

SMITA SHUKLA MEHTA

Professor in Special Education
 Department of Educational Psychology
 University of North Texas
 1155 Union Circle #311335
 Denton, Texas 76203
 940-369-7168 (Direct)
 940-565-2185 (Fax)
Smita.Mehta@unt.edu (E-mail)

AREAS OF EXPERTISE

Academic Focus: Developmental/Severe Disabilities and Problem Behavior

Research / Intervention: Single Case Experimental Designs
 Function-Based Behavioral Interventions
 Applied Behavior Analysis
 Social-Communication Interventions for Individuals with Autism

Professional Preparation: Preparation of High Quality Personnel in Autism Spectrum Disorder

EDUCATION

<u>Year</u>	<u>Degree</u>	<u>Major</u>	<u>Institution</u>
1994	Ph.D.	Developmental & Severe Disabilities	University of Oregon
1990	M.S.	Special Education & Rehabilitation	University of Oregon
1981	M.Sc.	Child Development	Maharaja Sayajirao University, India
1979	B.Sc.	Child Development	Maharaja Sayajirao University, India

PROFESSIONAL EXPERIENCE

<u>Year</u>	<u>Place of Employment</u>	<u>Rank / Job Title</u>
2006 to present	University of North Texas Educational Psychology College of Education	Professor in Special Education Coordinator of Special Education (Tenured 2010; Promoted to Full 2016)
2000 to 2006	University of Texas at Tyler College of Education Early Childhood, Reading, Special Education	Associate Professor in Special Education (tenured 2003)
1996 to 2000 1998 to 2000	Florida International University Educational Psychology & Special Education College of Education	Assistant Professor of Special Education Program Leader of Special Education
1994 to 1996	University of Hawaii at Manoa Department of Special Education	Assistant Professor (Non-Tenure Track) Coordinator, Social Inclusion Research Project (USDOE funded)

<u>Year</u>	<u>Place of Employment</u>	<u>Rank / Job Title</u>
1992 to 1994	University of Oregon Research & Training Center on Positive Behavior Support (Dr. Robert Horner)	Student Research Assistant
1989 to 1992	University of Oregon Schools Projects (Dr. Diane Ferguson)	Graduate Teaching Fellow
1987 to 1989	Maharaja Sayajirao University, India Human Development & Family Studies	Lecturer and Program Coordinator of the Play Center for Children with Special Needs
1984 to 1987	Maharaja Sayajirao University, India Human Development & Family Studies	Teaching Assistant
1982 to 1984	Maharaja Sayajirao University, India Human Development & Family Studies	Research Associate
1981 to 1982	A.S.I.A. Elementary School, India	Play Therapist

SCHOLARLY PUBLICATIONS

Data-Based and/or Theoretical Refereed (*Indicates graduate student mentorship)

In Preparation for Submission

*Thomas, J. & Mehta, S. (2019). *Perceptions of School Administrators Regarding Transition Planning for Students with Autism Spectrum Disorder.*

*Shearer, C.R., & Mehta, S. (2019). *Effect of Telepractice on Training Autism Teachers to Contribute Motivating Operations.*

*Flatt, K., & Mehta, S. (2019-20). *Complex Restricted Repetitive Patterns of Vocal Behavior of Individuals with High Functioning Autism: An Innovative Intervention.*

Natesan, P., Shukla Mehta, S., & Hitchcock, J. H. Integrating Visual and Bayesian Statistical Analyses in Single Case Experimental Research to Evaluate the Effectiveness and Magnitude of a Comprehensive Behavioral Intervention. *Journal of School Psychology.*

Published

Callahan, K., Foxx, R. M., Swierczynski, A., Aerts, X., Mehta, S., McComb, M. E., Nichols, S. M., Segal, G., Donald, A., & Sharma, R. (2019). Behavioral Artistry: Examining the Relationship between the Interpersonal Skills and Effective Practice Repertoires of Applied Behavior Analysis Practitioners, *Journal of Autism and Developmental Disorders*, 1-14. <https://doi.org/10.1007/s10803-019-04082-1> [Participated in the design and coordination of the study and assisted in writing the drafts of the manuscript.]

*Ward, K., & Shukla Mehta, S. (2019). The use of a stimulus control transfer procedure to teach spontaneous manding to children with autism. *Focus on Autism and Other Developmental Disabilities*, Online First, 1-11. Doi: [10.1177/1088357619838273](https://doi.org/10.1177/1088357619838273) [Corresponding Author and author of all revisions]

- *Caldwell, N. K., & **Shukla Mehta, S.** (2018). Applied Use of Video Modeling: A Survey of Autism Professionals. *Division of Autism & Developmental Disabilities Online Journal*, 5, 102-116. [This is the journal for CEC's Division, 28% acceptance rate; ISSN 2377-3677] [<http://www.daddcec.com/doj.html>] [Corresponding Author]
- Callahan, K., Hughes, H. L., **Shukla Mehta, S.**, Toussaint, K. A., Nichols, S. M. & Ma, P. S. (2017). Empirically and socially validated evidence-based practices in autism. *Focus on Autism and Other Developmental Disabilities*, 32, 188-197. doi:10.1177/1088357616632446 (Online First) 2015 Impact Factor: 1.273; 2015 Ranking: 29/71 in Rehabilitation (SSCI) | 48/69 in Psychology, Developmental | 15/39 in Education, Special; 2016 Release of Journal Citation Reports
- *Balderaz, L., & **Shukla Mehta, S.** (2016). Computer Assisted Instruction to Improve Perspective-Taking Skills of Children with High Functioning Autism. *Division of Autism & Developmental Disabilities Online Journal*, 3, 24-41. [This is the journal for CEC's Division, 28% acceptance rate; ISSN: 2154-1647]. [Corresponding Author]
- *Crone, R., & **Shukla Mehta, S.** (2016). Effectiveness of parent training on generalized use of behavior analytic strategies for decreasing the problem behavior of children with autism. *Education and Treatment of Children*, 39, 64-94. [ISSN: 0748-8491. ETC is abstracted/indexed in ERIC, Psychological Abstracts, Exceptional Child Education Resources, Child Development Abstracts and Bibliography, Clinical Behavior Therapy Review, and Current Index to Journals in Education.] [Corresponding Author and author of all revisions after the first attempt]
- Boesch, M. C., **Shukla Mehta, S.**, & Da Fonte, M. A. (2016a). A review comparing AAC intervention components yields a list of studied components, but conclusions regarding comparative effectiveness appear flawed. *Evidence-Based Communication Assessment and Intervention*, 10, 13-19. DOI: <http://dx.doi.org/10.1080/17489539.2016.1200256> [ISSN: 19348924, 07488491; H Index: 21; SJR: 0.74] [Invited]
- Boesch, M. C., **Shukla Mehta, S.**, & De Fonte, A. (2016b). A Review comparing AAC systems yields mixed results indicating that a broad focus may lead to narrow recommendations. *Evidence-Based Communication Assessment and Intervention*, 10, 108-113. DOI: <http://dx.doi.org/10.1080/17489539.2016.1237159> [ISSN: 1748-9539] [Invited]
- *Alward Haber, J., **Shukla Mehta, S.**, & Combes, B. (2015). The extent of autism knowledge of novice alternatively certified special education teachers in Texas. *Journal of Special Education Apprenticeship*, 4, 1-17. [Corresponding Author]
- Schafer, E. C., Matthews, L., **Mehta, S.**, *Hill, M., *Munoz, A., *Bishop, R., & *Moloney, M. (2013). Personal FM systems for children with autism spectrum disorders (ASD) and/or attention-deficit hyperactivity disorder (ADHD): An initial investigation. *Communication Disorders*, 46, 30-52. doi:10.1016/j.jcomdis.2012.09.002
SCImago Journal Rank (SJR): 0.659; Impact Factor: 1.520; 5-Year Impact Factor: 1.737
- *Hughes, H. L., Combes, B., & **Mehta, S.** (2012). Managing autism: Knowledge and training in autism spectrum disorders among special education administrators. *Journal of Special Education Leadership*, 25 (2), 90-98. Retrieved from http://www.casecec.org/documents/jsel/jsel_25.2.pdf.
Journal of CEC's Council of Administrators of Special Education; Acceptance Rate 30%; ISSN: 15251810; Accession Number: 84429844
- Shukla-Mehta, S.**, *Miller, T., & Callahan, K. J. (2010). Evaluating the effectiveness of video instruction on social and communication skills training for children with Autism Spectrum Disorders: A Review of the Literature. *Focus on Autism and Other Developmental Disabilities*, 25(1), 23-36. doi:

