

Charis Lauren Wahman (née Price)wahmanch@msu.edu / www.charislaurenwahman.com / +1313-588-1439

620 Farm Ln, 337 College of Education, East Lansing, MI 48824

PROFESSIONAL APPOINTMENTS

Assistant Professor at Michigan State University	Jan. 2020-Present
<i>Affiliate Faculty in School Psychology</i>	Sept. 2022-Present
Assistant Professor at The Ohio State University	July 2018-Dec. 2019
<i>Faculty Associate, Crane Center for Early Childhood Research & Policy</i>	Aug. 2019-Dec. 2019
Assistant Professor at The University of Missouri-St. Louis	Aug. 2015-June 2018

EDUCATION

The University of Illinois at Urbana-Champaign	Aug. 2010-Dec. 2015
<i>Ph.D. Special Education (emphasis in Early Childhood)</i>	
The University of Pennsylvania	Aug. 2004-Aug. 2005
<i>M.S. Ed, Reading/Writing/Literacy</i>	
The University of Michigan-Ann Arbor	Aug. 1999-April 2003
<i>B.M. Cello Performance with Teaching Certification</i>	

CLINICAL CERTIFICATIONS & LICENSURE

Board Certified Behavior Analyst -D (BCBA-D)
Certificate #1-16-24947

License Behavior Analyst, State of Michigan
Licensure #7401001384

AWARDS

Goldstick Family Fellowship for the Study of Comm Disorders <i>The University of Illinois at Urbana-Champaign, Department of Special Education</i>	2011, 2013
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FUNDED RESEARCH PROPOSALS

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- **8/21/2023-7/31/2024 – Co-Investigator.** *Food-Body-Mind Intervention: Promote Whole Child Health.* **Funder:** NIH/National Center for Complementary and Integrative Health 1UG3AT012521-01 (PI: Jiyong Ling; \$789,635 for UG3, \$5,827,438 total).
 - **2023-2024, The PACES Project in Lansing Public Schools, Role: PI**
Parsimonious Advances in Children's Early Sociability. **Funder:** Lansing Public Schools (\$71,281.60)
 - **2022-2023, The PACES Project in Lansing Public Schools, Role: PI**
Parsimonious Advances in Children's Early Sociability. **Funder:** Lansing Public Schools (\$59,118.29)
 - **2022, MSU College of Education, Research Enhancement Grant. Role: PI**
Families' experiences with preschool suspension and expulsion. **Funder:** Lansing Public Schools (\$1,060.00)
 - **2021, MSU College of Education, Seed Grant Award. Role: PI** *How are the Children? Young Children's Social and Emotional Adjustment & Family Function During the COVID-19 Pandemic.* **Funder:** Lansing Public Schools (\$6,000)
 - **2018, OSU Seed Grant Award. Role: PI.** *Project HEAR+T: Implementation of a Multi-Component Intervention to Teach Behavioral Expectations.* (\$36,782)

 PENDING OR UNFUNDED RESEARCH GRANTS

- **2023, Co-Principal Investigator, Office of Special Education Programs (OSEP)**, Preparing Facilitators Of Compassion and Cultural humility in Underrepresented Students in School Psychology and Special Education (Project FOCCUS³) (PI: Kristin Rispoli; \$1,235,523.75: pending).
- **2022, National Institute of Health, R03. Role: PI**
Using Serious Game Technology to Support Young Children's Social & Emotional Learning (\$100,000: pending)
- **2022, National Institute of Health, R01. Role: PI**
How Are the Children? The Impact of the COVID-19 Crisis on Young Children's Social-Emotional Outcomes and Family Function. (\$2,809,854.25: not funded)
- **2021, Spencer Small Research Grant, COVID-19 Related Special Grant Cycle. Role: PI**
How Are the Children? The Impact of the COVID-19 Crisis on Young Children's Social-Emotional Outcomes and Family Function. (\$49,997.85: not funded)
- **2021, Institute for Education Sciences (IES) Role: PI**
Using a multicomponent intervention to teach behavioral expectations in preschool. (\$1,998,609.68: not funded)
- **2019, National Institute of Health, R21. (PI: Laura Justice). Role: Co-PI**
Penetrating the classroom social network for children with language impairment via peer-mediated intervention. (\$200,000: not funded)
- **2019, Spencer Small Research Grant. Role: PI.**
Project SEE: Examining the Experiences of Key Stakeholders Involved in the Suspension and Expulsion Process in Early Childhood (SEE). (\$49,936.00: not funded)
- **2017, University of Missouri Research Board. Role: PI.**
Preschool Suspension and Expulsion: Family Perspectives. (\$23,547.00: not funded)

