive behavior support, behavior interventions, data collection and management, staff training, and IEP compliance.
- 2008-2009 School Psychology Intern, Granite School District, Salt Lake City, UT
- Provided psychoeducational services to two elementary schools and one middle school.
- 2006-2008 School Based Mental Health Grant Assistant, Utah State Office of Education, Salt Lake City, UT
- Supported schools and mental health agencies across the state to integrate mental services into schools.
- 2004 Summer School Director, Lincoln Elementary School, SLCSD, Salt Lake City, UT
- Coordinated all aspects of summer school for approximately 50 students including, preparing the budget, collaborating with 5 licensed teachers to coordinate instruction, managing student behavior, and scheduling all aspects of summer school.
- 2003-2005 Dean of Students, Lincoln Elementary School, SLCSD, Salt Lake City, UT
- Responsible for behavior management across the school including chairing the School-wide Positive Behavior Support Team

- 2003 Paraprofessional in Behavior Support Classrooms, Granite School District, Salt Lake City, UT
- Supported licensed teachers in delivering instruction and implementing behavior support plans.

GRANT ACTIVITY

\$67,219 total grant funding to date

R03 MH113960-01. Increasing Social Engagement in Students with Autism Spectrum Disorder Utilizing Paraprofessionals, National Institute of Health (2016) (unfunded \$131,000). Role: Principal Investigator

84.027A. Improving Behavior Management Practices Among Paraprofessionals, Utah State Board of Education (2017) (funded \$20,219). Role: Principal Investigator

Brief, Localized, Intensive, Social Skills Training (BLISS) for Students with Autism in a General Education Setting, Brigham Young University (2016) (funded \$20,000). Role: Principal Investigator

Autism and Social Skills Instruction: Form vs. Function, UPDC (2013) (funded, \$1,000). Role: Co-Principal Investigator with Emily Lund

Developing Instructional Fluency in Delivering Direct Instruction Reading programs, UPDC (2012) (funded, \$1,000). Role: Principal Investigator

Kindergarten Transition Program Development, USOE (2010) (funded, \$2,500). Role: Principal Investigator

PUBLICATIONS

Manuscripts in Preparation

Sabey, C. V., *Downs, K. Meta-analysis of interventions to improve implementation fidelity of school based interventions

Sabey, C. V., Hartzell, R. I., *Hernandez, J. Meta-analysis of school-based social skills interventions for students with ASD

Sabey, C. V., Hartzell, R. I., Lane, C. J., Charlton, C. T., Troughton, L. The prevalence and characteristics of studies including participants with emotional/behavioral disorders in special education journals: A 30 year review

Publications Under Review

Sabey, C. V., Calder, M. C., Caldarella, P. (under review) Precision Request: A Secondary Analysis of the Use of Praise and Punishment

Peer Reviewed Journal Articles

*Wayman, G., Hawken, L. S., Wright, H. M., **Sabey, C. V.**, *Fleming, J., O'Donnell, K., Rolfe, J. (2021) The School of Life Dropout Prevention Curriculum: A Case Report. *Journal of Educational Issues*, 7(1), 1-13.

Sabey, C. V., *Calder, M. C., Caldarella, P., & Thompson, G. A. (2020). Effects of Precision Requests as a Standalone Intervention on Noncompliance of Students with Emotional Disturbance. *Education and Treatment of Children*, 43(3), 251-264.

Charlton, C. T., Moulton, S., **Sabey, C. V.**, & West, R. (2020). A Systematic Review of the Effects of Schoolwide Intervention Programs on Student and Teacher Perceptions of School Climate. *Journal of Positive Behavior Interventions*, 1098300720940168.

Kellems, R. O., *Cacciatore, G., 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*, 0162643420916879.

Charlton, C. T., **Sabey, C. V.**, Young, E. L., & Moulton, S. E. (2020). Interpreting Critical Incidents in Implementing a Multi-Tiered System of Supports through an Active Implementation Framework. *Exceptionality*, 1-15.

Sabey C., Ross, S., *Goodman, J. (2020). Beyond topography: Addressing the functional impact of social skills training for students with autism, *Educational Psychology in Practice*. <https://doi.org/10.1080/02667363.2019.1703650>

Young, E. L., Moulton, S. E., Cutrer-Párraga, E., Charlton, C. T., **Sabey, C. V.**, & Healey, D. (2020). State systems coaching: Meeting the needs of district systems coaches. *Journal of Educational and Psychological Consultation*, 1-35

Hansen, B. D., **Sabey C. V.**, Rich M., Marr, D., *Robins, N., & *Barnett, S. (2019). Latency-based functional analysis in schools: Correspondence and differences across environments. *Behavioral Interventions*. 34, 366-376.