10.1177/1088357609352901. [Corresponding Author]

Impact Factor: 1.1; Ranking: Education, Special 16 out of 37; Rehabilitation (SSCI) 35 out of 69; Psychology, Developmental 53 out of 65

- Callahan, K. J., **Shukla-Mehta, S.**, Magee, S., & *Min, W. (2010). ABA versus TEACCH: The case for defining and validating comprehensive treatment models in Autism. *Journal of Autism and Developmental Disorders*, 40(1), 74-88. doi:10.1007/s10803-009-0834-0. ISSN: 1573-3432; *Impact Factor: 3.7*
- Shukla-Mehta, S.** & Albin, R. W. (2005). Understanding intra-response class covariation from the matching theory perspective. *Journal of Early and Intensive Behavior Intervention*, 2 (4), 268-281. doi:10.1037/h0100320; ISSN:1554-4893. [Corresponding Author]
- Shukla-Mehta, S.** & Albin, R. W. (2003). From hypotheses to interventions: Applied challenges of intervening with escalating sequences of problem behavior. *The Behavior Analyst Today*, 4 (3), 5-21. Retrieved from <https://www.questia.com/library/journal/1G1-170020738/from-hypotheses-to-interventions-applied-challenges>. ISSN: 1539-4352. [Corresponding Author]
- Shukla-Mehta, S.** & Albin, R. W. (2003). Twelve practical strategies for preventing behavioral escalation in classroom settings. *Preventing School Failure*, 47 (3), 156-161. doi:10.1080/10459880309603361 ISSN: 1045-988X. [Corresponding Author]
- Kennedy, C. H., Meyer, K. A., Knowles, T. & **Shukla, S.** (2000). Analyzing the multiple functions of stereotypical behavior for students with autism: Implications for assessment and treatment. *Journal of Applied Behavior Analysis*, 33 (4), 559-571. doi:10.1901/jaba.2000.33-559 ISSN: 0021-8855; *Impact Factor: 1.19; 5-year impact: 1.48*
- Shukla, S.**, Kennedy, C. H., & *Cushing, L. S. (1999). Intermediate school students with severe disabilities: Supporting their social participation in general education classrooms. *The Journal of Positive Behavior Interventions*, 1 (3), 130-140. doi:10.1177/109830079900100301 *Impact Factor: 1.163; Ranking: Special Education, 14 out of 37; Clinical Psychology, 73 out of 111*
- Meyer, K. A., Kennedy, C. H., **Shukla, S.**, & *Cushing, L. S. (1999). Receptive communication in Late-Stage Rett Syndrome: A cautionary case note. *Journal of Autism and Developmental Disorders*, 29 (1), 93-94. doi:10.1023/A:1025978801999 ISSN: 1573-3432; *Impact Factor: 3.7*
- Shukla, S.**, Kennedy, C. H., & *Cushing, L. S. (1998). Adult influence on the participation of peers without disabilities in peer support programs. *The Journal of Behavioral Education*, 8 (4), 397-413. doi:10.1023/A:1022801215119 ISSN: 1053-0819 (print version); ISSN: 1573-3513 (electronic version); *H Index: 23*
- Kennedy, C. H., **Shukla, S.**, & Fryxell, D. (1997). Comparing the effects of educational placement on the social relationships of intermediate school students with severe disabilities. *Exceptional Children*, 64 (1), 31-47. Retrieved from <http://search.proquest.com/docview/201223012?accountid=7113> *Impact Factor: 1.941; Ranking: Education, Special 6 out of 37; Rehabilitation (SSCI) 7 out of 69*
- *Cushing, L. S., Kennedy, C. H., **Shukla, S.**, Davis, J., & Meyer, K. A. (1997). Disentangling the effects of curriculum revision and the social grouping within cooperative learning arrangements. *Focus on Autism and Other Developmental Disabilities*, 12(4), 231-240. doi:10.1177/108835769701200405 *Impact Factor: 1.065; Ranking: Education, Special 16 out of 37; Rehabilitation (SSCI) 35 out of 69; Psychology, Developmental 53 out of 65*

Shukla, S. & Albin, R. W. (1996). Effects of extinction alone and extinction plus functional communication training on covariation of problem behaviors. *Journal of Applied Behavior Analysis*, 29 (4), 565-568. doi:10.1901/jaba.1996.29-565. [Corresponding Author]
ISSN 0021-8855; Impact Factor: 1.19; 5-year impact: 1.48

Kennedy, C. H. & **Shukla, S.** (1995). Social interaction for people with autism as a set of past, current, and emerging propositions. *Behavior Disorders*, 21 (1), 21-35. Retrieved from http://www.jstor.org/stable/23888328?seq=1#page_scan_tab_contents
H Index: 33; SJR 0.62; Stable URL: <http://www.jstor.org/stable/23888328>

Shukla, S., Surratt, A., Horner, R. H., & Albin, R. W. (1995). Examining the relationship between self-initiations of an individual with disabilities and directive behavior of staff persons in a residential setting. *Behavioral Interventions: Theory and Practice in Residential & Community-based Clinical Programs*, 10 (2), 101-110. doi:10.1002/bin.2360100206 [Corresponding Author]
H Index: 21; ISSN: 10720847, 1099078X

Parikh, J., & **Shukla, S.** (1984). Mental Health through integration of developmentally handicapped children. *Indian Journal of Psychological Research*, 28(2).

Book or Monograph Chapters

Shukla-Mehta, S. (2003). Successful implementation of inclusive education: From debate to data (pp. 125-136). In M. L. Han Hui, C. R. Dowson, and M. G. Moont (Eds.). *Inclusive Education in the New Millennium*. Hong Kong: Education Convergence & the Association for Childhood Education International. (Also translated in Chinese.)

Johnson, E. C. K., & **Shukla, S.** (1987). Village Households. In M. Magrabi & A. Verma (Eds.). *Household resources and their changing relationships*. Urbana-Champaign, IL: International Agriculture Publications.

Encyclopedia Entry

Shukla Mehta, S. & Miller, T. C. (In Press; to be released in 2019). Video instruction. In F. Volkmar (Ed.), *The Encyclopedia of Autism Spectrum Disorder, 2nd Edition*. New York: Springer. ISBN: 978-1-4419-1697-6 (Print) 978-1-4419-1698-3 (Online) [Corresponding Author]

Mehta, S., & *Miller, T. C. (2011). Video instruction. In F. Volkmar (Ed.), *The Encyclopedia of Autism Spectrum Disorders*. New York: Springer. [<http://link.springer.com/referencework/10.1007%2F978-1-4419-1698-3>; ISBN: 978-1-4419-1697-6 (Print) 978-1-4419-1698-3 (Online)] [Corresponding Author]

Shukla-Mehta, S., & Kauffman, J. M. (2003). Education of individuals with physical disabilities. In J. W. Guthrie (Ed.), *Encyclopedia of Education* (2nd ed.). New York: Macmillan. [<http://www.worldcat.org/title/encyclopedia-of-education/oclc/51055802>]

Refereed Bulletin

Shukla-Mehta, S. & Albin, R. W. (2002). Strategies for preventing behavioral escalation: From theory to practice. *Behavioral Development Bulletin*, 1, 19-26.

Newsletter Articles

Shukla, S. (1997). A conceptual framework for understanding patterns of response sequences. *Behavioral Development. The Newsletter of the Development & Behavior Analysis, Special Interest Group of ABA*, 7, 6-8.

Shukla, S., *Cushing, L. S., & Kennedy, C. H. (Summer 1996). An empirical perspective on inclusion. *CEC Newsletter (MR/DD Division)*.

