

**Johanna L. Staubitz, Ph.D., BCBA-D**  
Curriculum Vita

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**Current Appointment**

Lecturer  
Clinical Director, Applied Behavior Analysis Program  
Verified Course Sequence Coordinator  
Department of Special Education  
Peabody College of Vanderbilt University

**Contact Information**

110 Magnolia Circle (OMC 303D)  
Box 228 Peabody College  
Vanderbilt University  
Nashville, TN 37203  
Johanna.l.staubitz@vanderbilt.edu  
(615) 936-8833

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**EDUCATION**

- 2017                      Ph.D. in Special Education, Vanderbilt University, Nashville, TN  
Dissertation: *Effects of self-control training for elementary students with emotional and behavioral disorders*  
Advisor: Blair P. Lloyd, PhD, BCBA-D
- 2009                      M.Ed. in Special Education, Vanderbilt University, Nashville, TN  
Thesis: *Evidence for the initial validation of the primary intervention plan rating tool*
- 2008                      B.A. in Special Education, Clemson University, Clemson, SC

**AREAS OF SPECIALIZATION**

Behavior analysis, assessment and treatment in public school settings, emotional/behavioral disorders, special education

**PROFESSIONAL EXPERIENCE**

- 08/2017 – Present      Lecturer, Clinical Director of Applied Behavior Analysis Program, Verified Course Sequence Coordinator, Vanderbilt University
- 08/2013 – 08/2017      Pre-doctoral Research Assistant, Special Education, Vanderbilt University
- 01/2011 – 05/2013      Behavior Analyst, Metropolitan Nashville Public Schools
- 01/2010 – 12/2010      Special Education Teacher, Metropolitan Nashville Public Schools
- 07/2008 – 12/2009      Research Assistant, Special Education, Vanderbilt University

**LICENSES AND CERTIFICATIONS**

2017 – Present Board Certified Behavior Analyst – Doctoral Level (#1-10-6806)  
2010 – 2017 Board Certified Behavior Analyst (#1-10-6806)  
12/2009 - Present Licensed teacher (Tennessee), SPED modified, K-12 (#000554254)

## AWARDS

2016 Melvyn I. Semmel Dissertation Award  
2016 Dick Shores Award for Excellence in Teacher Education  
2015 Special Education Endowment Award  
2013 Graduate Honor Scholarship  
2013 Peabody Dean’s Fellowship

## GRANTS

### AWARDED

2019 **Staubitz, J. L.** Optimizing an Enhanced Choice Model of Skill-based Treatment for Students with Emotional and Behavioral Disorders in a Public School. Peabody Small Research-Practitioner Partnership Grant, Peabody College, Vanderbilt University (\$14,826). Role: Principal Investigator

### SUBMITTED

2019 Lambert, J. L. & **Staubitz, J. L.** The Economics of Extinction. Vanderbilt Kennedy Center Director’s Strategic Priorities Grant, Vanderbilt University Medical Center (\$50,000 requested). Role: Co-Principal Investigator

## PUBLICATIONS

### ARTICLES IN REFEREED JOURNALS

**Staubitz, J. L.**, Lloyd, B.P., & Reed, D. D. (2019). Effects of self-control training for students with emotional and behavioral disorders. *Journal of Applied Behavior Analysis*. doi: 10.1002/jaba.634

Lloyd, B. P., Randall, K. R., Weaver, E. S., & **Staubitz, J. L.** (2019). An initial evaluation of a concurrent operant analysis framework to identify reinforcers for work completion. *Behavioral Disorders*. doi: 10.1177/0198742919837647

Lloyd, B. P., **Staubitz, J. L.**, & Tapp, J. T. (2018). A comparison of analysis methods to estimate operant contingency strength. *Journal of Applied Behavior Analysis*, *51*, 738–753. doi: 10.1002/jaba.463

**Staubitz, J. L.**, Lloyd, B.P., & Reed, D. D. (2018). A summary of methods of measuring delay discounting in young children. *The Psychological Record*, *68*, 239-253. doi: 10.1007/s40732-018-0292-1

Lloyd, B. P., Weaver, E. S., & **Staubitz, J. L.** (2017). Embedding a functional analysis of compliance in small group instruction. *Behavioral Interventions*. Advance online publication. doi: 10.1002/bin.1494

Lloyd, B. P., Weaver, E. S., & **Staubitz, J. L.** (2017). Classroom-Based Strategies for Testing Hypotheses in Functional Behavior Assessments. *Beyond Behavior*. Advance online publication. doi: 10.1177/1074295617711145

**Staubitz, J. L.**, & Lloyd, B. P. (2017). Beyond ABC data: A tutorial for measuring contingencies in the classroom. *Beyond Behavior*, *25*, 17-26.

