

CURRICULUM VITAE
Sandra Hess Robbins, Ph.D.
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EDUCATION

Kent State University
Kent, OH
Ph.D., Special Education, 2013

Kent State University
Kent, OH
M.Ed., Special Education, 2006

University of Wisconsin, Oshkosh
Oshkosh, WI
B.S.Ed., Elementary Education, 2002

LICENSES & CERTIFICATION

Early Intervention Specialist Certificate
Ohio Department of Mental Retardation and Developmental Disabilities, June 2007

Early Childhood Education Teaching License (PS-3)
Ohio Department of Education, October 2004

Elementary Education Teaching License (PS-6)
Wisconsin Department of Public Instruction, July 2003

EARLY CHILDHOOD & SPECIAL EDUCATION EXPERIENCE

- **Assistant Professor of Early Childhood and Special Education**, University of West Georgia, Carrollton, GA, August 2012-present
- **Early Learning and Literacy Specialist**, State Support Team Region 8, Cuyahoga Falls, OH, September 2009-May 2012
- **Early Childhood Special Education Teacher**, Camp Sunshine, Aurora, OH, Summer 2010, Summer 2012
- **University Instructor**, Kent State University, Kent, OH, August 2007-December 2009
- **Behavioral Consultant/Technician**, The Silver Lining Group Early Intervention Centers, Mt Gilead, OH, October 2008-July 2009

- **Early Childhood Consultant**, State Support Team Region 8, Cuyahoga Falls, OH, September 2007-May 2009
- **Autism Programming Consultant**, Summit County ESC, Cuyahoga Falls, OH, September 2007-June 2008
- **Early Learning Standards Alignment Developer**, Paul H. Brookes Publishing, Baltimore, MD, February-December 2007
- **Research Assistant**, Family Child Learning Center, Tallmadge, OH, August 2006-July 2007
- **Substitute Teacher**, Various Ohio School Districts, January 2005-June 2006
- **Preschool Teacher**, Creative Early Learning Center, Twinsburg, OH, August 2003-January 2005
- **Substitute Teacher**, Menasha Joint School District, Menasha, WI, February 2003-June 2003
- **Supportive Home Care Provider**, Winnebago County, Oshkosh, WI, February 2001-August 2003

RESEARCH IN PROGRESS

Promoting inclusion through positive behavior supports in preschool

This grant funded project was designed to increase collaboration and develop an ongoing partnership between special education and early childhood education faculty and staff, to improve the inclusive climate within the university preschool program, to provide training and support to preschool faculty and staff around positive behavior supports, and to examine and publish the fidelity of implementation, social validity, and child level data resulting from the project.

Talk to your baby study: An evaluation of the WIC early childhood language campaign

This study was designed to evaluate the effectiveness of an educational video that encourages parents to talk to their infants that will be shown at WIC clinics across the state of Georgia. Specifically, we are collecting pre-test data on the average vocabulary of 18-23 month old infants to establish a baseline. The WIC clinics will start showing the video while parents wait for their appointments. Six to twelve months after the videos are introduced we will measure the vocabulary of 18-23 month old infants again.

PUBLICATIONS

Robbins, S.H. (in review). *Finding solutions to complex early childhood challenges. Paper one: Promoting young children with disabilities' communication skills.* B2K Solutions Ltd.

Robbins, S.H. (2013, December). Last minute gift idea: Promoting vocabulary development [Web log post]. Retrieved from <http://www.b2kcentral.com/b2k-blog/last-minute-gift-idea>

Robbins, S.H. (2013). *The effects and feasibility of tiered instruction.* Saarbrücken, Germany: Scholar's Press.

Robbins, S.H. (2013). *The effects and feasibility of using tiered instruction to increase conversational turn taking for preschoolers with and without disabilities* (Doctoral dissertation). Retrieved from OhioLINK. (kent1365610657)

Harjusola-Webb, S. & **Robbins, S.H.** (2012). The effects of teacher training on teacher delivered opportunities for expressive communication in young children with autism spectrum disorders. *Topics in Early Childhood Special Education*, 32, 99-110.

Robbins, S.H., Pretti-Frontczak, K., & Grisham-Brown, J. (2010). Recommended practices for assessing children with diverse abilities, in J. Grisham-Brown & K. Pretti-Frontczak (Eds.) *Assessment practices for working with young children in blended classrooms*. Baltimore, MD: Brookes Publishing.