Miscellaneous Publications

Mallya, I. P., **Shukla, S.**, Jasrai, S., & Joshi, A. (1999). *Little mothers need help. A child to child module for para professionals*. Department of Human Development & Family Studies, Maharaja Sayajirao University, Vadodara, India. [Available for sale]

Flannery, K. B., Horner, R. H., Albin, R. W., **Shukla, S.**, & Heathfield, L. T. (1993). *A descriptive analysis of rapport development and its effect on problem behaviors*. Unpublished manuscript, University of Oregon, Specialized Training Program, Eugene. [Available for sale]

Parikh, J., & **Shukla, S.** (1983). *Development, implementation, and evaluation of a home-based program for mentally retarded children*. Monograph of the Department of Human Development & Family Studies, Maharaja Sayajirao University, Vadodara, India. [Available for sale]

Parikh, J., & **Shukla, S.** (1983). *A parent education program for parents of mentally retarded children*. Monograph of the Department of Human Development & Family Studies, Maharaja Sayajirao University, Vadodara, India. [Available for sale]

Research Reviews

Mehta, S. (2012). Technical review and report on ten single case experimental research published in professional journals to conduct inter-rater agreement to identify evidence-based practices for individuals with Autism. Received a certificate for reviewing and acknowledged on published report Evidence-Based Practices for Children, Youth, and Young Adults with Autism (2014).

Reviews of Published Books and Educational Materials

Mehta, S. (2016). Book review. Single Subject Research. Routledge.

Mehta, S. (2009). Book review. Review of the book *Freedom from Meltdowns: Dr. Thompson's Solutions for Children with Autism* by Travis Thompson. Amazon.com.

Mehta, S. (2005). Text Book Chapters Review. Critical review of chapters 4 and 5 of *Introduction to Special Education*, 5th Edition, by Deborah Smith. Allyn and Bacon.

Mehta, S. (2005). Critical review of curriculum. *The Next Step: Resource Guide on Higher Education for People with Disabilities (i.e., DVD; A Step-By-Step Guide for Teachers, Parents and Students at the Elementary and Secondary Levels, and Vocabulary Words and definitions*. The curriculum was developed by the Texas Council for Developmental Disabilities.

Shukla, S. (1997). Book review. Review of the book Positive Classroom Management. A step-by-step guide to successfully running the show without destroying student dignity. *Journal of Behavioral Education*, 7(2), 263-266. [Editor Dr. Nirbhay Singh.]

Shukla, S. (1997). Book Review. Smart Discipline for the Classroom. Respect and Cooperation Restored. Larry Koenig (1995). *Journal of Behavioral Education*. [Editor Dr. Nirbhay Singh.]

GRANT AND CONTRACTS

2013 to 2019	Project STArT: Systematic Training for Autism Teachers (H325K130220) U.S. Department of Education's Office of Special Education Programs Co-PIs: Miriam Boesch, Kevin Callahan & Bertina Combes	\$1,247,881 PI
2011 to 2019	Project TELL: Training Effective Leaders for High Needs Schools through Local Partnerships (H325D110076) U.S. Department of Education's Office of Special Education Programs PI - Bertina Combes & Co-PI - Endia Lindo	\$1,195,374 Co-PI
2010 to 2011	Effects of Frequency Modulation (FM) Systems on Auditory Behaviors of Children with Autism Spectrum Disorder Phonak Communications AG, Switzerland PI - Erin Shafer & Co-PI - Lauren Matthews (Speech & Hearing)	\$8,067 Co-PI
2008 to 2013	Project DART: Distributed Education for Autism personnel in Rural Texas (H325K080230) U.S. Department of Education's Office of Special Education Programs Co-PIs: Kevin Callahan & Bertina Combes	\$799,420 PI
2007 to 2013	Project STARS: Systematic training for Autism Researchers & School Personnel (H325D06001) U.S. Department of Education's Office of Special Education Programs Co-PIs: Kevin Callahan & Bertina Combes	\$799,848 PI since 2009
1993 to 1995	Escalating Sequences of Problem Behavior (H023A30098) U.S. DOE's Division of Innovation and Development Project Director: Richard Albin	\$74,998 PI

External Grants Submitted – Not Funded

2018 to 2019	Bayesian Effect Sizes for Count Data in Single-Case Experimental Designs Institute of Education Sciences (84.305D), USDOE PI: Prathiba Natesan; Co-PIs: Larry Hedges, John Hitchcock, Smita Mehta	\$895,000 Co-PI
2013 to 2018	Motor Function: A New Biomarker for Autism Spectrum Disorders and its Impact on Social-Communications Skills National Institute of Health PI: Nicoleta Bangriu (UNT-HSC); Co-PI: Kevin Callahan	\$1,810,423 Co-PI
2012 to 2017	Project QUEST-A: Highly Qualified Teachers in Autism U.S. Department of Education's Office of Special Education Programs Co-PIs: Miriam Boesch, Kevin Callahan & Traci Cihon	\$1,300,000 PI
2010 to 2015	Project STARSHIP: <u>S</u> ystematic <u>T</u> raining for <u>A</u> utism <u>R</u> esearchers and <u>S</u> chool Personnel in <u>H</u> igh-needs <u>I</u> nstitutions as <u>P</u> artners U.S. Department of Education's Office of Special Education Programs Co-PI: Bertina Combes	\$297,031 PI

2008 to 2012	Investigating the Efficacy of Socially Validated Components of a Comprehensive Model of Public School Autism Programming on Critical School and Life Outcomes: The IDEAL Model Institute of Education Sciences, U.S. Department of Education PI - Kevin Callahan & Co-PIs – Robin Henson & Jennifer Austin*	\$302, 916 Co-PI
--------------	---	---------------------

Internal Grant Awards

2013	A Collaborative Partnership: UNT & the Republic of Vietnam to Enhance Knowledge & Effective Use of EBPs in Autism The Charn Uswachoke International Development Fund PI - Kevin Callahan & Co-PIs - Heather Hughes & Susan Nichols	\$7,000 Co-PI
2010 to 2011	Effects of Frequency Modulation (FM) Systems on Auditory and Academic Behaviors of Children with Autism Spectrum Disorder UNT's Interdisciplinary Initiatives Fund PI - Erin Shafer & Co-PI - Lauren Matthews (Speech & Hearing)	\$5,500 Co-PI
2009 to 2010	Developing a Distributed Education Program in Autism Intervention for Teachers in Rural Texas: Converting Challenges into Success Center for Learning Enhancement, Assessment, & Redesign Co-PI: Bertina Combes	\$15,050 PI
2008	Application of Evidence-Based Practices in Autism [<i>1-week series of workshops for Professionals and Parents in Vietnam</i>] The Charn Uswachoke International Development Fund PI - Kevin Callahan [<i>We took 2 doctoral students with us to Vietnam</i>]	\$5,000 Co-PI
2007	Reaching students with special needs through teachers trained via sound web-based pedagogies Center for Learning Enhancement, Assessment, & Redesign	\$5500 PI
2007	Effect of a Function-Based versus Non Function-Based Behavioral Intervention on Students with Disabilities Faculty Research Initiative	\$5500 PI

Note: Prior to UNT, at other universities, I had received 6 intramural grant awards for a total of \$27,467.

PAPERS PRESENTED [* Indicates doctoral student mentorship]

International / National

Mehta, S., & *Flatt, K. (January 2019). *Complex Restricted Repetitive Patterns of Vocal Behavior of Individuals with High Functioning Autism: An Innovative Intervention*. Paper presentation at the 20th International Conference of the Division of Autism and Developmental Disabilities (DADD) of the Council for Exceptional Children, Maui, HI. [Mehta submitted proposal and will conduct the presentation on Flatt's doctoral dissertation.]

*Thomas, J. & **Mehta, S.** (November 2018). *Perceptions of School Administrators Regarding Transition Planning for Students with Autism Spectrum Disorder*. Paper presented at the 41st annual conference

of the Teacher Education Division (TED) of the Council for Exceptional Children, Las Vegas, NV. [Mehta submitted proposal and was co-presented Thomas's doctoral dissertation.]

Callahan, K., Foxx, R. L., Nichols, S., **Mehta, S.**, Sharma, S., Aerts, X., Swierczynski, A., McComb, M. E., & Segal, G. (2018, May). *Behavioral Artistry: Validation of preferred characteristics of effective behavioral interventionists in autism by parents and practitioners*. Poster presented at the meeting of the International Society for Autism Research, Rotterdam, Netherlands.

*Boedeker, P., & **Mehta, S.** (2018, April). *The use of effect sizes in single case experimental designs*. Poster session presented at the American Educational Research Association Annual Meeting, New York, NY.