 REFEREED PUBLICATIONS *co-authorship with grad student

[Google Scholar](#) / [ORCID Record](#)

13. Light-Shriner, C., Pizzella, D., Schriebner, J.B., & **Wahman, C. L.** (accepted pending revisions). Collaborative practices of behavior analysts in school settings: Evidence from the field. *Behavior Analysis in Practice*.
12. **Wahman, C. L.**, Fettig, A., Zimmerman, K. (2023). Social and emotional intervention research as justice: A case for accountability. *Remedial and Special Education*, 1-16. <https://doi.org/10.1177/07419325221143761>
11. Ling, J., Kao, T.-S. A., Robbins, L. B., & **Wahman, C. L.** (in press). Family lifestyle is related to low-income preschoolers' emotional well-being during COVID-19 pandemic. *Journal of Child and Adolescent Psychiatric Nursing*. <http://dx.doi.org/10.1111/jcap.12399>
10. **Wahman, C. L.**, Steele, T., Steed, E. A., & Powers, L. (2023). "No Intervention, Just Straight Suspension": Family perspectives of suspension and expulsion. *Children and Youth Services Review*. Advance online publication.
9. *Freedle, A., & **Wahman, C. L.** (2021). Understanding families' experiences raising young children with challenging behavior through an ecological lens: A qualitative meta-synthesis. *Topics in Early Childhood Special Education*, 42(3), 269-281. <https://doi.org/10.1177/027112142110369>
8. ***Wahman, C. L.**, & Anderson, E. J. (2021). A precorrection intervention to teach behavioral expectations to young children. *Psychology in the Schools*, 58(1), 1189-1208. <https://doi.org/10.1002/pits.22531>
7. **Wahman, C. L.**, & Lewis, T. (2020). Exploring feasibility and social validity of a multicomponent intervention to teach expectations. *Education and Treatment of Children*, 44, 115-120. <https://doi.org/10.1007/s43494-021-00038-2>
6. **Wahman, C. L.**, Light-Shriner, C. L., Pizzella, D. M. (2020). Effective teaming to bridge support for children with challenging behavior. *Young Exceptional Children*, 25(1), 15-29. <https://doi.org/10.1177/1096250620950249>

5. **Wahman, C. L.**, Pustejovsky, J., Ostrosky, M. M., & Santos, R. M. (2019). Examining the effects of Social Stories™ on challenging behavior and prosocial skills in young children: A systematic review and meta-Analysis. *Topics in Early Childhood Special Education, 41*(4), 267-279. doi:10.1177/0271121419855692
4. **Price, C. L.**, & Steed, E. (2016). Culturally responsive strategies to support young children with challenging behavior. *Young Children, 71*(5), 36-43.
3. **Price, C. L.**, Ostrosky, M. M., & Santos, R. M. (2016). Strategies for reflecting on books that include characters with disabilities. *Young Children, 71*(2), 30-37.
2. **Price, C. L.**, Ostrosky, M. M., & Mouzourou, C. (2015). Exploring representations of characters with disabilities in library books. *Early Childhood Journal, 44*(6), 563-572. [https://doi: 10.1007/s10643-015-0740-3](https://doi.org/10.1007/s10643-015-0740-3).
1. Thompson, C. K., Cho, S., **Price, C. L.**, Wieneke, C., Bonakdarpour, B., Rogalski, E., Weintraub, S., & Mesulam, M. M. (2012). Semantic interference during object naming in agrammatic and logopenic Primary Progressive Aphasia (PPA). *Brain and Language, 120*, 237-250

