

Jared R. Morris, Ph.D.

Curriculum Vitae

Assistant Professor
Department of Counseling Psychology and Special Education
McKay School of Education
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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	2013
BA	English	Brigham Young University – Provo	2010
AS	General Academics	Utah Valley State College	2006

Publications

- 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*. Advance Online Publication. <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. doi: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. doi:10.1111/ldrp.12137

Works in Progress

Morris, J. R., Hughes, E. M., & Stocker, J. (Article Under Review). Effects of Augmented Reality and Video Modeling to Explicitly Teach Mathematics

Morris, J. R., Dexter D., & Hunter, W. C. (Article Under Review). Guided practice for initial knowledge and skill acquisition and early proficiency.

Morris, J. R., 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

Morris, J. R., Hughes, E. M., & Lee, D. L. (In preparation). Effects of an Augmented Reality, Video Modeling and Explicit Instruction Intervention on the Mathematics Outcomes of Students with Disabilities.

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

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

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

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

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

Teaching Assistant/Guest Lecturer – 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.

Instructor – 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.

Guest Lectures

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

Principal Investigator: Morris, J. R., (2020-2022). Using Explicit Instruction, Video Modeling, and Augmented Reality to Teach Mathematics to Students with Autism. \$37,805, over three years. McKay School of Education Research Grant.

Conference Presentations

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*. Presentation at the 2020 National Association for Professional Development Schools Annual Conference, Atlantic City, NJ

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

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 Counsel for Learning Disabilities Annual Conference, San Antonio, TX

- 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.
- Morris, J. R., & Lee, D. (Accepted). *Increasing Teachers Use of Purposeful Practice Techniques and Strategies*. Round table presentation. Council for Learning Disabilities Annual Conference, Portland, OR
- 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
- 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
- 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
- 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
- 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
- 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
- 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
- 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, (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

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

Other Educational Certifications

Online College Teaching Certificate: Effective online teaching instruction and development
CLASS Certified: Secondary CLASS observer

Membership in Professional Associations

Council for Exceptional Children (CEC) – Member since 2015

- Division of Research (CEC-DR)
- Teacher Educators Division (TED)
- Division for Learning Disabilities (DLD)

Council for Learning Disabilities (CLD) – Member since 2017

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

National Association for Professional Development Schools – Member since 2020

Service

Journal Reviewer

- *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 2020 Convention and Expo