Shukla Mehta, S., & *Caldwell, N. K. (2018). *Applied Use of Video Modeling: A Survey of Autism Professionals*. Council for Exceptional Children, DADD. International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL. [Mehta submitted proposal and presented Caldwell's doctoral dissertation]

Shukla Mehta, S., West-Olatunji, C.A., Cartwright, K., Story, C. R., & Bai, J. (2016, October). *Practical Strategies for Culturally Responsive Evaluation: A Multidisciplinary Approach*. Annual Convention of the American Evaluation Association, Atlanta, GA. [Panel Facilitator and presenter; Discussant Dr. Arthur Hernandez]

Shukla Mehta, S., & *Balderaz, L. (2016, May). *Effect of computer assisted instruction on the theory of mind of children with high functioning autism*. The 42nd Annual Convention of the International Association for Behavior Analysis, Chicago, IL. [Mehta submitted proposal and presented Balderaz's doctoral dissertation].

Shukla Mehta, S., & *Balderaz, L. (2016, January). *Computer Assisted Instruction to Improve Theory of Mind in Children with Autism*. Council for Exceptional Children, DADD. International Conference on Autism, Intellectual Disability & Developmental Disabilities, Waikiki Beach, HI. [Mehta submitted proposal and presented Balderaz's doctoral dissertation]

*Balderaz, L., & **Shukla Mehta, S.** (2015, March). *Computer Assisted Instruction to Improve Theory of Mind in Children with Autism*. International Association for Positive Behavior Support. Boston, MA. [Mehta submitted proposal and co-presented Balderaz's doctoral dissertation]

*Ward, K. & **Shukla Mehta, S.** (2014, March). *The Stimulus Control Transfer Procedures to Teach Spontaneous Manding to Children with Autism*. International Association for Positive Behavior Support. Chicago, IL. [Mehta submitted proposal and co-presented Ward's doctoral dissertation]

Shukla Mehta, S. & *Nichols, S. (2013, March). *The effects of naturalistic behavior strategies on social interactions for children with autism*. International Association for Positive Behavior Support. San Diego, CA. [Mehta submitted proposal and co-presented Nichols's doctoral dissertation]

*Harkins, J. L. & **Shukla Mehta, S.** (2013, March). *Effect of prototypical training intervention on systematic observational data collection in classrooms*. International Association for Positive Behavior Support. San Diego, CA. [Mehta submitted proposal and co-presented Harkin's doctoral dissertation]

*Nichols, S., & **Shukla Mehta, S.** (2012). *Increasing the social initiations of children with autism during natural language training*. International Association for Positive Behavior Support. Atlanta, GA.

- Shukla Mehta, S., *Eason, L., & *Caldwell, N.** (2012, March). *Computer assisted instruction for students with autism: Existing and future research*. International Association for Positive Behavior Support. Atlanta, GA.
- Shukla Mehta, S.** (2011, May). *Approaches for training parents and staff* (Symposium Chair & Discussant). Association for Behavior Analysis International. Denver, CO.
- Shukla Mehta, S. & *Eason, L.** (2011, March). *Practical strategies for supporting students with Asperger's syndrome in general education*. Association for Behavior Analysis International. Denver, CO.
- *Ray, J. M. & Shukla Mehta, S.** (2011, March). *Knowledge and confidence of speech language pathologists regarding autism*. Association for Behavior Analysis International. Denver, CO.
- Shukla Mehta, S. & *Crone, R.** (2010, March). *Comparing effects of clinical versus home-based training on generalization of parental responses*. Association for Positive Behavior Support. St. Louis, MO.
- Shukla Mehta, S., *Ward, K., *Ray, J., & *Austin, J.** (2010). *Evaluating the effectiveness of components of a BSP for children with ASD*. Association for Positive Behavior Support. St. Louis, MO.
- Shukla Mehta, S., & *Crone, R.** (2009, March). *Assessing the fidelity of implementation of a function-based intervention*. Association for Positive Behavior Support, Jacksonville, FL.
- Shukla Mehta, S., *Crone, R., & Lash, E.** (2009, March). *PBS for students with Autism: A description of case studies*. Association for Positive Behavior Support, Jacksonville, FL.
- Shukla Mehta, S. & *Crone, R.** (2008, March). *Function-based BIPS to prevent severe problem behavior of young children*. Association for Positive Behavior Support, Chicago, IL.
- Callahan, K. J., **Shukla Mehta, S., *Callaway, S. & *Ray, J.** (2008, March). *Social validation of ABA versus TEACCH as PBS in Autism*. Association for Positive Behavior Support, Chicago, IL.
- Shukla Mehta, S.** (2007, May). *Learning outcomes of a culturally sensitive intervention for students with mild disabilities from diverse backgrounds*. American Association on Intellectual and Developmental Disabilities. Atlanta, GA.
- Shukla Mehta, S., & Callahan, K. J.** (2007, March). *Merging methodologies for to facilitate positive outcomes for students with disabilities*. Association for Positive Behavior Support. Boston, MA.
- Shukla Mehta, S.** (2006, May). *Effects of the use of indicated versus contra-indicated strategies for academic and social outcomes for students with and without disabilities*. International Summit for the Alliance on Social Inclusion & American Association of Mental Retardation. Montreal, Quebec, Canada.
- Shukla Mehta, S.** (2005, March). *Concurrent implementation of academic-cum-behavioral intervention for students and effective instruction for teachers*. A poster presentation at the International Association of Positive Behavior Support. Tampa, FL.
- Shukla Mehta, S.** (2003, April). *A comprehensive intervention for academic and behavioral outcomes in general education classrooms*. Council for Exceptional Children. Seattle, WA.
- Mehta, S.** (2002, April). *Effect of academic survival and social skills on student active engagement*. Council for Exceptional Children. New York, NY.

- Kennedy, C. H., Knowles, T., Meyer, K. A., & **Shukla, S.** (2000, May). *Analyzing the multiple functions of stereotypy for people with Autism*. International Association for Behavior Analysis. Washington, D.C.
- Shukla, S.** (1998, May). *The effect of instructional variables in promoting engagement of elementary school students in resource rooms*. Child and Adolescent Mental Health. Hong Kong.
- Shukla, S.** (1998, May). *The effect of instructional variables in promoting engagement of elementary school students in resource rooms*. Association for Behavior Analysis. Orlando, FL.
- Albin, R. W., & **Shukla, S.** (1997, December). *Theory and research on behavioral escalation. Practical implications*. The Association for Persons with Severe Handicaps. Boston, MA.
- Shukla, S.,** & Albin, R. W. (1997, May). *Development and emergence of problem behavior: Theory and research*. International Association for Behavior Analysis. Chicago, IL.
- Shukla, S.,** Kennedy, C. H., & *Cushing, L. S. (1997, May). *The triadic nature of dyadic interactions: A component analysis of peer support*. International Association for Behavior Analysis. Chicago, IL.
- *Cushing, L. S., Kennedy, C. H., **Shukla, S.,** Davis, J., & *Meyer, K. A. (1997, May). *Disentangling the effects of curriculum revision and the social grouping within cooperative learning arrangements*. International Association for Behavior Analysis. Chicago, IL.
- Kennedy, C. H., Shukla, S., & *Cushing, L. S. (1996, November). *Understanding the effects of inclusion*. The Association for Persons with Severe Handicaps. New Orleans, LA.
- Shukla, S.,** Kennedy, C. H., & Fryxell, D. (1996, May). *Placement along the continuum of services and its impact on students' social relationships*. International Association for Behavior Analysis. San Francisco, CA.
- *Meyer, K. A., Kennedy, C. H., **Shukla, S.,** & *Cushing, L. S. (1996, May). *Comparing different classroom-based approaches for including students with severe disabilities into general education*. International Association for Behavior Analysis. San Francisco, CA.
- Kennedy, C. H., *Meyer, K. A., **Shukla, S.** (1996). *Analyzing the functions of noncompliance*. International Association for Behavior Analysis. San Francisco, CA.
- *Meyer, K. A., Kennedy, C. H., **Shukla, S.** (1996). *Environmental analysis of the stereotyped responses of students with Autism*. International Association for Behavior Analysis. San Francisco, CA.
- Albin, R. W. & **Shukla, S.** (1996, May). *Behavioral escalation: Theory and research*. American Association Mental Retardation. San Antonio, TX.
- Kennedy, C. H. & **Shukla, S.** (1995, November). *Improving social and academic inclusion*. The Association for Persons with Severe Handicaps. San Francisco, CA.
- Kennedy, C. H., **Shukla, S.,** & Fryxell, D. (1995, May). *Social participation of students with severe disabilities in inclusive versus self-contained educational settings*. American Association Mental Retardation. San Antonio, TX.
- Shukla, S.** & Albin, R. W. (1994, December). *Understanding and intervening with escalating sequences of problem behaviors*. The Association for Persons with Severe Handicaps. Atlanta, GA.