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION *co-authorship with grad student

10. Ling, J. & **Wahman, C. L.** (R&R, under review). Impact of COVID-19-Related Life Changes on Economically Marginalized Parents' Mental Well-Being.
11. *Houston, K., Gormley, E., & **Wahman, C. L.** (R&R, under review). Supporting social and emotional learning through emotion talk in early childhood: A Systematic Review
9. *Clairborne, J., **Wahman, C. L.**, & Dixon, D. (under review). The impact of teacher-well-being on disposition.
8. **Wahman, C. L.**, Rispoli, K., & White, A. (under review). Young children's social and emotional adjustment and caregiver stress during the pandemic.
6. **Wahman, C. L.**, Byun, S., Lieny, J., White, A., Houston, K., Artman-Meeker, K., & Moustaka, M. (under review). Teachers' implementation of social and emotional practices during remote instruction.
5. *Houston, K., **Wahman, C. L.**, & Haynie, M. (under review). Using functional communication training to teach play behavior to young children.
4. **Wahman, C. L.**, Avedaño, Criss, C., Light-Shriner, C., & Pizzella, D. (under review). Collaborating with behavior analysts within a multi-tiered system of support.
3. **Wahman, C. L.**, Steed, E. A., Houston, K., Daniel, J., Williams, B., & Esterer, M., (under review). Families' experiences with preschool suspension and expulsion.
2. **Wahman, C. L.**, Hicks, E., Mata, D., Grenda, J. (in preparation). Early childhood suspension and expulsion. What do childcare policies tell us?
1. **Wahman, C. L.** (in preparation). Strengths-based supports for early care environments when supporting young children's challenging behaviors.

INVITED RESEARCH SEMINARS

- Wahman, C. L. (2023, May). Human connection as a mechanism for disrupting the school-to-prison pipeline. Online research presentation presented at The University of Oregon.
- Wahman, C. L. (2022, May). Human connection as a mechanism for disrupting the school-to-prison pipeline. Online presentation presented at The University of Oregon. Eugene, OR
- Price, C. (2019, March). *Project HEAR+T: Implementation of a Multi-Component Intervention to Teach Behavioral Expectations*. Research presentation presented at Michigan State University. East Lansing, Michigan.
- Price, C. L. (2018, November). *Implementation of a social-emotional package to teach behavioral expectations: A pilot study*. Research presentation presented at the Nisonger Center. Columbus, Ohio.
- Price, C. L. (2018, September). *Implementation of a social-emotional intervention to teach preschoolers behavior expectations: A pilot study*. Research presentation presented at Crane Center for Early Childhood Research and Policy. Columbus, Ohio.