Sabey, C. V., Charlton, C. T., Charlton, S. (2019) The “magic” positive-to-negative interaction ratio: Benefits, applications, cautions, and recommendations. *Journal of Emotional and Behavioral Disorders*. 3, 154-164. <https://doi.org/10.1177/1063426618763106>

Charlton, C. T., **Sabey, C. V.**, Dawson M. R., Pyle, D., Ross, S. W. (2018) Identifying Critical Incidents in the Development of State Multi-Tiered Systems of Support Projects. *Journal of Positive Behavior Interventions*, 20, 191-202.

Kellems, R. O., **Sabey, C. V.**, Hansen, B. D., *Frandsen, K. R., *Clarke, B. M., & *Simons, K. J. (2017). Does the noise matter? Exploring salient audio components in video prompting interventions. *Advances in Neurodevelopmental Disorders*, 1-14.

*Griffin Jr, A. A., Caldarella, P., **Sabey, C. V.**, & Heath, M. A. (2017). The effects of a buddy bench on elementary students' solitary behavior during recess. *International Electronic Journal of Elementary Education*, 10(1), 27-36.

Sabey, C. V., Charlton, C. T., Pyle, D., Lignugaris-Kraft, B., & Ross, S. W. (2017). A Review of Classwide or Universal Social, Emotional, Behavioral Programs for Students in Kindergarten. *Review of Educational Research*, 87, 512-543.

Wolfe, K., Pyle, D., Charlton, C. T., **Sabey, C. V.**, Lund, E. M., & Ross, S. W., (2015) A systematic review of the empirical support for Check-In/Check-Out and related interventions. *Journal of Positive Behavior Interventions*, 18, 74-88.

Ross, S. W., & **Sabey C. V.** (2014) Check-in Check-out + Social Skill: Enhancing the Effects of Check-in Check-out for students with social skills deficits. *Remedial and Special Education*, 36, 246-257.

Book Chapters

O'Handley, R. D., & **Sabey, C. V.** (2019) Target Social Skills Training for Idiosyncratic Behaviors, Aggression, and Noncompliance. In Radley, K. C., Dart E. H. (Eds) *Handbook of Behavioral Interventions in Schools: Multi-tiered Systems of Support*. Oxford University Press

Ross, S. W., Lund, E. M., **Sabey, C.**, & Charlton, C. (2017). Students' Perspectives on Bullying. In *Bullying in School* (pp. 23-47). Palgrave Macmillan US

Radley, K. C., O'Handley, R. D., & **Sabey, C. V.** (2017). Social Skills Training for Children and Adolescents with Autism Spectrum Disorder. In *Handbook of Treatments for Autism Spectrum Disorder* (pp. 231-254). Springer, Cham.

Lund, E. M., **Sabey, C. V.**, Thomas, K. B., & Bouchard, L. M. (2017). Physical Abuse of People with Intellectual and Other Developmental Disabilities in Residential Care. *The Wiley Handbook of Violence and Aggression*.

Walker, H., Severson, H., Naquin, G., D'Atrio, C., Feil, E., Hawken L. & **Sabey, C.** (2010). Implementing universal screening systems within an RtI-PBS context. In B. Doll, B. Pfohl, & J. Yoon (Eds). *Handbook of Youth Prevention Science*. New Jersey: Lawrence Earlbaum Associates, Inc.

NATIONAL PRESENTATIONS

Sabey, C., *Downs, K. (2020) *They're Not Doing it Right: A Meta-Analysis of Interventions to Improve Implementation Fidelity*. At Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona (Virtual Conference).

Young, E., Charlton, C., **Sabey, C.**, Mouton S. (2020) *Alignment in a MTSS World*. At Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona (Virtual Conference).

Sabey, C., Greenwood, A., Putnam, B., Soracco, J., Iovannone, R. (2020) *Cage-Match: Navigating Ethical Codes on Multi-Disciplinary Teams*. At the Association of Positive Behavior Support conference, Miami, Florida. (Conference canceled the day before presentation due to COVID 19).