NATIONAL & INTERNATIONAL PROFESSIONAL MEETINGS (Peer Reviewed)

Robbins, S.H., & Bucholz, J. (2014, July). *Promoting inclusion through positive behavior supports in preschool*. Research presentation at the Division of International Special Education and Services International Conference: Braga, Portugal.

Robbins, S.H., & Cox, J. (2013, November). *Preparing new teachers for inclusion: Faculty co-teaching in elementary science methods*. Poster presentation at the Division for Early Childhood International Conference: San Francisco, CA.

Robbins, S.H., & Cox, J. (2013, November). *Inquiry for inclusion: Making science accessible for every child*. Presentation at the Division for Early Childhood International Conference: San Francisco, CA.

Robbins, S.H. (2013, April). *A study of tiered conversational turn taking instruction for inclusive preschool programs*. Presentation at the Council for Exceptional Children Conference: San Antonio, TX.

Grisham-Brown, J., Pretti-Frontczak, K., Hawkins, S., Ruble, L., & **Robbins, S.H.** (2012, February). *Implementing evidence-based practices in early childhood intervention settings with fidelity: Examples and measurement strategies*. Panel presentation at the Conference on Research Innovations in Early Intervention: San Diego, CA.

Robbins, S.H. (2011, November). *Using increasing intensity designs to evaluate tiered instructional models*. Poster presentation at the Division for Early Childhood International Conference: National Harbor, MD.

Robbins, S.H., & Winchell, B. (2011, November). *Universal design for learning: Transforming theory into practice*. Pecha Kucha presentation at the Division for Early Childhood International Conference: National Harbor, MD.

- Jackson, S., & **Robbins, S.H.** (2010, November). *Examining the perspectives of systems change: Implementation of the early childhood systems model*. Poster presentation at the National Association for the Education of Young Children National Conference: Anaheim, CA.
- Robbins, S.H.** & Hubbell, S. (2010, November). *Designing assessment and instruction for young English language learners*. Presentation at the National Association for the Education of Young Children National Conference: Anaheim, CA.
- Robbins, S.H.**, & Jackson, S. & Gongola, L. (2010, November). *Universal design for learning: Supporting social communication skills in inclusive preschool classrooms*. Presentation at the National Association for the Education of Young Children National Conference: Anaheim, CA.
- Grisham-Brown, J., Pfeiffer-Fiala, C., Hawkins, S., **Robbins, S.H.**, & Harris, K. (2010, October). *Implementing tiered instruction: Universal, targeted, and intentional strategies*. Pre-conference session presented at the Division for Early Childhood International Conference: Kansas City, MO.
- Gongola, L., & **Robbins, S.H.** (2010, July). *A collaboration model for special educators and paraeducators*. Poster presentation at the Autism Society of America Conference, Dallas, TX.
- Robbins, S.H.** (2010, April). *Using LENA to guide tiered instruction: Promoting conversational turn taking in preschool*. Poster presentation at the Language Environment Analysis System conference: Denver, CO.
- Jackson, S.L., **Robbins, S.H.** (2009, October). *Perspectives of systems change: Implementing an early childhood systems model*. Poster presentation at the Division for Early Childhood International Conference: Albuquerque, NM.
- Gongola, L., & **Robbins, S.H.** (2009, July). *Reinforcement versus punishment: Ethical considerations when choosing behavior management procedures*. Poster presentation at the Autism Society of America Conference, St. Charles, IL.
- Gongola, L. & **Robbins, S.H.** (2008, October). *Utilizing social validity to improve early childhood special education*. Poster presentation at the Division for Early Childhood International Conference: Minneapolis, MN.
- Robbins, S.H.**, Jackson, S., & Korey-Hirko, S. (2008, October). *Program-wide positive behavior supports: A model for success*. Presentation at the Division for Early Childhood International Conference: Minneapolis, MN.
- Jackson, S., **Robbins, S.H.**, & Korey-Hirko, S. (2008, October). *Ensuring the sustainability of systemic change: The early childhood systems model*. Presentation at the Division for Early Childhood International Conference: Minneapolis, MN.

Jackson, S. & **Robbins, S.H.** (2008, October). *A comparison between RtI foundational principles and early childhood recommended practices*. Poster presentation at the Division for Early Childhood International Conference: Minneapolis, MN.