CONFERENCE PRESENTATIONS

- Light-Shriner, C. L., Pizzella, D., Schreiber, J., & **Wahman, C. L.** (2023, May). *Collaboration and behavior analysis in schools: A two-part study* [Conference Session]. Session presented at the Association for Behavior Analysis International. Denver, CO.
- Wahman, C. L.**, Steed, E., Williams, B., Esterer, M., Serna, K., & Daniel, J. (2022, September). *Families' experiences with preschool suspension and expulsion*. Session presented at the Division for Early Childhood. Chicago, IL.
- Wahman, C. L.**, Rispoli, K., Lin, C., & White, A. (2022, August). *Young children's social and emotional adjustment and caregiver stress during the pandemic*. Poster session presented at the American Psychological Association Convention. Minneapolis, MN.
- Wahman, C. L.**, & Freedle, A. (2022, February). *Understanding families' experiences raising young children with challenging behavior through an ecological lens: A Qualitative Meta-synthesis*. Poster session presented at the Conference on Research Innovations in Early Intervention.
- Wahman, C. L.**, & Shaffer, L. (2021, September). *Supporting young children's social and emotional development in uncertain times*. Online session presented at the Division for Early Childhood.
- Wahman, C. L.**, & Shaffer, L. (2021, March). *Supporting young children's social and emotional development in turbulent times*. Online session presented at the Michigan's Council for Exceptional Children.
- Wahman, C. L.** (2021, April 29-May 1). *Addressing challenging behaviors across routines and transitions*. Online session presented at the Michigan Association for the Education of Young Children.
- Wahman, C. L.**, & Anderson, E. (2021, March 17-19). *A precorrection intervention to teach behavioral expectations to young children*. Online session presented at the Association for Positive Behavior Support.
- Wahman, C. L.**, & Anderson, E. (2020, May 21-25). *Project HEAR+T: Teaching behavior expectations in early childhood*. Session presented at the Association for Behavior Analysis International. Washington, DC. <https://www.abainternational.org/events/program-details/event-detail.aspx?sid=71624&by=author>
- Wahman, C. L.**, & Anderson, E. (2020, March 11-14). *Project HEAR+T: Teaching behavior expectations in early childhood*. Session presented at the Association for Positive Behavior Support. Miami, FL. <https://www.apbs.org/conference/files/2020-conference-agenda-v6.pdf> (Conference canceled)
- Wahman, C. L.**, & Lewis, T. (2019, September). *Project HEAR+T: Implementation of a social-emotional intervention to teach behavioral expectations in early childhood*. Session presented at the Association for Behavior Analysis International. Stockholm, Sweden.
- Price, C. L.**, & Lewis, T. (2019, May). *Implementation of a social-emotional intervention package to teach behavioral expectations in early childhood: A Pilot Study*. Session presented at the Association for Behavior Analysis International. Chicago, IL.
- Price, C. L.**, Light-Shriner, S., Pizzella, D. (2019, February). *Bridging Roles to Support Young Children with Challenging Behavior*. Session presented at Association for Positive Behavior Support. Washington DC.
- Price, C. L.**, Powers, L., & Steed, E. A. (2018, October). *School suspension and expulsion: Perspectives of Diverse Families*. Session presented at the Division for Early Childhood. Orlando, FL.
- Price, C. L.**, & Powers, L. (2018, March). *Partnering with families of young children with challenging behavior*. Session presented at the Association for Positive Behavior Support. San Diego, CA.
- Price, C. L.**, & Light-Shriner, S. (2017, October). *Bridging roles for supporting children with challenging behavior*. Session presented at Sharing A Vision. Springfield, IL.
- Price, C.** (2017, February). *Relationship based strategies for addressing challenging behavior in young children*. Session presented at the annual Missouri Division for Early Childhood Conference.

St. Louis, MO.