Lloyd, B. P., Weaver, E. S., & **Staubitz, J. L.** (2016). A review of experimental functional assessment methods conducted in public school classroom settings. *Journal of Behavioral Education*, *25*, 324-356. doi: 10.1007/s10864-015-9243-y

Lloyd, B. P., Yoder, P. J., Tapp, J., & **Staubitz, J. L.** (2015). The relative accuracy and interpretability of five sequential analysis methods: A simulation study. *Behavior Research Methods*. doi: 10.3758/s13428-015-0661-5

Lambert, J. M., Lloyd, B. P., **Staubitz, J. L.**, Weaver, E. S., & Jennings, C. J. (2014). Effect of an automated training presentation on pre-service behavior analysts' implementation of trial-based functional analysis. *Journal of Behavioral Education*, *23*, 344-367.

Menzies, H., Lane, K. L., & **Lee, J. M.** (2009). Self-monitoring strategies for use in the classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders. *Beyond Behavior*, *18*, 27-35.

#### UNDER REVIEW AND IN PREPARATION

Zheng, Z., Staubitz, J.E., Weitlauf, A., Shibley, L., Hopton, M., Martin, W., Pollack, M., **Staubitz, J.L.**, Guangtao, N., Swanson, A., Juarez, A., Warren, Z., & Sarkar, N. Multimodal Data Capture Platform for Predicting Imminent Precursors of Challenging Behavior (M2P3) in Autism Spectrum Disorder. *Manuscript under review*.

Hollo, A., **Staubitz, J. L.**, & Chow, J. C. Applying generalizability theory to optimize analysis of spontaneous teacher talk in elementary classrooms. *Manuscript under review.*

Rajaraman, R., Hanley, G. P., Gover, C., **Staubitz, J. L.**, Staubitz, J. E., Simcoe, K., & Metras, R. An enhanced choice model for minimizing extinction side effects in the assessment and treatment of severe problem behavior. *Manuscript under review.*

**Staubitz, J. L.**, Staubitz, J. E., Pollack, M. S., Haws, R. A., & Hopton, M. M. Effects of a comprehensive, least-restrictive intensive behavior intervention for elementary students with severe emotional/behavioral disorders. *Manuscript under review.*

\*Pollack, M. S., **Staubitz, J. L.**, & Lloyd, B. P. Effects of behavior skills training and intensive coaching procedures on school staff's implementation of a skill-based treatment package for severe problem behavior. *Manuscript in preparation.*

\*Pickren, S. & **Staubitz, J. L.** Designing small-group reading instruction to meet the needs of students with challenging behavior. *Manuscript in preparation.*

## CONFERENCE PRESENTATIONS

### ORAL PRESENTATIONS AND SYMPOSIA

*\*Denotes student presenter*

**Staubitz, J. L.**, Staubitz, J. E., Martin, W. M. (accepted). Specific Mand as a Generalized Outcome of an Enhanced Choice Model of Skill-based Treatment. In J. E. Staubitz (Chair), *Treating Dangerous Problem Behavior and Teaching Skills Without Physical Management: Enhanced Choice Model Extensions*. Symposium to be presented at the Association for Behavior Analysis International 46<sup>th</sup> Annual Convention, Washington, D.C.

\*Pollack, M. S., **Staubitz, J. L.**, & Lloyd, B.P. (accepted). Evaluating a Behavior Skills Training Package for School-based Implementers of Skill-Based Treatment. In J. E. Staubitz (Chair), *Treating Dangerous Problem Behavior and Teaching Skills Without Physical Management: Enhanced Choice Model Extensions*. Symposium to be presented at the Association for Behavior Analysis International 46<sup>th</sup> Annual Convention, Washington, D.C.

**Staubitz, J. L.**, Lloyd, B. P., & Reed, D. D. (accepted). Effects of self-control training for students with emotional and behavioral disorders. In E. S. Weaver (Chair), *Assessment and Treatment of Impulsivity in Children with Challenging Behavior*. Symposium to be presented at the Women in Behavior Analysis Conference, Nashville, TN.