Robbins, S.H. & Gongola, L. (2008, July). *A research synthesis of evidence-based practices for young children with autism*. Presentation at the Autism Society of America Conference: Orlando, FL.

Robbins, S.H. & Gongola, L. (2008, July). *Best practices in assessment: Choosing the right tools for the job*. Poster presentation at the Autism Society of America Conference: Orlando, FL.

Jackson, S., **Robbins, S.H.** & Harjusola-Webb, S. (2008, February). *Comprehensive curriculum framework for tiered instruction: A response to intervention model*. Poster symposium presentation at the Conference on Research Innovations in Early Intervention: San Diego, CA.

Robbins, S.H. (2007, November). *Naturalistic communication intervention to promote language outcomes for children with autism*. Poster presentation at the Division for Early Childhood International Conference: Niagara Falls, Ontario.

Pretti-Frontczak, K., Jackson, S., **Robbins, S.H.**, & Shumar, M. (2006, November). *Universal design of learning (UDL): Creating inclusive learning environments to meet the needs of all children*. Presentation at the National Association for the Education of Young Children Conference: Atlanta, GA

STATE PROFESSIONAL MEETINGS (Peer Reviewed)

Robbins, S.H., & Korey-Hirko, S. (2011, April). *It's not just black and white: Representing diversity in the early childhood classroom*. Presentation at the Ohio Early Care and Education Conference: Columbus, OH.

Robbins, S.H., Shumar, M., Lyons, A., & Spino, M. (2011, April). *Supporting young children with disabilities: The top five things every educator should know*. Presentation at the Ohio Early Care and Education Conference.

Gongola, L., & **Robbins, S.H.** (2010, November). *Let's talk! A collaboration model for school staff*. Presentation at the Ohio Center for Autism and Low Incidence Conference: Columbus, OH.

Robbins, S.H., & Shumar, M. (2010, April). *The communication toolkit: Supporting language development in inclusive preschool classrooms*. Presentation at the Ohio Early Care and Education Conference: Columbus, OH.

Robbins, S.H., Jackson, S., Pretti-Frontczak, K., Bertling, J., & Harjusola-Webb, S. (2010, April). *Supporting young children with disabilities in Ohio's early learning programs, 2nd annual open forum*. Presentation at the Ohio Early Care and Education Conference: Columbus, OH.

Jackson, S., Darrah, M., Stacho, H., & **Robbins, S.H.** (2010, May). *Bringing response to intervention practices to early childhood*. Presentation at the Ohio Early Care and Education Conference: Columbus, OH.

Robbins, S.H., & Gongola, L. (2009, November). *The effects of tiered instruction on preschooler's social-communication skills*. Presentation at the Ohio Center for Autism and Low Incidence Conference: Columbus, OH.

Jackson, S., **Robbins, S.H.**, Korey-Hirko, S., & Goss, S. (2008, April). *How are we going to manage? Designing a quality preschool system that works*. Presentation at the Ohio Early Care and Education Conference: Columbus, OH.

LOCAL PROFESSIONAL MEETINGS (Invitations)

Robbins, S.H. (2012, June). *Tiered Instruction 101*. Presentation at the Ohio Division for Early Childhood Regional Conference: Kent, OH.

Robbins, S.H., & Smith, M. (2012, June). *Using CARA's kit to guide tiered instruction*. Presentation at the Ohio Division for Early Childhood regional Conference: Kent, OH.

Robbins, S.H., & Pretti-Frontczak, K. (2010, July). *Through the eyes of the teacher: The DEC recommended practices in action*. Presentation at the Early Childhood Mini Conference sponsored by State Support Team Regions 1&6 and the Ohio Division for Early Childhood: Findlay, OH.

Robbins, S.H., Pretti-Frontczak, K., & Pfeiffer-Fiala, C. (2009, June). *Using tiered instruction to support social-communication in blended preschool classrooms*. Presentation at the Topics in Child Development Conference: Kent State University, Kent, OH.

Robbins, S.H., Harris, K., & Hricko, M. (2008, October). *Fostering transformative learning by utilizing online technology to support instruction, collaboration, and reflection*. Round table discussion at the University Teaching Conference: Kent State University, Kent, OH.

Harjusola-Webb, S., & **Robbins, S.H.** (2008, July). *Can second life make your first life in academia better?* Poster presentation at the Summer 2008 Exploratorium: Tools for Teaching and Learning: Kent State University, Kent, OH.