- Price, C.,** Ostrosky, M. M., & Santos, R. M. (2015, October). *Implementation of a class-wide intervention to teach behavioral expectations in Head Start*. Poster presented at the 13th annual Division for Early Childhood of the Council for Exceptional Children. Atlanta, GA.
- Price, C.,** Neely, L., & Hughes, M. (2015, October). *Recruiting and retaining African-American students in higher education: Issues, Practices, and Strategies*. Session presented at the 13th annual Division for Early Childhood of the Council for Exceptional Children. Atlanta, GA.
- Price, C.,** & Blanchard, S. (2015, October). *Institute for cultural competence: Initial steps in a lifelong journey*. Session presented at the 13th annual Division for Early Childhood of the Council for Exceptional Children. Atlanta, GA.
- Price, C.** & Light-Shriner, C. (2014, October). *Start fresh: Understanding functional assessment of problem behavior*. Session presented at the 30th annual Division for Early Childhood of the Council for Exceptional Children. St. Louis, MO.
- Price, C.,** Ostrosky, M. M. & Mouzourou, C. (2014, October). *Exploring representations of characters with disabilities in library books*. Poster presented at the 30th annual Division for Early Childhood of the Council for Exceptional Children. St. Louis, MO.
- Price, C.,** Ostrosky, M. M., & Santos, R. M. (2014, April). *Using scripted stories with young children with persistent challenging behavior*. Poster presented at the Council for Exceptional Children. Philadelphia, PA.
- Price, C.,** Ostrosky, M. M., & Santos, R. M. (2014, March). *Using scripted stories with young children with persistent challenging behavior*. Session presented at presented at the 5th annual Graduate Student Conference at the University of Illinois at Urbana-Champaign. Urbana, IL.
- Price, C.,** Ostrosky, M. M., & Santos, R. M. (2013, November). *Using scripted stories with young children with persistent challenging behavior*. Poster presented at the annual American Speech-Language Hearing Association. Chicago, IL.
- Price, C.,** Ostrosky, M. M., & Santos, R. M. (2013, October). *Using scripted stories with young children with persistent challenging behavior*. Poster presented at the 29th annual Division for Early Childhood of the Council for Exceptional Children. San Francisco, CA.
- Price, C.** & Light-Shriner, C. (2013, October). *This child is out of control: Functional assessment of problem behavior*. Session presented at the 13th Biennial Conference for Sharing A Vision. Springfield, IL.
- Price, C.,** Ostrosky, M. M., & Santos, A. (2013, April). *Using scripted stories with young children with persistent challenging behavior*. Poster presented at the 4th annual Graduate Student Conference at the University of Illinois at Urbana-Champaign. Urbana, IL.
- S. Lukic, B. Bonakdarpour B, D.B. den Ouden, **C. Price,** & C. Thompson (October, 2013). *Neural mechanisms of verb and sentence production: A lesion-deficit study*. Poster presented at the 51st Annual Meeting of the Academy of Aphasia, Lucerne, Switzerland.
- Price, C.,** Hengst, J., & Ostrosky, M. M. (2012, November). *The use of augmentative and alternative communication (AAC) to support young children's language & literacy development*. Poster presented at the annual convention of the American Speech-Language Hearing Association. Atlanta, GA.
- Santos, R. M. & **Price, C.** (2011, April 7). *Supporting children with challenging behaviors in a community context*. Presentation at the 17th National American Indian and Alaska Native Child Care Conference: Minneapolis, MN.
- Santos, R. M. & **Price, C.** (2011, April 7). *PIWI Model - Parents interacting with infants*. Presentation at the 17th National American Indian and Alaska Native Child Care Conference: Minneapolis, MN
- Foster, T., Plush, D. & **Price, C.** (2011, March). *Let's make music together! Making group time a learning time for all children*. Session presented at Illinois Head Start Association Annual Conference. Springfield, IL.
- Cho, S. & **Price, C.** (2009, April). *Time course of object naming in Primary Progressive Aphasia (PPA)*. Poster presented at the Frontotemporal Lobar & Primary Progressive Aphasia Caregiver & Professional Conference. Chicago, IL