Sabey, C. V., Caldarella, P., Merrill, C., *Calder, M. (2019) *The Interventionist Matters: Differential Effects of Two Interventionists Implementing Precision Requests in EBD Classrooms*. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Charlton C., Moulton, S., **Sabey, C.** (2019) *A Review of the Effect of School-Wider Intervention Programs on Student and Faculty Perceptions of School Climate*. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Sabey, C. V., Calder, M., Caldarella, P. (2019) *Using Precision Requests to Increase Compliance Among Students with EBD*. At the Association of Positive Behavior Support conference.

Sabey, C. V., Charlton, C. T. (2019) *MTSS Scale-Up and Sustainability: Lessons Learned From 27 State Projects*. Poster presentation at the Council for Exceptional Children convention, Indianapolis, Indiana.

Sabey, C. V., Charlton, C. T. (2019) *The "Magic" Ratio of Positive-to-Negative Interactions With Students: A Critical Evaluation*. At the Council for Exceptional Children convention, Indianapolis, Indiana.

Sabey, C. V., Hartzell, R. (2018) *Consider the Interventionist: A Meta-Analysis of School Based Social Skills Training Programs for Students with ASD*. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Sabey, C. V., Calder, M., Caldarella, P., (2018) *The Effects of the Precision Request Procedure on Compliance in a Self-contained EBD Class*. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Charlton, C. T., **Sabey, C. V.**, (2018) *Understanding Critical Incidents in the Scale-Up of Multi-*

Tiered Systems of Supports (MTSS) Through Implementation Science. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Sabey, C. V. (2017) *Consider the Interventionist, an Improved Model for Intervention Selection and Implementation*. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Charlton, C. T., **Sabey, C. V.** (2017) *Critical Incidents in the Scale-up of Multi-Tiered Systems of Supports*. At the Teacher Educators for Children with Behavior Disorders conference, Tempe, Arizona.

Sabey, C. V. (2017) *A Brief, Localized, Intensive, Social Skills Intervention: Measuring What Matters*. At the Association of Positive Behavior Support conference, Denver, Colorado.

Greenwald, A., Soracco, J., Iovannone, R., **Sabey, C.** (2017) *A Panel Discussion on Applied Behavior Analysis and Positive Behavior Support*. At the Association of Positive Behavior Support conference, Denver, Colorado.

Charlton, C. T., **Sabey, C. V.**, Ross, S. W. (2017) *Critical Incidents in the Implementation of a Multi-Tiered System of Supports*. At the Association of Positive Behavior Support conference, Denver, Colorado.

Sabey, C., Charlton C. T. (2016) *Effects of 3:1 Positive-Negative Feedback Ratio on Performance During Pattern Recall Task*. At the Association of Positive Behavior Support conference, San Francisco, California.

Greenwood, A., Soracco, J., **Sabey, C.**, Iovannone, R. (2016) *Reviewing Impact and Perceptions of Applied Behavior Analysis in Positive Behavior Support*. At the Association of Positive Behavior Support conference, San Francisco, California.

Sabey, C.V., Charlton, C.T., Charlton, S.R. (2015) *The Effects of a 3:1 Positive to Negative Ratio on Performance During a Pattern Recall Task*. Poster presentation at the Association of Behavior Analysis International Annual Conference, San Antonio, TX.

Charlton, C.T., **Sabey, C.V.**, Charlton, S.R. (2015) *Examining the Effects of Varying the Availability of Positive Feedback on Performance of a Multiplication Task*. Poster presentation at the Association of Behavior Analysis International Annual Conference, San Antonio, TX.

Ross, S. W., Charlton, C., **Sabey, C. V.** (2013) *Modification of CICO: a Tier II Adaptation of Social Skills Instruction*. Presentation at the Association of Behavior Analysis International Annual Conference, Minneapolis, MI.

Ross, S. W., Charlton, C., **Sabey, C. V.** (2013) *A Novel Approach to CICO and Social Skills Instruction*. Presentation at the Association of Positive Behavior Support Annual Conference, San Diego, CA.

Sabey, C. V. (2011) *Preventing Kindergarten School Refusal Behavior: A Positive Approach With Zanda the Panda*. Presentation at the Association of Positive Behavior Support conference, Denver, Colorado.

Horner, A. S., **Sabey, C. V.**, Segura, B. P. (2011) *Latino Parent's Perspectives on Positive Behavior Supports in the Schools*. Presentation at the National Association of School Psychologist conference, San Francisco, CA.