\*Pollack, M. S., **Staubitz, J. L.**, & Staubitz, J. E. (2019, November). The Enhanced Choice Model of Skill-based Treatment: Implications of Programming Alternatives to Problem Behavior. In J. L. Staubitz (Chair), *Practical Approaches for Mitigating the Collateral Effects*

of Extinction. Symposium presented at the Tennessee Association for Behavior Analysis, 20<sup>th</sup> Annual Conference, Nashville, TN.

**Staubitz, J. L.**, Staubitz, J. E., Hopton, M. M., Pollack, M. S., Haws, R. A., & Goerke, C. M., Willard, K., & Merai, J. (2019, November). A Replication of the Enhanced-Choice Model of Skill-Based Treatment Within a Public School Setting. In J. E. Staubitz (Chair), *Skill-based Treatment for Students with Emotional/Behavioral Disorders: Outcomes for Students and Staff Trainees*. Symposium to be presented at the Tennessee Association for Behavior Analysis, 20<sup>th</sup> Annual Conference, Nashville, TN.

\*Pollack, M. S., **Staubitz, J. L.**, & Lloyd, B. P. (2019, November). Evaluating a Behavior Skills Training Package to Transfer Stimulus Control of Skill-based Treatment to School Staff Serving Students with Emotional and Behavioral Disorders. In J. E. Staubitz (Chair), *Skill-based Treatment for Students with Emotional/Behavioral Disorders: Outcomes for Students and Staff Trainees*. Symposium to be presented at the Tennessee Association for Behavior Analysis, 20<sup>th</sup> Annual Conference, Nashville, TN.

**Staubitz, J. L.**, Staubitz, J. E., Hopton, M. M., Pollack, M. S., Haws, R. A., & Goerke, C. M. (2019, September). A Replication of the Enhanced-Choice Model of Skill-Based Treatment Within a Public School Setting. In J. E. Staubitz (Chair), *Current Evidence for the Efficacy of Synthesized Contingencies in Assessment and Treatment*. Symposium presented at the Association for Behavior Analysis International, 10<sup>th</sup> International Conference, Stockholm, Sweden.

Rajaraman, R., Hanley, G. P., Gover, C., Staubitz, J. E., **Staubitz, J. L.**, Simcoe, K., & Metras, R. (2019, May). An Enhanced Choice Model for Minimizing Extinction Side Effects in the Assessment and Treatment of Severe Problem Behavior. In C. Whelan (Chair), *Current Applications of Synthesized Reinforcement Contingencies to Improve Socially Important Behaviors*. Symposium presented at the Association for Behavior Analysis International 45<sup>th</sup> Annual Convention, Chicago, IL.

\*Pickren, S., **Staubitz, J. L.**, & Wehby, J. H. (2019, January). *Adapting and Tailoring Reading Instruction for Students with EBD*. Council for Exceptional Children, Indianapolis, IN.

\*McCachren, M., **Staubitz, J. L.**, & Lloyd, B. P. (2018, November). Applications of Concurrent Operant Analysis to Inform Integration of Academic and Behavioral Supports for Elementary Students with Emotional/Behavioral Disorders. In **J. L. Staubitz** (Chair), *Concurrent Operant Analysis to Inform Individualized Intervention: An Update on Current Evidence and Practical Applications*. Symposium presented at the Tennessee Association for Behavior Analysis 21<sup>st</sup> Annual Conference, Nashville, TN.

\*Morgan, A., Korba, J., Eames, E., Simcoe, K., **Staubitz, J. L.**, Staubitz, J. E., & Rajaraman, A. (2018, November). Applying the Enhanced Choice Model of Skill-based Treatment Within

a Public School Setting. In J. E. Staubitz (Chair), *An Enhanced Choice Model for Treating Severe Problem Behavior: Clinical and School-based Applications*. Symposium presented at the Tennessee Association for Behavior Analysis 21<sup>st</sup> Annual Conference, Nashville, TN.

Rajaraman, R., Hanley, G. P., Gover, C., Staubitz, J. E., **Staubitz, J. L.**, Simcoe, K., & Metras, R. (2018, November). An Enhanced Choice Model for Minimizing Extinction Side Effects in the Assessment and Treatment of Severe Problem Behavior. In J. E. Staubitz (Chair), *An Enhanced Choice Model for Treating Severe Problem Behavior: Clinical and School-based Applications*. Symposium presented at the Tennessee Association for Behavior Analysis 21<sup>st</sup> Annual Conference, Nashville, TN.