- Shukla, S., & Albin, R. W.** (1994, May). *Escalating sequences of problem behaviors: Analysis and intervention*. International Association for Behavior Analysis. Atlanta, GA.
- Shukla, S., & Lazarus, P. J.** (1998, April). *Does inclusive education work? Show me the data!* National Association of School Psychologists. Orlando, FL.
- Gilliam, B., Coombs-Richardson, R., & **Shukla-Mehta, S.** (2000, November). *Comprehensive Service Delivery Model: Addressing Cultural Diversity*. Teacher Education Division of The Council for Exceptional Children. Las Vegas, NV.
- Smith-Davis, J., Gavilan, M. R., & **Shukla, S.** (2000, April). *Early data on immigrant children*. National Association of State Directors of Special Education & OSEP. Alexandria, VA.
- Shukla, S. & Babi, N.** (1987, December). *Play activities to promote motor development in young children with developmental disabilities*. The Indian Association of Preschool Education. Hyderabad, India.
- Shukla, S., Rae, G., & Parekh, K.** (1986, November). *Developmental assessment of preschool children*. The Indian Association of Preschool Education. Bombay, India.
- Parikh, J. & **Shukla, S.** (1982, December). *Home-based programs: An alternative to preschool education for children with mental retardation*. The Indian Association of Preschool Education. Pune, India.
- Regional or State**
- Shukla Mehta, S.** (2008, June). *Preventing severe problem behavior of young children through function-based BIPs*. Texas Council for Exceptional Children. Houston, TX.
- Shukla-Mehta, S., *Nichols, S., *Stallworth, T., & *Ray, J.** (2008, June). *The puzzle of curricular modification for students with disabilities: Models and strategies*. Texas Council for Exceptional Children. Houston, TX.
- Shukla-Mehta, S. & Fish, W.** (2006, June). *Strategies for decreasing behavioral escalation: Building on strengths in applied behavior analysis*. Texas Council for Exceptional Children. Houston, TX.
- Shukla-Mehta, S.** (2005, June). *From FBA to effective intervention: The road to success*. Texas Council for Exceptional Children. Houston, TX.
- Shukla-Mehta, S.** (2004, June). *It takes two to tango: A comprehensive behavioral intervention to increase academic success and decrease behavior problems in GE classrooms*. Texas Council for Exceptional Children. Houston, TX.
- Shukla-Mehta, S.** (2002, June). *Teaching culturally and linguistically diverse learners*. Texas Council for Exceptional Children. San Antonio, TX.
- Shukla-Mehta, S. & Moreno, A.** (2001, June). *The effect of peer coaching on the active engagement and performance of students with learning problems in general education*. Texas Council for Exceptional Children. Houston, TX.
- Shukla Mehta, S.** (2001, March). *Integrating technology to enhance university education*. Texas Council for Exceptional Children. Houston, TX.
- *Moreno, A., & **Shukla Mehta, S.** (2000, May). *Using peer coaching to increase the use of best educational practices by general education teachers*. Council for Children with Behavioral Disorders. Biloxi, MI.

- Shukla, S.** (1999, October). *Isolated or included? Reviewing variables associated with prevention of school violence*. Florida Association for Behavior Analysis. Tampa, FL.
- Gavilan, M. R., & **Shukla, S.** (1999, August). *Best practices for immigrant student education*. Bilingual Special Education Summer Institute, BUENO Center for Multicultural Education, University of Colorado, Boulder & the Alliance Project, Vanderbilt. Denver, CO.
- Shukla, S.** (1998, October). *From functional assessment to behavior programming for individuals with severe disabilities*. Florida Association for Behavior Analysis. Daytona Beach, FL.
- Shukla, S.,** Kennedy, C. H., & *Cushing, L. S. (1997, November). *Social and academic outcomes of inclusive education: Linking special and general education efforts*. Florida Association of School Psychologists. Daytona Beach, FL.
- Shukla, S.,** *Moreno, A., & Brady, M. P. (1997, September). *Effective instructional strategies for elementary school students in resource rooms: An empirical analysis of academic support*. Florida Association for Behavior Analysis. Sarasota, FL.
- Shukla, S.** (1997, September). *Contributions of positive behavior support in the education of students with severe disabilities*. Florida Association for Behavior Analysis. Sarasota, FL.
- Shukla Mehta, S.** (1999, August). *Reaction panel: The role of U.S. policy on immigrants and the impact on today's schools*. Bilingual Special Education Summer Institute, BUENO & the Alliance Project. Denver, CO.
- Shukla, S.,** *Cushing, L. S., & Kennedy, C. H. (1996, September). *An empirical perspective on inclusion*. Florida Association for Behavior Analysis. Daytona Beach, FL.
- Shukla, S.** & Albin, R. W. (1996, September). *Understanding the effect of varying schedules of reinforcement on response covariation*. Florida Association for Behavior Analysis. Daytona Beach, FL.
- Shukla, S.,** & Albin, R. W. (1996, January). *Eliminating severe problem behaviors in adults with intellectual disabilities*. Pacific Rim Conference. Honolulu, HI.
- Kennedy, C. H., **Shukla, S.,** & *Cushing, L. S. (1996, January). *Improving social and academic outcomes*. Pacific Rim Conference. Honolulu, HI.

Local

- Mehta, S.,** Boesch, M., Carnett, A., & Nichols, S. (2017, July). *Implementing Evidence-Based Practices for individuals with autism in public schools*. Adventures in Autism Intervention & Research, 9th Annual Conference, University of North Texas. Denton, TX.
- Mehta, S.** (2016, July). *A Function-Based Approach to Comprehensive Behavioral Programming for Individuals with Autism*. Adventures in Autism Intervention & Research, 8th Annual Conference, University of North Texas. Denton, TX.
- Mehta, S.,** *Thomas, J., & *Shearer, C. (2015, July). *Implementing Evidence-Based Practices in Public Schools: Bridging the Research-to-Practice Gap*. Adventures in Autism Intervention & Research, 7th Annual Conference, University of North Texas. Denton, TX.

- Mehta, S.** & *Terry, C. (2015). Teaching Children with Autism to Vocally Mand for Others to Perform an Action. *Adventures in Autism Intervention & Research*, 7th Annual Conference, University of North Texas. Denton, TX. [Mehta presented]
- *Balderaz, L., & **Shukla Mehta, S.** (2014, August). *Computer Assisted Instruction to Improve Theory of Mind in Children with Autism*. *Adventures in Autism Intervention & Research*, 6th Annual Conference, University of North Texas. Denton, TX.
- *Ward, K. & **Shukla Mehta, S.** (2014, August). *The Stimulus Control Transfer Procedures to Teach Spontaneous Manding to Children with Autism*. *Adventures in Autism Intervention & Research*, 6th Annual Conference, University of North Texas. Denton, TX. [Mehta presented]
- Mehta, S.**, *Shearer, C., *Flatt, K., & *Thomas, J. (2013, July). *Evaluating the status of EBPs in Autism intervention: current propositions and future directions*. *Adventures in Autism Intervention & Research*, 5th Annual Conference, University of North Texas. Denton, TX.
- *Nichols, S., & **Mehta, S.** (2012, July). *Improving the quality of social interactions for children with autism using naturalistic behavior strategies*. *Adventures in Autism Intervention & Research*, 4th Annual Conference, University of North Texas. Denton, TX.
- Mehta, S.**, *Eason, L., & *Caldwell, N. (2012, July). *Computer assisted instruction for students with autism: Existing and future research*. *Adventures in Autism Intervention & Research*, 4th Annual Conference, University of North Texas. Denton, TX.
- Schafer, E., Matthews, L., & **Mehta, S.** (2012, July). *Effects of frequency modulated (FM) systems on auditory behaviors of children with ASD and ADHD*. *Adventures in Autism Intervention & Research*, 4th Annual Conference, University of North Texas. Denton, TX.
- Mehta, S.**, Magee, S., & Callahan, K. J. (2008, November). *ABA versus TEACCH: An ideological warfare among Autism educators*. *Adventures in Autism III*, University of North Texas. Denton, TX.
- Mehta, S.** (2007, November). *From functional behavioral assessment to effective BIPS for students with autism*. *Adventures in Autism II*, University of North Texas. Denton, TX.
- Mehta, S.** (2007, June). *From functional behavioral assessment to behavioral interventions*. Coppell Independent School District. Coppell, TX.
- Shukla, S.** (1999, March). *Functional assessment and behavior programming*. Behavior Analysis and Therapy, Inc. Fort Lauderdale, FL.
- Shukla, S.** (1999, March). *Basics in classroom management*. Behavior Analysis and Therapy, Inc. Fort Lauderdale, FL.
- Shukla, S.** (1997, August). *Development and emergence of problem behavior: Theory and research*. Human Development & Family Studies, M.S. University, India. Baroda, India.
- Shukla, S.** (1992, March/April). *Writing effective behavior support plans*. Oregon Higher Education Consortium. Eugene, OR.
- Shukla, S.** (1992, August). *Behavioral interventions for individuals with severe developmental disabilities*. Human Development & Family Studies, M.S. University, India. Baroda, India.