REGIONAL AND LOCAL PRESENTATIONS

Sabey C. V. (2019) *ABA for teachers*. At the Autism Translational Research Workshop, Provo, Utah

Sabey C. V. (2017) *Social Skills Training for Students with ASD in a School Setting*. At the Autism Translational Research Workshop, Provo, Utah

Ross, S. W., **Sabey, C. V.** (2014) *Check-in Check-out Next Steps: CICO + Social Skills*. Presentation at the Utah Multi-Tiered Systems of Support Annual Conference, Layton, UT.

Sabey, C. V. (2013) *A Pragmatic Approach to Functional Behavior Assessment and Behavior Intervention Planning: An Evidence Based Practice perspective*. Presentation at the Utah Association of School Psychologists Annual Conference, Salt Lake City, UT.

Ross, S. W., Charlton, C., **Sabey, C. V.** (2013) *A Novel Approach to CICO and Social Skills Instruction*. Presentation at the Utah Multi-Tiered Systems of Support Annual Conference, Layton, UT.

Horner, A. S., **Sabey, C. V.**, Segura, B. P. (2013) *Comparing Latino Parent's and Caucasian Parent's Perspectives on Positive Behavior Supports in the Schools*. Presentation at the Utah Multi-Tiered Systems of Support Annual Conference, Layton, UT.

Ross, S. W., Charlton, C., **Sabey, C. V.**, Pyle, D. (2012) *Improving Social Skills Instruction*. Presentation at the Effective Practices Annual Conference, Logan, UT

Mathie, H., Anderson, C., **Sabey, C. V.**, & Jedriewski, C. (2007). *School based mental health*. A presentation at the Utah Child and Adolescent Network (UT CAN) Policy Academy annual conference, Provo, Utah.

Sabey, C. V. (2006) *Behavior Education Program (BEP) Implementation*. Presentation at the Davis School District Office, Kaysville Utah.

Sabey, C. V. (2006) *Foundations of Positive Behavior Interventions and Supports*. Presentation at Utah Behavior Initiative coordinator training, Salt Lake City, Utah

JOURNAL EDITORIAL ACTIVITIES

Editorial Board Member

Winter 2021 Consulting editor, *Behavioral Disorders*

Ad-hoc Reviews

Winter 2021 Guest reviewer, *Remedial and Special Education*
Winter 2021 Guest reviewer, *Journal of Positive Behavior Interventions*
Winter 2021 Guest reviewer, *European Journal of Behavior Analysis*
Fall 2020 Guest reviewer, *Journal of Positive Behavior Interventions*
Fall 2020 Guest reviewer, *Journal of Positive Behavior Interventions*
Fall 2020 Guest reviewer, *Journal of Positive Behavior Interventions*
Summer 2020 Guest reviewer, *European Journal of Behavior Analysis*
Summer 2020 Guest reviewer, *Remedial and Special Education*
Summer 2020 Guest reviewer, *Journal of Aggression, Maltreatment and Trauma*
Summer 2020 Guest reviewer, *Journal of Learning Disabilities*
Spring 2020 Guest reviewer, *Journal of Special Education*
Spring 2020 Guest reviewer, *Journal of Positive Behavior Interventions*
Spring 2020 Guest reviewer, *Advances in Neurodevelopmental Disorders*
Winter 2020 Guest reviewer, *Journal of Positive Behavior Interventions*
Winter 2020 Guest reviewer, *Exceptionality*
Winter 2020 Guest reviewer, *Journal of Positive Behavior Interventions*
Fall 2019 Guest reviewer, *Remedial and Special Education*
Fall 2019 Guest reviewer, *Journal of Positive Behavior Interventions*
Summer 2019 Guest reviewer, *Journal of Positive Behavior Interventions*
Spring 2019 Guest reviewer, *Journal of Positive Behavior Interventions*
Winter 2019 Guest reviewer, *Journal of Positive Behavior Interventions*
Fall 2018 Guest reviewer, *Journal of Positive Behavior Interventions*
Spring 2018 Guest reviewer, *Journal of Positive Behavior Interventions*
Fall 2017 Guest reviewer, *Journal of Positive Behavior Interventions*
Fall 2017 Guest reviewer, *Journal of Emotional and Behavioral Disorders*
Winter 2017 Invited reviewer, High Leverage Practices for Inclusive Classrooms (CEC)
Summer 2017 Guest reviewer, *Journal of Positive Behavior Interventions*
Summer 2017 Guest reviewer, *Journal of Emotional and Behavioral Disorders*
Summer 2017 Guest reviewer, *Journal of Special Education*
Fall 2015 Guest reviewer, *Journal of Early Intervention*
Fall 2015 Guest reviewer, *Education and Treatment of Children*
Spring 2013 Guest reviewer, *Education and Treatment of Children*
Fall 2013 Guest reviewer, *Journal of Positive Behavior Interventions*