**Staubitz, J. L.** & Lloyd, B. P. (2018, March). *Concurrent Operant Assessments to Inform Intervention Design for Elementary Students with Emotional/Behavioral Disorders and Reading Difficulties*. Oral presentation at the Women in Behavior Analysis Conference, Nashville, TN.

**Staubitz, J. L.**, & Lloyd, B. P. (2017, May). A summary of methods of measuring delay discounting in young children. In J. N. Meindl (Chair), *Token economies, noncontingent reinforcement, and delay discounting: A long road to practical application*. Symposium presented at the Association for Behavior Analysis International 43rd Annual Convention, Denver, CO.

**Staubitz, J. L.**, & Lloyd, B. P. (2016, May). Applications of sequential analysis methods to observations with programmed response-reinforcer contingencies: A validity assessment. In **J. L. Staubitz** (Chair) and J. Tiger (Discussant), *Evaluating new approaches to observational measurement of problem behavior in applied settings*. Symposium presented at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.

Courtemanche, A. B., Lloyd, B. P., **Staubitz, J. L.**, & Crossley, S. (2016, May). Sequentially-dependent self-injurious behavior in community settings. In **J. L. Staubitz** (Chair) and J. Tiger (Discussant), *Evaluating new approaches to observational measurement of problem behavior in applied settings*. Symposium presented at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.

Weaver, E. S., Lloyd, B. P., **Staubitz, J. L.**, & Diekman, C. (2016, May). Integrating the assessment and treatment of academic noncompliance in small group instruction. In J. M. Donaldson (Chair) and D. A. Wilder (Discussant), *Assessment and treatment of compliance problems in children*. Symposium presented at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.

**Staubitz, J. L.**, & Lloyd, B. P. (2015, September). *Going Beyond ABC Data: Measuring Contingencies in the Classroom*. Oral presentation at the Council for Children with Behavioral Disorders Annual Conference, Atlanta, GA.

Lloyd, B. P., & **Staubitz, J. L.** (2015, September). *Improving functional behavior assessments for students with EBD: Strategies to incorporate hypothesis testing in classrooms*. Oral presentation at the Council for Children with Behavioral Disorders Annual Conference, Atlanta, GA.

Lambert, J. L., Lloyd, B. P., **Staubitz, J. L.**, Weaver, E. S., & Jennings, C. J. (2015, May). *Effect of an automated training presentation on pre-service behavior analysts' implementation of trial-based functional analysis*. Paper presented at the Association for Behavior Analysis International 41st Annual Convention, San Antonio, TX.

**Staubitz, J. L.**, & Lloyd, B. P. (2015, April). An application of generalizability theory to sequential data collected in classroom settings. In B. P. Lloyd (Chair) and J. W. Bodfish (Discussant), *The cutting edge of sequential analysis research: Simulations, applications, and "Big" sequential data*. Symposium presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

Lloyd, B. P., Yoder, P. J., Tapp, J., & **Staubitz, J. L.** (2015, April). The relative accuracy and interpretability of four sequential analysis methods: A simulation study. In B. P. Lloyd (Chair) and J. W. Bodfish (Discussant), *The cutting edge of sequential analysis research: Simulations, applications, and "Big" sequential data*. Symposium presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

**Lee, J. M.** & Springer, B. M. (2012, October). *The High Flyers Program: Initial reflections and future directions of a second-tier, middle-school behavior intervention*. Presentation at Tennessee Council for Exceptional Children Annual Conference, Nashville, TN.

Bateman, C., **Lee, J. M.**, & Sellers, J. L. (2012, July). *Behavior detectives*. Metropolitan Nashville Public Schools' Social/ Emotional Learning Conference, Martin Professional Development Center, Nashville, TN.

Menzies, H. M., Lane, K. L., & **Lee, J. M.** (2009, November). *Self-monitoring strategies for use in the classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Lane, K. L., Kalberg, J., Altmann, S., Wilder, K., **Lee, J. M.**, & Menzies, H. (2009, November). *Systematic screening in K-12 schools: Illustrations and recommendations*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Lane, K. L., Crnobori, M., Wilder, K., Altmann, S., & Lee, J. M. (2009, April). *The importance of systematic screening in secondary schools: Illustrations and recommendations*. A paper presented at Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.

#### POSTER PRESENTATIONS

\*Denotes student presenter

\*Pollack, M. S., **Staubitz, J. L.**, Staubitz, J. E., Hopton, M. M., Haws, R. A., & Goerke, C. M. (2019, May). *Mitigating Collateral Effects of Extinction During Treatment of Severe Problem Behavior: A Replication of the Enhanced Choice Model of Skill-based Treatment*. Poster presented at the Association for Behavior Analysis International 45<sup>th</sup> Annual Convention, Chicago, IL.