Pretti-Frontczak, K., & **Robbins, S.H.** (2007, July). *Assessing young children with autism spectrum disorder: Challenges and solutions*. Presentation at the Topics in Child Development Conference: Kent State University, Kent, OH

Robbins, S.H. (2007, July). *Assessment, Evaluation, and Programming System basic training*. Presentation at the Early Childhood Intervention Specialist Summer Institute: Kent State University, Kent, OH

CONSULTATION

Robbins, S.H. (2014, March). *The basics of differentiated instruction*. Presentation for the Secondary Education Students at the University of West Georgia: Carrollton, GA.

Robbins, S.H. (2014, February). *The basics of differentiated instruction*. Presentation for the Uteach Program Students at the University of West Georgia: Carrollton, GA.

Robbins, S.H., & Bucholz, J. (2013). *Addressing challenging behaviors in preschool through school-wide positive behavior supports*. Four part series presented at the University of West Georgia Preschool Program: Carrollton, GA.

Robbins, S.H. (2013, September). *Differentiated instruction for secondary math*. Presentation at the University of West Georgia: Carrollton, GA.

Robbins, S.H. (2012, February). *Differentiated instruction across the content areas*. Presentation at the University of West Georgia: Carrollton, GA.

Robbins, S.H. & Korey-Hirko, S. (2012, March). *It's not just black and white: Representing diversity in the early childhood classroom*. Presentation at the State Support Team Region 8, Cuyahoga Falls, OH.

Robbins, S.H. (2011-2012). *The preschool literacy core*. Five part series presented at the Greater Summit County Early Learning Center: Akron, OH.

Robbins, S.H., & Hood, J. (2011, December). *The building blocks of early communication*. Presentation scheduled at the Greater Summit County Early Learning Center: Akron, OH.

Robbins, S.H. (2010-2011). *The preschool literacy core*. Five part series presented at the Greater Summit County Early Learning Center: Akron, OH.

Robbins, S.H. (2010, October). *The communication toolkit: Supporting language development in inclusive preschool classrooms*. Presentation at the Greater Summit County Early Learning Center: Akron, OH.

Korey-Hirko, S., Denzinger, C. & **Robbins, S.H.** (2010, September). *Navigating through the world of preschool special education in Ohio*. Presentation at the State Support Team Region 8: Cuyahoga Falls, OH.

Robbins, S.H., & Muetzel, C. (2010). *Supporting young English language learners and their families*. Three part series presented at the Stark County Community Action Agency-Head Start: Canton, OH.

- Robbins, S.H.** (2010). *State institutes for reading instruction module 4: Oral language and early literacy*. A two part series presented at the State Support Team Region 8: Cuyahoga Falls, OH.
- Hug, J., Clunk, L., Kerchenski, H., Thierl, D., **Robbins, S.H.**, & Grove, G. (2010). *E-Read Ohio: Language and learning in the early years*. Three part series presented at the State Support Team Region 9: Canton, OH.
- Robbins, S.H.** (2009-2010). *The preschool literacy core*. Five part series presented at the Greater Summit County Early Learning Center: Akron, OH.
- Robbins, S.H.**, & Grove, G. (2009-2010). *The preschool literacy core*. Five part series presented at Medina County University Center: Medina, OH.
- Grove, G., & **Robbins, S.H.** (2009-2010). *The preschool literacy core*. Five part series presented at the Tri-County Educational Service Center: Wooster, OH.
- Robbins, S.H.** (2009). *Program-wide positive behavior supports in preschool*. Four part series presented for Ravenna school district preschool program: Ravenna, OH.
- Jackson, S., Pretti-Frontczak, K., **Robbins, S.H.**, Goss, S., & Korey-Hirko, S. (2008, May). *Response to intervention: What does it mean for preschool programs?* Presentation at the State Support Team Region 8: Cuyahoga Falls, OH.
- Jackson, S. & **Robbins, S.H.** (2008, February). *Response to intervention: What does it mean for preschool?* Presentation at the State Support Team Region 8: Cuyahoga Falls, OH.
- Jackson, S., **Robbins, S.H.**, & Korey-Hirko, S. (2008). *Supporting social emotional development through a positive behavioral support model*. Four part series presented at the State Support Team Region 8: Cuyahoga Falls, OH.
- Jackson, S. & **Robbins, S.H.** (2007, 2008). *Program-wide positive behavior supports in preschool*. Four part series presented for Ravenna School District Preschool Program: Ravenna, OH.
- Robbins, S.H.** (2007, December). *Supporting young children with autism in inclusive environments*. Presentation for the Brunswick Ziggurat Team, Brunswick, OH.
- Robbins, S.H.** (2007, November). *Progress monitoring methods and strategies*. Presentation for the Twinsburg Preschool Leadership Team: Twinsburg, OH.
- Robbins, S.H.** (2007, October). *Implementing a quality curriculum framework*. Presentation for the Twinsburg Preschool Leadership Team: Twinsburg, OH.