Parikh, J. & Shukla, S. (1983, January). *Integration of developmentally handicapped children in a nursery school*. Medical College, M.S. University. Baroda, India.

JOURNAL AND GRANT REVIEW ACTIVITIES

Editorial Boards

2014 to 2017	Journal of Positive Behavioral Interventions
2016	Sage Open Access Journal
2015	Article Editor for Sage Open Access Journal
2005 to 2012	International Journal of Behavioral Consultation and Therapy
2000 to 2011	Behavior Disorders
1999 to 2000	Journal of Child and Family Studies
2008	Guest Editor for Special Issue on Autism for Behavior Development Bulletin
1997 to 1998	Behavior Development Bulletin

Reviewer

2019	European Journal of Special Education
2017 to present	Education and Training in Autism and Developmental Disabilities
2018	International Journal of Behavioral Consultation and Therapy
2017	Journal of Applied Research in Intellectual Disabilities
2017	Journal of Teacher Education
2011 to present	Journal of Developmental and Physical Disabilities
2016; 2012-2013	International Journal of Disability, Development and Education
2007 to 2013	Journal of Positive Behavioral Interventions
2009	Educational and Psychological Measurement
1999 to 2000	Journal of The Association For Persons With Severe Handicaps
1996; 1999 to 2000	Journal of Applied Behavior Analysis
1998 to 1999	Education & Treatment of Children
1996 to 1997	Research in Developmental Disabilities
1995 to 1997	Journal of Behavioral Education
1995 to 1996	American Journal on Mental Retardation
1997 to 1998	Behavior Development Bulletin

External Grant Application Reviews (Invited)

February 2015	Preparation of Leadership Personnel (CFDA 84.325D) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
June 2014	Combined Priority for Personnel Preparation (CFDA: H325K) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
April 2013	Small Business Innovation Research (SBIR) Program - Phase I (CFDA 133S) National Institute on Disability and Rehabilitation Research (NIDRR) U.S. Department of Education, Washington, D.C.
June 2011	Preparation of Leadership Personnel (CFDA 84.325D) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
February 2008	Preparation of Leadership Personnel (CFDA 84.325D) Office of Special Education Programs

	U.S. Department of Education, Washington, D.C.
July 2005	Combined Priority for Personnel Preparation (CFDA H325K) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
July 2004	Television Access (CFDA 84.327C) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
September 2002	Center to Promote Involvement by Minority Institutions in Discretionary Programs under IDEA (CFDA 84.325L) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
1999	Combined Priority for Personnel Preparation (CFDA H325K) Office of Special Education Programs U.S. Department of Education, Washington, D.C.
1997	Initial Career Awards (CFDA 84.023N) Office of Special Education Programs U.S. Department of Education, Washington, D.C.

AWARDS AND HONORS

Teaching and Research

2017	UNT College of Education Faculty Research Excellence Award
2016	Educational Psychology Nominee for the COE Service Award
2015	UNT Nominee for the Minnie Piper Teaching Excellence Award
2015	Educational Psychology Nominee for the Toulouse Graduate Scholar Award
2012-13	UNT College of Education Faculty Teaching Excellence Award
2013	Listed among the Top 25 Education Professors in Texas (http://onlineschoolstexas.com/top-college-professors-in-texas/education/)
2011	Outstanding Online Teacher & Course Award, University of North Texas
2009	Nominated by the Department of Educational Psychology for Teaching Excellence
2009	Outstanding Online Teacher & Course Award, University of North Texas
2003	Nominated for the Excellence in Teaching Award, The University of Texas at Tyler
1999-2000	Post-Doctoral Research Fellowship awarded by the Center for Minority Research in Special Education (COMRISE), University of Virginia, Charlottesville
1991-1992	Graduate Student Scholarship Award, University of Oregon

Leadership and Service

2016	American Evaluation Association's Fellowship for Minority Serving Institutions Program
2016	Nominated by the Department of Educational Psychology for the Service Award

- 2013-2014 Selected from a national pool (<30% selected) to serve as a Certified Reviewer on Single Subject Research for What Works Clearinghouse (WWC), Institute of Education Sciences
- June 2012 Selected from a national pool to participate in the Institute of Education Sciences sponsored workshop in Single Subject Research at the University of Wisconsin, Madison
- Fall 1993 International Cultural Service Scholarship Award, University of Oregon

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- 1996 to present The Council for Exceptional Children (CEC)
Division of Autism and Developmental Disabilities (CEC-DADD)
Division of Research (CEC-DR)
Council for Children with Behavior Disorders (CCBD; 1996-2000)
Division of Culturally & Linguistically Diverse Learners (1996-2005)
- 2011 to present International Society for Autism Research (IMFAR)
2014 to 2017 American Evaluation Association (AEA)
- 2016-17 Association for Behavior Analysis International (ABAI)
- 2000 to 2017 International Association for Positive Behavior Support (APBS)
- 1992 to 2012; 2016 Association for Behavior Analysis International (ABAI)
- 1994 to 2006 American Association of Mental Retardation (AAMR)
- 2006 to 2011 American Educational Research Association (AERA)
- 1996 to 2000 Florida Association for Behavior Analysis (FABA)
- 1992 to 2000 The Association for Persons with Severe Handicaps (TASH)
- 1996 to 2000 The National Association for School Psychologists (NASP)
- 1996 to 2000 The Florida Association for School Psychologists (FASP)

Offices Held

- 2017-2018 Publications Committee, Teacher Education Division (TED), The Council for Exceptional Children (CEC)
- 2004 to 2007 Texas Council for Exceptional Children (TCEC), Co-Chair, Publications Committee
- 1999-2002 CEC's Division of International Special Education and Services (DISES), Chair of Membership Committee

CONSULTING

- May-June 2015 DeSoto Independent School District, Texas
Evaluation of the iSTEAM Program
- February 2009-10 Anne Windle School, Denton Independent School District, Texas
Strategies for Preventing Behavioral Escalation
- June 2008 DeSoto Independent School District, Texas
Strategies for Managing Behavior Problems

June 2007	Coppell Independent School District, Texas <i>Functional Behavioral Assessment to Intervention Plans</i>
March 2004	Tyler Association for the Education of Young Children <i>Realities, Myths, and Strategies for Managing Children with ADHD</i>
March 2003	Tyler Association for the Education of Young Children <i>Identifying Behavioral Problems in Infants and Toddlers</i>
September 2001	Academy of Skills and Knowledge, Tyler Independent Schools District, Texas <i>Basic and Advanced of Classroom Management Strategies</i>
April 2000	Teacher Education Council, Miami Dade County Public School District, Florida <i>Acceptable Intervention Measures and Appropriate Adult Social Behaviors for Interaction with Students</i>
March and April 2000	Teacher Education Council, Miami Dade County Public School District, Florida <i>Strategies for Educating Students with Special Needs in General Education Programs</i>
May 1999	Teacher Education Council, Miami Dade County Public School District, Florida <i>From Functional Assessment of Problem Behavior to Behavior Programming</i>
March 1999	Teacher Education Council, Miami Dade County Public School District, Florida <i>Classroom Management Strategies</i>
February 1999	Teacher Education Council, Miami Dade County Public School District, Florida <i>Structuring the Learning Environments of Exceptional Students</i>
March 1999	Teacher Education Council, Miami Dade County Public School District, Florida <i>Classroom Management Strategies</i>
May 1998	Teacher Education Council, Miami Dade County Public School District, Florida <i>General Nature of Severe Emotional Disturbance</i>
February 1998	Teacher Education Council, Miami Dade County Public School District, Florida <i>Facilitating Inclusive Education in Elementary Through High School</i>