INVITED WORKSHOPS

- Wahman, C. L.,** Steed, E., Houston, K., & Daniel, J. (2023, April). Developing partnerships with families of children with challenging behavior. Session presented at National Technical Institute on Effective Practices: Addressing Challenging Behavior. Tampa, FL.
- Wahman, C. L.** (2022, November). Program-wide implementation of the pyramid model. Session presented at the Annual Michigan's Multi-tiered Systems of Support Technical Assistance Center. Conference. East Lansing, MI
- Wahman, C. L.** (2022, November). Increasing family engagement in program-wide. Session presented at the Annual MiMTSS Conference. East Lansing, MI
- Wahman, C. L.** (2022, August). Supporting young children's social-emotional development in times of uncertainty. Online workshop presented for United Way for Southeastern Michigan.
- Fox, L., & **Wahman, C. L.** (2022, March). Equitable practices that support young children's social, emotional, and behavioral development. Online workshop presented for Michigan's Multi-tiered Systems of Support Technical Assistance Center.
- Wahman, C. L.** (2021, January). The pyramid model approach: A brief introduction. Workshop presented for Spartan Child Development Center. East Lansing, Michigan.
- Wahman, C. L.** (2019, August). The pyramid model approach: A brief introduction. Workshop presented for Columbus City Schools. Columbus, Ohio.
- Price, C. L.** (2019, February). Supporting all children with specialized instruction in the music classroom. Lecture presented at The Ohio State College of Music. Columbus, Ohio.
- Price, C.** (2017, September). Embedding culturally responsive practices in the pyramid model. Workshop presented at BalletMet Dance Centre. Columbus, Ohio.
- Price, C.** (2017, June). Social-emotional supports for children with challenging behavior. Workshop presented for the Boys & Girls Club of Greater St. Louis. St. Louis, MO.
- Price, C.,** & Steed, E. A. (2016, April). Embedding culturally responsive practices in the Pyramid Model. Session presented at the 13th annual National Training Institute on Effective Practices for Addressing Challenging Behavior. Clearwater, FL.
- Joseph, J. D. & **Price, C.** (2015, April). Does "One size fit all?" Equitable practices for addressing challenging behaviors and conflict. Session presented at the 12th annual National Training Institute on Effective Practices for Addressing Challenging Behavior.
- Price, C.** (2014, July). Addressing challenging behavior in young children. Workshop presented at Martin Luther King, Jr. Education Center. Detroit, MI.
- Ostrosky, M. M., & **Price, C.** (2013, March). An introduction to the Pyramid Model: What every NTI "Newbie" should know. Session presented at the 10th annual National Training Institute on Effective Practices for Addressing Challenging Behavior. Clearwater, FL.
- Price, C.,** Meyer, L., Park, H., & Weglarz-Ward, J. (2013, March). Addressing challenging behaviors in young children. Workshop presented for Champaign County Early Head Start and Head Start, Savoy, IL.

UNIVERSITY TEACHING RECORD

Michigan State University

Spring 2023

Applied Behavior Analysis I

Fall 2022

Autism Spectrum Disorders: Assessment & Intervention
Practicum in Applied Behavior Analysis

Spring 2022

Applied Behavior Analysis I

Applied Behavior Analysis I

Fall 2021

Autism Spectrum Disorders: Assessment & Intervention
Practicum in Applied Behavior Analysis

Spring 2021

Applied Behavior Analysis I

Spring 2020

Diverse Learners in Multicultural Perspectives within
Special Ed

The Ohio State University

Fall 2019	Educational Assessment in Early Childhood Special Ed.
Spring 2019	Applied Behavior Analysis for Teachers
Fall 2018	Educational Assessment in Early Childhood Special Ed.

The University of Missouri-St. Louis

Spring 2018	Language and Comm of Children with Special Needs
Fall 2017	Language and Comm of Children with Special Needs
Fall 2017	Implementation, Evaluation, & Assessment in Early Childhood Ed
Spring 2017	Speech & Language Disorders of Exceptional Individuals
Fall 2016	Literacy, Learning and Instruction for the Young Child
Fall 2016	Research Internship II: Data Collection in Single-Case Experimental Design
Fall 2016	Speech & Language Disorders of Exceptional Individuals
Fall 2016	Assessing Individual Needs for Early Childhood
Spring 2016	Research Internship I: Introduction to Single-Case Experimental Design
Spring 2016	Speech & Language Disorders of Exceptional Individuals
Spring 2016	Literacy, Learning and Instruction for the Young Child
Fall 2015	Speech & Language Disorders of Exceptional Individuals
Fall 2015	Literacy, Learning and Instruction for the Young Child