Robbins, S.H. (2007, January). *Assessment, evaluation, and programming system (AEPS) two day training*. Presentation at the Delaware/Union Educational Service Center: Delaware, OH.

Robbins, S.H. (2006, December). *Assessment, evaluation, and programming system (AEPS) two day training*. Presentation at the Lincoln Way Special Education Regional Resource Center: Louisville, OH.

Robbins, S.H. (2006, October). *Assessment, evaluation, and programming system (AEPS) two day training*. Presentation at the Lawrence County MRDD: Lawrence, OH.

Robbins, S.H. (2006, August). *Assessment, evaluation, and programming system (AEPS) overview*. Presentation at the Starlight MRDD: New Philadelphia, OH.

UNIVERSITY TEACHING

Traditional Face to Face Courses

UWG1101, First Year Experience

The focus of this undergraduate level course is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. The course provides an overview of resources and essential information about the University as a whole and includes subjects that cut across the academic and nonacademic lines of school such as time management, study skills, computer skills, and campus safety.

ECED 4262, Teaching Content and Process: Science Education (*Co-Taught*)

The focus of this undergraduate level course is to examine the content, methodology, skills, and materials used to teach science to children in grades PreK-5 by means of course discussions and assignments, field placements, and course readings. An emphasis is placed on developmentally appropriate practices and integration with mathematics and other appropriate subject areas.

SPED 4713, Collaboration in School Settings

The focus of this undergraduate level course is to cover the various collaborative roles required of service providers in education, with an emphasis on team interaction and meeting the needs of students with special needs in inclusion settings.

SPED 4789, Student Teaching Seminar: Mild Disabilities

The focus of this undergraduate seminar course is to discuss information and issues related to student teaching in an approved setting in which students identified as having specific disabilities appropriate to certification in Special Education are being served.

SPED 63954, Practical Applications: Five through Eight

The focus of this graduate level course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles and

responsibilities in a variety of educational settings serving children with disabilities ages five through eight.

SPED 63955, Typical and Atypical Development in Young Children

The focus of this graduate level course is to provide an overview of typical and atypical development in young children from birth through age eight. Traditional and modern theories of development are discussed within an ecological framework with an emphasis on brain research, risk factors, culture, and the implications of atypical development as it relates to play and learning.

SPED 63995, Methods in Early Intervention (*Co-Taught*)

The focus of this graduate level course is to prepare future special education professionals to utilize state of the art research and evidence-based practices in their work with young children with low incidence disabilities such as deaf-blindness and autism.

Hybrid (blended online and face to face) Courses

ECED 20163, Understanding Young Children: Typical and Atypical Pathways

The focus of this undergraduate level course is early childhood development. Topics include diversity among children and families in terms of culture, ability, context, and experience and the role of the teacher as a researcher through the observation, assessment, and documentation of children's development, behavior, and interactions.

SPED 3714, Behavior and Classroom Management

The focus of this undergraduate level course is to cover the theoretical formulations and practical applications of research-based behavioral and instructional techniques, specifically as they apply to classroom management and assisting students in developing pro-social behavior.

SPED 3715, The Inclusive Classroom: Differentiating Instruction

The focus of this undergraduate level course is the study of characteristics, identification, and assessment of exceptional children and youth across age ranges and levels of severity, including individualized instruction in inclusive classrooms. Best teaching practices for this population are also examined. This course is designed for non-special education majors.

SPED 3761, Mild Disabilities: Methods for Literature and Social Studies

The focus of this undergraduate level course is the study and application of curriculum, teaching methods, and classroom organization and management for students with mild disabilities; specifically, in literacy (reading, writing, English Language Arts) and social studies.