INSTRUCTIONAL AND MENTORSHIP ACTIVITIES

Areas of Expertise

Single Case Experimental Designs
 Developmental/Severe Disabilities and Problem Behavior
 Function-Based Behavioral Interventions
 Applied Behavior Analysis
 Preparation of High Quality Personnel in Autism Spectrum Disorders

Courses Taught (Developed New Course Syllabus and Content*):

Doctoral (University of North Texas)

Single-Subject Research (EPSY 6122)*
 Advanced Studies in Autism (EDSP 6530)*

Foundations of Program Evaluation (EPSY 6120)*
 Conducting Program Evaluation (EDSP 6800)*
 Research and Writing in Special Education (EDSP 6800)*
 Methodological Issues in Special Education (EDSP 6440)*

Masters (University of North Texas)

Teaching Students with High Functioning Autism (EDSP 5340)*
 Classroom & Behavior Management (EDSP 5330)
 Special Education Programs and Practices (EDSP 5710)
 Learning Theories for Individuals with Exceptionalities (EDSP 5550)
 Educational Aspects of Students with MMD (EDSP 5730)*
 Collaboration in the Education of Exceptional Students (EDSP 5210)*

Undergraduate (University of North Texas)

Developmental Disabilities and Autism: Assessment and Intervention (EDSP 3410)
 Classroom & Behavior Management for Exceptional Learners (EDSP 4340)
 Advanced Educational Strategies in MMD (EDSP 4330)
 Student Teaching Supervision (EDSP 4110)

Master's and Undergraduate Courses (University of Texas, Tyler):

Behavioral Disorders for School Age Children (EDSP 5363)
 Adolescents and Adults with Disabilities (EDSP 5362)*
 Survey of Human Exceptionalities (EDSP 4350)
 Behavioral Disorders (EDSP 4363)
 Communication Disorders for Students with Disabilities (EDSP 4352)*

Doctoral, Master's and Undergraduate Courses (Florida International University):

Behavioral Research (EDP 7058)*
 Administrative Issues in Inclusive Schools (EEX 7993/7996)*
 Professional Seminar in Special Education (EEX 7930)
 Issues and Trends in Special Education (EEX 6848)
 Applied Behavior Analysis in Education (EEX 6608)
 Behavioral Approaches - Parts I & II (EEX 4601 & 4212)
 Curriculum for Students with Emotional Disorders (EED 4244)

Master's and Undergraduate Courses (University of Hawaii):

Principles of Behavior Analysis
 Classroom Organization & Management
 Characteristics & Needs of Exceptional Children
 Seminar on Severe/Multiple Disabilities

Doctoral and Master's Courses (University of Oregon):

Programming & Instruction for Students with Severe Disabilities (Co-Taught with Dr. Robert Horner)
 Advanced Methods in Single Subject Research (Co-Taught with Dr. Richard Albin)

Master's and Undergraduate Courses (Maharaja Sayajirao University of India):

B.Sc. Seminar: Introduction to Research (Team Taught)
 Introduction to Child Development
 Physical Growth and Health

Introduction to Family and Society
Understanding One's Own Self

Chair of Doctoral Committees (Graduates)

Year	Student Name	Dissertation Topic
2019	Jamie Thomas	Perceptions of School Administrators on Evidence-Based Practices in Transition Planning for Students with Autism Spectrum Disorder
2019	Kimberlee Flatt	Complex Restricted Repetitive Patterns of Vocal Behavior of Individuals with High Functioning Autism: An Innovative Intervention
2019	Carin Shearer	Effect of Telepractice for Training Autism Teachers to Contrive Motivating Operations
2017	Nicole Caldwell	Applied Use of Video Modeling in Educational and Clinical Settings: A Survey of Autism Professionals
2015	Callie Terry	Teaching Children with Autism to Mand for Others to Perform an Action
2014	Lindsey Eason	The Effect of Computer Assisted Instruction on Emotion Recognition Skills in Children with Autism (<i>COE Dissertation Award 2015</i>)
2013	Karen Ward	The Use of a Stimulus Control Transfer Procedure to Teach Spontaneous Manding to Children with Autism
2013	Jennifer Alward	Knowledge of Alternatively Certified Special Education Teachers Regarding Autism in Texas
2013	Jessie Harkins	Effects of a Prototypical Training Program on the Implementation of Systematic Observational Data Collection on IEP Objectives by Classroom Teams
2012	Susan Nichols	The Effect of Naturalistic Behavior Strategies on the Quality of Social Interactions for Children with Autism
2010	Julie Ray	Knowledge and Competence of SLPs Regarding Autism
2010	Regina Crone	Comparing The Effects Of Home Versus Clinic-Based Parent Training For Children With Autism
2000	Alexis Moreno (FIU)	Effects of Special Educator Peer Coaching on General Educator Effectiveness in Inclusive Classroom Settings

Doctoral Committee Member (Graduates)

Year	Student Name	Dissertation Topic
2019	Samantha Sneed	Prevalence and proportionality of dyslexia in Texas public and charter school districts
2018	Peter Boedekar	Comparison of heterogeneity and heterogeneity interval estimators in random-effects meta-analysis

2017	Dianna Mullet	Talented women's perspectives on their STEM achievement
2017	Walaa Kherais	Saudi parents' perspectives on the influence of acculturation on childrearing beliefs and practices of children
2017	Kelly Margot	Teacher self-efficacy for STEM talent development
2017	Monique O'Bryant	A validation of the statistical anxiety scale using a mixed-methods approach
2016	Angela Cowan	Knowledge and training needs of special education teachers serving student with ASD: Employing EBPs in the classroom
2016	Dana Booker	Student mobility: Risk factors and resilience among military-connected youth
2015	Xing Aerts	Combining visual and statistical analyses: Bayesian estimation of single subject research
2015	Amanda Hurlbut	Elementary pre-service teachers' perceptions and experiences of mathematics intervention and response to intervention (Department of Teacher Education & Administration)
2014	Stacey Callaway	Are novice special education teachers prepared to teach students with Autism Spectrum Disorders? A qualitative study
2010	Heather Hughes	Knowledge of administrators in Texas regarding autism
2011	Tawana Stallworth	Knowledge of university faculty regarding autism
2011	Trube Miller	Knowledge of school counselors regarding autism
2007	Lisa L. Cavin	Perceptions of importance of diagnostic competencies among special education evaluation personnel
2001	Jose Dotres (FIU)	The effect of vowel pattern instruction on the spelling performance of first grade students with limited English proficiency
2001	Sue Buslinger-Clifford (FIU)	The effects of free voluntary reading and gender on the writing performance of fourth grade students

Doctoral Committee Member (Current Students)

Anticipated Graduation	Student Name	Dissertation Topic
2019	Noor Abdulaziz	Impact evaluation of Texas home instructions for parents of preschool youngsters program on reading and math achievement
2019-20	Rudolfo Rodriguez	Early childhood special education program evaluation
Unknown	Amber McEnturff	Comparing methods for estimating discrepancy in dyads: A Monte Carlo simulation
Unknown	Lauren McKinny	Transitions to post-secondary settings (<i>Teacher Education and Administration; Withdrew from committee due to resistance to improve methodological quality</i>)

Master's Thesis Committee Member (Graduates)

Year	Student Name	Thesis Topic
2017	Sean Will	Teaching students with autism to read (Behavior Analysis, UNT)
2011	Matthew Weatherford	The effects of a programmed teaching sequence and response card use with systematic feedback on the acquisition of time telling behavior of three students with intellectual disability (Behavior Analysis, UNT)
2010	Michelle Carpentier	The effect of high-probability request sequences on latency to comply with instructions to transition in a child with severe mental retardation (Behavior Analysis, UNT)
2009	Rachel Koelker	Comparing a discriminative stimulus procedure to a pairing procedure: Conditioning neutral social stimuli to function as conditioned reinforcers (Behavior Analysis, UNT)
2009	Kristin R Osley	A Head Start on reading for children in a head start preschool program (Behavior Analysis, UNT)
2008	Katrina Hille	Investigating the effects on parallel play between siblings: Teaching children with autism to emit social phrases to their typically developing sibling (Behavior Analysis, UNT)
1995	Lisa Cushing	Academic effects on students without disabilities who serve as peer supports for students with disabilities in general education classrooms (University of Hawaii at Manoa)
1996	Sara Ann Vidad	Training of generalization of collaboration skills during team meetings for adults with moderate disabilities (University of Hawaii at Manoa)