UNIVERSITY TEACHING EXPERIENCE

CPSE 619 – Positive Behavior Support: Managing Challenging Behaviors, Brigham Young University, Provo, UT

CPSE 618 – Ethics, Conduct and Legal in Special Education, Brigham Young University, Provo UT

CPSE 601 – Issues and Research: Principles of Behavior Analysis, Brigham Young University, Provo, UT

CPSE 493R – Readings: Research in Special Education, Brigham Young University, Provo UT

CPSE 490 – Capstone Seminar: Students with Disabilities, Brigham Young University, Provo UT

CPSE 460 – Collaboration, Brigham Young University, Provo, UT

CPSE 442 – Social and Behavioral Strategies for Students with Mild-Moderate Disabilities, Brigham Young University, Provo, UT

CPSE 410 – Applied Behavior Analysis in Education, Brigham Young University, Provo UT

PSYCH 430R – Capstone Project

SPED 6770 – Coaching and Systems Change, Team teaching with Dr. Scott Ross, Utah State University, Logan, UT

SPED 5040 – Foundations of Effective Assessment and Instruction (On-campus and distance section), Team teaching with Dr. Ben Lignugaris/Kraft and Darci Peterson, Utah Sate University, Logan, UT

EDPS 607 – Bilingual Assessment, Guest lecturer, Brigham Young University Provo, UT

EDPS 6050 – Lifespan Development: Child and Adolescent, Sole Instructor, University of Utah, Salt Lake City, UT

LEADERSHIP EXPERIENCE

2018-2020 At Large Board Member, Utah Association of Behavior Analysis, Salt Lake City, UT

2009 Student Network Chair Person and Ex-Officio Board Member, Association for Positive Behavior Support

- Represented university students in board meetings and coordinated student related activities at the annual conference.

2007 Utah Association of School Psychologists (UASP) Student Representative for University of Utah

- Represented student perspective at all UASP meetings.

RELATED EXPERIENCE

- 2020-Present Utah Special Education Advisory Panel, Panelist, Utah State Board of Education, Salt Lake City, UT
- Advise the USBE on priorities related to services for students receiving special education services
- 2009-2011 Utah Mentor Teacher Academy, Attendee, Utah Personnel Development Center, Salt Lake City, UT
- Received regular training in a variety of evidence-based educational practices
- 2011 Grant Writing Institute, Attendee, Utah State University, Logan, UT
- Received intensive training on grant preparation, writing, and submission.
- 2012 Student Teaching Supervisor, Utah State University, Logan, UT
- Supervised and coached student during student teaching experience
- 2008-2009 High Incidence Emotional/Behavioral Disorders Grant, Training School Psychologists to be Experts in Evidence-Based Practices for Tertiary Students with Serious Emotional Disturbance/Behavior Disorders, US Office of Education 84.325K, H325K080308, University of Utah, Salt Lake City, UT
- Received training on evidence-based practice for students with emotional and behavioral problems
- 2008 Field Staff, Outback Therapeutic Expeditions, Lehi, UT
- Supported wilderness therapy experience for adolescents in treatment.
- 2003 Community Education Group Leader, Lincoln Elementary School SLCSO, Salt Lake City, UT
- Supervised all afterschool program activities for K-2 students.
- 2000 Teaching Assistant (Philosophy 101) Brigham Young University, Provo, UT
- Supported all course related activities including grading, lecturing, and assisting students.
- 1999-2002 Italian Instructor, Missionary Training Center, Brigham Young University, Provo, UT
- Delivered instruction in effective principles and practices in missionary service as well as Italian Language instruction.

AWARDS AND HONORS

- 2006 Utah Association of School Psychologists (UASP) Student of the Year

2005 Grayson and Seth Jenson Memorial Scholarship, University of Utah

2005 Dee Foundation Teaching Assistantship, University of Utah

*Student co-author or co-presenter