\*Pollack, M., **Staubitz, J. L.**, Haws, R., Goerke, C., Hopton, M., & Staubitz, J. E. (2018, November). *Results of Interview-Informed Synthesized Contingency Analysis and Skill-based Treatment for Students with Emotional/Behavioral Disorders*. Poster presented at the Tennessee Association for Behavior Analysis 21<sup>st</sup> Annual Conference, Nashville, TN.

Houchins-Juarez, N., Staubitz, J. E., Simcoe, K., Torelli, J., Hopton, M. M., **Staubitz, J. L.**, Juarez, A. P. (2016, May). *Expressive language as a potential predictor for effort of assessment required to evoke challenging behavior*. Poster presented at the Association for Behavior Analysis International 42<sup>nd</sup> Annual Convention, Chicago, IL.

**Staubitz, J. L.** & Lloyd, B. P. (2016, May). *Evaluating the generalizability of direct measures of problem behavior and contingencies in elementary general education classrooms*. Poster presented at the 39<sup>th</sup> Annual Meeting of the Society for the Quantitative Analysis of Behavior.

**Staubitz, J. L.** & Lloyd, B. P. (2015, May). *An application of generalizability theory to direct observation measures of problem behavior and classroom contingencies*. Poster presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

Lloyd, B. P., Weaver, E. S., **Staubitz, J. L.**, & Weaver, L. (2014, October). *Trial-based functional analysis of aggression in a home setting for a child with a rare genetic syndrome and chronic health problems*. A poster presented at Tennessee Association for Behavior Analysis 17<sup>th</sup> Annual Conference, Nashville, TN.

**Staubitz, J. L.** & Lloyd, B. P. (2014, May). *Measuring behavior-environment contingencies in classrooms: An application of contingency space analysis*. Poster presented at the Association for Behavior Analysis International 40<sup>th</sup> Annual Convention, Chicago, IL.



**Staubitz, J. L.** & Lloyd, B. P. (2014, February). *An application of contingency space analysis to evaluate natural classroom contingencies*. Poster presented at Association for Behavior Analysis International Autism Conference, Louisville, KY.

Lane, K. L., Crnobori, M., **Lee, J. M.**, Wilder, K., & Altmann, S. (2009, April). *Systematic screening at the elementary level: A critical component of SW-PBS programs*. A poster presented at Tennessee School -Wide Positive Behavior Support Conference. Nashville, TN.

#### WEBINARS

Wehby, J. H., & **Staubitz, J. L.** (September, 2018). *The Taxonomy of Intervention Intensity: A Case Example of Building Intervention Intensity in Behavior* [Webinar]. National Center on Intensive Intervention.

**Staubitz, J. L.** (April, 2015). *Functional Behavior Assessment and Behavior Intervention Planning in Schools* [Webinar]. Autism Tennessee.

#### **TEACHING AND TRAINING**

Vanderbilt University; Professional and Graduate Level

#### INSTRUCTOR

SPED 7600	Advanced Procedures in Classroom Management
SPED 7430	Administering Ethical Behavior Analytic Services
SPED 7980	Applied Lab – Toward Verbal Proficiency and Practical Application of the Principles, Processes, and Concepts of Radical Behaviorism
SPED 8400	Experimental Analysis of Behavior
SPEDH 7620	Intensive Interventions for Students with Severe and Persistent Behavior Difficulties
SPED 7000	Education and Psychology of Exceptional Learners

#### SUPERVISOR

<i>Intensive Intervention Laboratory for Children with Emotional/Behavioral Disorders</i>	
2017 – Present	Practical Functional Assessment and Skill-based Treatment Internship
2017 – 2019	Intensive Reading Intervention Internship

#### *Additional Supervision*

2018 – Present	TrainABA Curriculum
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#### DEPARTMENTAL GUEST LECTURES AND SPEAKING EVENTS