SERVICE TO THE UNIVERSITY**University**

2014 to 2020	Member	Faculty Senate (UNT)
	Member	Faculty Senate Executive Committee (2016-20)
2015 to 2018	Member	Faculty Policy Oversight (2016-18)
2015 to 2018	Member	Faculty Senate Student Writing Committee (2015-18)
2013-2016	Member	UNT Scholarly Misconduct (UNT)
2013 to 2015	Member	Research and Scholarly Data Management (UNT)
2012 to 2015	Member	Academic and Research Program Management Committee (UNT)
2012 to 2015	Member	CLEAR Steering Committee (UNT)
2010 to 2016	Member	Scholarship Committee (UNT)
2013	Member	Ad Hoc Reviewer for LEG Grant Applications for CLEAR
2009	Member	Provost's Silent Auction (UNT)
2008 to 2010	Member	ASD Research Cluster (UNT)
2004 to 2006	Member	Faculty Senate (UT Tyler)

2004 to 2005	Chair	Information Technology Advisory Committee (UT Tyler)
2005 to 2006	Faculty Advisor	Indian Students Association (UT Tyler)
2001 to 2003	Member	Faculty Research Committee (UT Tyler)
2001 to 2003	Member	Faculty Awards Committee (UT Tyler)
2002 to 2003	Chair	Americans With Disabilities Act Committee (UT Tyler)
2001 to 2003	Member	

College

2015 to 2018	Member	Faculty Advisory Committee (UNT)
2013 to 2015	Member	Faculty Assembly Committee (UNT)
2010 to present	Member	Autism Center Planning (UNT)
2009	Member	COE Scholarship Committee (UNT)
2007 to 2008	Member	Advisory Committee, Research and Professional Development (UNT)
2007 to 2008	Member	Follow-Up and Program Assessment (UNT)
2006	Member	Undergraduate Affairs Committee (UNT)
2004 to 2006	Member	NCATE committee (UT Tyler)
2003 to 2004	Member	Governance Committee (UT Tyler)
2002 to 2003	Member	Dean's Search (UT Tyler)
2001 to 2003	Member	Literacy Center Committee (UT Tyler)
2001 to 2005	Member	Technology Committee (UT Tyler)
2001 to 2002	Member	Dean's Summer Research Grants for New Faculty (UT Tyler)
1999 to 2000	Member	Representative in the College of Education's Academic Council (FIU)
1999 to 2000	Member	Search Committee for Associate Dean for Research, Grants, & Advanced Graduate Studies (FIU)
1996 to 1999	Department Representative	Research Council, Florida Department of Education (FIU)

Department

2017 to 2019	Member	Faculty Advisory Committee
2018 to 2019	Chair	Search Committee for Faculty Position in Mild-Moderate Disability (UNT)
2009 to 2016	Member	Doctoral Policy Committee (UNT)
2018 to 2019	Chair (2019)	
2016 to 2017	Chair	Search Committee for Faculty Position in Mild-Moderate Disability (UNT)
2015 to 2016	Chair	Search Committee for Faculty Position in the Autism (UNT)
2013 to 2017	Member	Merit and Awards Committee (UNT)
2012 to 2013	Chair	
2010 to 2011	Co-Chair	

2013	Chair	EPSY Grade Appeal (UNT)
2010 to present	Member	Tenure and Promotion Committee (UNT)
2013	Chair	Ad Hoc Committee for Grade Appeal (UNT)
2010 to 2011	Chair	Autism Intervention Faculty Search Committee (UNT)
2006 to 2007	Member	EPSY Chair Search Committee (UNT)
2003 to 2006	Chair	Technology Committee (UT Tyler)
2000 to 2003	Member	
2005 to 2006	Member	Tenure and Promotion Committee (UT Tyler)
2005	Member	Faculty Search Committee (UT Tyler)
2000 to 2006	Member	Comprehensive Exams Committee (UT Tyler)
2002 to 2003	Chair	Library Committee (UT Tyler)
2000 to 2001	Member	
1998 to 2000	Program Leader	Special Education Program (FIU)

Community Service (Unremunerated)

February 2011	Judge at a 5 th Grade Science Fair	Blanton Elementary School, Denton ISD
2003 to 2006	Personal advocate on Admission, Review & Dismissal meetings	Tyler Support Group for Parents of Children with Disabilities
2004	Presentation on Strategies for Professional Success for International Students	Sunrise Rotary Club of Tyler
2001 to 2003	Community Representative	Campus Performance Objectives Council (CPOC), Andy Woods Elementary, Tyler
1998 to 2000	Contributor / Member	Task Force on the National Association for Bilingual Special Education (Alliance Project, Vanderbilt University and the BUENO Center, University of Colorado)
May 6 to 8, 1997	Chair of Exceptional Student Education (ESE) committee for accreditation at Miami Southridge Senior High School	Southern Association of Colleges and Schools (SACS)
September 1995 to June 1996	Personnel training in designing and implementing PBIS for residential clients with severe intellectual disabilities and problem behaviors	The Arc of Hawaii, Honolulu
August 20 to October 5, 1995	Workshops for Case Managers on Positive behavioral support: Concept and practice	The Arc of Hawaii, Honolulu
January 19, 1995	Teacher Training Workshop on Autism and Behavior Management	Department of Education, State of Hawaii, Waipahu, Hawaii

1992 to 1994	Personal Advocate (Guardian) for two adults with severe developmental disabilities	Guardianship, Advocacy, and Planning Services Program, The Arc of Lane County, Eugene, Oregon
1992 to 1994	Monitoring the quality of residential programs of the Community Integration Projects	Project AIM (Advocates in Monitoring), The Arc of Oregon

RELEVANT PROFESSIONAL DEVELOPMENT ACTIVITIES

June 27-29, 2016	American Evaluation Association's Summer Institute, Atlanta, GA
June 23-27, 2013	Leadership Academy. American Association of Colleges for Teacher Education, Pittsburgh, PA.
May-June 2011	Attended a 5-week Boot Camp organized by UNT's Murphy Center to learn about developing a Business Plan. Developed an official Business Plan for the UNT Kristen Farmer Autism Center.
August 2-6, 2010	Attended the Pennsylvania National Autism Conference to learn novel content to improve the quality of courses in the Autism Intervention concentration
2007 to 2019	Series of Technology workshops through CLEAR (UNT) to enhance online course development and teaching: <i>Canvas Course Management System (Multiple workshops and Boot Camp)</i> <i>GoToTraining and GoToMeeting for Online Instruction</i> <i>Using Panopto for Online Lecture Presentations</i> <i>How to Create Audio-Visual Lectures through Panopto for Online Instruction</i> <i>How to Create and Edit Desktop Capture Videos for Online Instruction</i> <i>Using Wimba Pronto to Expand Collaboration in Your Online Course</i> <i>Getting Started with Wimba Pronto at UNT</i> <i>Creating and Uploading Videos on Black Board</i> <i>Turn-It-In (Plagiarism Prevention Tools) Training Workshop</i> <i>Wimba Voice Training Tools Workshop</i> <i>Copyright Essentials for Faculty</i> <i>WebCT Vista / Blackboard Workshops</i>
2000 to 2006	Instructional Technology for Online Learning (8 workshop series), UT Tyler
June 1-2, 2006	<i>Innovations in Online Learning</i> . A 2-day <i>Leadership Academy</i> sponsored by the University of Texas at Austin; and a 2-day workshop on instructional technology conducted by invited experts from the Tele-training Institute, Stillwater, Oklahoma
September 2002	<i>NCATE Meeting</i> . Participated in a meeting organized by the National Associated for Accreditation of Teacher Education (NCATE), Washington, D.C., as a College of Education and Psychology team member, UT Tyler.

April 2002 *Online Training:* Ongoing structured (a 5-day course) and one-on-one training in various software programs Like: Respondus (Blackboard compatible) for online exams, Dreamweaver (create HTML course documents), Contribute (edit server)

April 2002 *Alamo Institute 2002.* Participated in a summer institute organized by Sopris West Educational Services entitled, “Help Your Students Who May Be Struggling to Succeed.” I was invited to participate as a CPOC university-Representative for the Andy Woods Elementary School, Region VII, TISD.