The University of Illinois at Urbana-Champaign

Spring 2014	Instructor, Augmentative & Alternative Communication
Spring 2013	Co-Instructor with Mary-alayne Hughes, Intro to Early Childhood Special Ed
Fall 2012	Co-Instructor with Mary-alayne Hughes, Typical/Atypical Dev in Early Childhood Special Ed
Fall 2011	Supervised Practicum in Special Ed
Spring 2012	Supervised Practicum in Special Ed
Spring 2011	Co-Instructor with Amy Santos, Leadership in Early Childhood Ed

CLASSROOM & CLINICAL EXPERIENCE

Jan 2016-Dec. 2016	Behavior Line Therapist , Applied Behavioral Services, LLC, St. Louis, MO
2011	Behavior Line Therapist , Mullen Behavior Consulting, Champaign, IL
2006-2007	Clinician , The University of Michigan's Autism & Comm Disorders Center
2005-2007	Reading Specialist , Martin Luther King, Jr. Education Academy, Detroit, MI
2004	Assistant Teacher , Center for Development of Language & Literacy, The University of Michigan-Ann Arbor
2002-2004	Instrumental Music Teacher , Martin Luther King, Jr. Ed Academy, Detroit, MI

DEVELOPED COURSE & CURRICULUM

Course Name: Speech & Language Disorders of Exceptional Individuals

The University of Missouri-St. Louis, St. Louis, MO

Curriculum: Early Childhood and Early Childhood Special Education Dual Licensure

The Ohio State University, Columbus, OH

 MENTORING AND ADVISING

Doctoral Advisee

Karen (Serna) Houston (Fall 2022-present)

Doctoral Guidance Committees (non-advisees)

Daniella Mata (Fall 2022-present)

Joi Clairborne (Fall 2022-present)

Briana Williams (Fall 2021-present)

Andryce Clinkscales (Fall 2021-present)

Sydney Nelson (Fall 2021-2022)

Dissertation Committees

Brian Sheble (Educational Psychology, Defended 2017)

Mary Barczak (Special Education, Defended 2018)

Joi Clairborne (School Psychology)

Briana Williams (School Psychology)

Mackenzie Norman (School Psychology)

Sydney Nelson (School Psychology, Defended 2022)

Allison White-Cascarilla (Special Education, Defended 2023)

Masters Advisees

Sylwia Piskorowski (2021-2023)

Jordan Carlson (2021-2023)

Mallory Haynie (2022-present)

 SERVICE TO MY INSTITUTION

Michigan State University

2022-2024

CEPSE Department Fellowship & Award Committee

2020-2022

University Academic Hearing Boards Pool

2020-2022

Behavioral Consultant, Spartan Child Development Center

The Ohio State University

2018-2019

Behavior Consultant, A. Sophie Rodgers School for Early Learning

2018-2019

Developed EC/ECSE Unified Course Sequence

The University of Missouri St. Louis

2016-2018

Board Certified Behavior Analysis (BCBA) Program, Coordinator
Committee for Program Quality (CPQ)

2015-2018

PhD Task Force

 SERVICE TO MY PROFESSION

2021-2026 Principal Member of Review Panel

Institute for Education Sciences

Editorial Board Member

Topics in Early Childhood Special Education, Associate Editor

Young Exceptional Children

Remedial and Special Education

Reviewer

Journal of Early Intervention

Professional Organization Leadership

Professional Development Committee Member, *Michigan's Division for Early Childhood*

Conference Organization Service

Co-Coordinator, *Division for Early Childhood Institute for Cultural Competence*

PROFESSIONAL MEMBERSHIPS

Association for Behavior Analysis International
Association for Positive Behavior Support (APBS)
Big Ten Alliance Steering Committee
Council for Exceptional Children
 Division for Early Childhood
 Michigan's Division for Early Childhood