11/2018	SPED 8840: Observational Methods TOPIC: <i>Introduction to Sequential Analysis</i>
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10/2017; 10/2016; 10/2015; 10/2014	Volunteer Advocacy Program, Vanderbilt Kennedy Center TOPIC: Advocating for quality functional behavioral assessments and behavior intervention plans
10/2016; 10/2015; 10/2014 09/2016	SPED 8400: Experimental Analysis of Behavior TOPIC: <i>Introduction to behavioral economics</i> EDUC 3270: Managing Instructional Settings TOPIC: <i>Individualized behavioral intervention</i>
06/2016	SPED 7000: Introduction to Special Education TOPIC: <i>Tier 3 Behavioral Interventions</i>
10/2015	SPED 7810: Research Methods in Special Education TOPIC: <i>Research to practice gap</i>
02/2015	SPED 2960/3900: Childhood Aggression and Other Challenging Behavior: Interdisciplinary Perspectives TOPIC: <i>Biological perspectives: Psychopharmacology</i>
02/2015	Project SUPPORT & INCLUDE Comprehensive, Integrated Three- tiered Models of Support: <i>Tier II and III behavioral supports</i>
10/2014	Vanderbilt ABA Internship: Department of Developmental Medicine TOPIC: <i>Contingency space analysis</i>
09/2014	SPED 3017: Experimental Analysis of Behavior TOPIC: Hammond, L. J. (1980). The effect of contingency upon the appetitive conditioning of free-operant behavior. <i>Journal of the Experimental Analysis of Behavior</i> , 34, 297-304.
09/2014	Vanderbilt Association for Behavior Analysis TOPIC: <i>Obtaining representative samples of problem behavior in the classroom</i>
04/2014	SPED 3018: Observational Methods TOPIC: <i>Contingency space analysis</i>

## PROFESSIONAL SERVICE

Editorial Board Member, *Beyond Behavior*

Ad hoc Reviews for Professional Journals

*The Psychological Record*  
*Behavior Analysis in Practice*  
*Beyond Behavior*  
*Exceptionality*

Member, Taxonomy of Intensive Intervention Workgroup  
*National Center on Intensive Intervention*

Technical Reviewer: Differential Reinforcement of Other Behavior  
*National Center on Intensive Intervention*

## **DEPARTMENTAL SERVICE**

### DEPARTMENT COMMITTEES

2019	Special Education Advisory Board
2017 – Present	Applied Behavior Analysis Program (Chair)
2017 – Present	High Incidence Program
2017 – Present	Teacher Preparation

### LEADERSHIP FOR STUDENT ORGANIZATIONS

2017 – Present	Faculty Advisor, Vanderbilt Association for Behavior Analysis
2014 – Present	Advisory Board Member, Vanderbilt Association for Behavior Analysis
2015 – 2016	Doctoral Representative, Vanderbilt Association for Behavior Analysis

### DOCTORAL DISSERTATION COMMITTEE MEMBER

2019	Emily Weaver; High Incidence Disabilities Program
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## **SERVICE TO THE COMMUNITY**

06/2017 – 11/2018	Membership Chair, Tennessee Association for Behavior Analysis
10/2015 – 12/2016	Co-Chair, Continuing Education Committee, Tennessee Association for Behavior Analysis
03/2016	Training on Functional Behavior Assessments and Behavior Intervention Plans for Metro Nashville Public School District's School Psychologists
10/2014 – 10/2015	Continuing Education Committee, Tennessee Association for Behavior Analysis
06/2015	Presentation at Middle Tennessee Regional Meeting, Tennessee Association for Behavior Analysis TOPIC: Classroom alternatives to standard functional analyses

## **PROFESSIONAL AFFILIATIONS**

2015 – Present	Association of Professional Behavior Analysts
2013 – Present	Association for Behavior Analysis International
2013 – Present	Council for Exceptional Children Council for Children with Behavioral Disorders Division for Research
2010 – Present	Tennessee Association for Behavior Analysis
2015 – 2018	Society for the Quantitative Analyses of Behavior

## **REFERENCES**

Dr. Blair Lloyd  
Assistant Professor, Department of Special Education  
Vanderbilt University  
Box 228 Peabody College  
Nashville, TN 37203  
(615) 337-1752  
[Blair.lloyd@vanderbilt.edu](mailto:Blair.lloyd@vanderbilt.edu)

Dr. Gregory Hanley  
Founder, CEO  
FTF Behavioral Consulting  
40 Southbridge St., Suite 202  
Worcester, MA 01608  
(508) 926-8910  
[ghanley@ftfbc.com](mailto:ghanley@ftfbc.com)

Dr. Derek Reed  
Associate Professor, Department of Applied Behavioral Sciences  
Dole Human Development Center  
University of Kansas  
Room 4048  
1000 Sunnyside Avenue  
Lawrence, KS 66045-7555  
(785) 864-0504  
[dreed@ku.edu](mailto:dreed@ku.edu)