SPED 4713, Collaboration in School Settings

SPED 4751, SPED 6792; SPED 6793: Practicum (*Supervision*)

The focus of this course is for students to participate in a supervised practicum in an approved setting in which students identified as having disabilities appropriate to the

specific program are being served. Class meetings, outside readings and assignments, as well as program specific activities are required.

SPED 63954, Practical Applications: Five through Eight

SPED 63956, Foundations in Early Childhood Intervention

The focus of this graduate level course is to provide an overview of the historical, philosophical, legal, and educational trends in early intervention and early childhood special education services and supports. The relationship between theory, research, legislation, policy, and practice are discussed as well as the issues confronting young children with disabilities and their families.

100% Online Courses

SPED 3715, The Inclusive Classroom: Differentiating Instruction

SPED 6706, Special Education in the Regular Classroom (*Co-Taught*)

This graduate level course is designed for non-special education majors. The focus of the course is the study of characteristics, identification, and support needs of children and youth with exceptional needs. The course includes information on basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the general education classroom.

SPED 63954, Practical Applications: Five through Eight

SPED 8784, Research Seminar

The focus of this upper graduate level course is the design and implementation of a research project or proposal in special education.

COMMUNITY SERVICE

Interdisciplinary Journal of Teaching and Learning Expert Review	Summer 2013
Georgia Assessment for the Certification of Educators (GACE) Standard Setting Committee	Summer 2013
Special Education General Curriculum & Paraprofessionals Basic Skills Assessment Committee	Winter 2013
Eastern Educational Research Association Expert Review	Fall 2012
National Professional Development Center on Autism Spectrum Disorders Evidence Based Practices Update Reviews	Summer 2012
Ohio Department of Education State Literacy Team	Fall 2010
Brooke's Publishing Company Book Reviews	Fall 2009
Educational Testing Service Statewide Standard Setting Early Childhood Intervention Specialist Panel	Fall 2008
Pre-K Special Needs Endorsement Panel	
Autism Society of Ohio Advocacy Network	Fall 2008
Family and Children First Council Early Childhood Subcommittee	Spring 2008

PROFESSIONAL SERVICE

Council for Exceptional Children (CEC)	2006-present
Ohio Council for Exceptional Children (OCEC)	2006-2012
<i>Board Member: 2011-2012</i>	
Division for Early Childhood (DEC)	2006-present
<i>Conference proposal reviewer: 2008-2012</i>	
Ohio Division for Early Childhood (ODEC)	2006-2014
Past President: 2012-2014	
<i>President: 2010-2012</i>	
President-Elect: 2008-2010	
Division for International Special Education and Service (DISES)	2013-present
Division for Teacher Education (TED)	2013-present
Division for Autism and Developmental Disabilities (DADD)	2012-2013
National Association for the Education of Young Children (NAEYC)	2006-present
Ohio Association for the Education of Young Children (OAEYC)	2006-2012
<i>Conference proposal reviewer: 2010-2011</i>	
Autism Society of America (ASA)	2007-2013

UNIVERSITY SERVICE**University**

Undergraduate Programs Committee	2013/2014
UWG 1101 Instructor for First Year Programs	Fall 2013
Student Council for Exceptional Children Faculty Co-Advisor	2012-present

College

New Health and Human Services Program Committee	2013/2014
Personnel Committee	2013/2014
Social Committee	2012-2014
Chair	2013/2014

Department

Early Childhood/Special Education Search Committee	2013/2014
Early Childhood Special Education Dual Certification Committee	
Chair	2013/2014
Pre-service Mini-conference Committee	2012/2013
Special Education Search Committee	2012/2013

Dissertation and Ed.S Committees

Wagner, A. (2014). Enhancing achievement for students with autism through a video modeling and fluency protocol for caregivers (<i>Member</i>)	
Weaver, S. (2014). Using restricted interests to select reinforcement for students with autism spectrum disorder (<i>Chair</i>)	

AWARDS and RECOGNITION

UWG College of Education Seed Grant \$6,100.00	August 2013
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Certified UWG Online Course Instructor	June 2013
Division for Early Childhood Subdivision Mini Grant \$1,000.00	February 2010
Student Service and Leadership Award nomination	March 2008
Preparing Tomorrow's Early Childhood Intervention Leaders	August 2006
Doctoral Assistantship	
Educational Testing Service Recognition of Excellence	November 2003
Kappa Delta Pi International Honor Society in Education	November 2002