

VITA

ELIZABETH N. REYES

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EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	2020	University of North Carolina at Charlotte	Special Education
M.Ed.	2013	University of North Carolina at Charlotte	Special Education
Graduate Certificate	2013	University of North Carolina at Charlotte	Autism Spectrum Disorders
B.A	2010	University of North Carolina at Charlotte	Special Education

Licenses

State of North Carolina Professional Educators License
Special Education: General Curriculum
Special Education: Adapted Curriculum

PROFESSIONAL EXPERIENCE

2020- Present	Clinical Assistant Professor in Special Education University of South Carolina
2019-2020	Research Associate TIES Grant: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities Grant University of North Carolina at Charlotte
2018-2019	Graduate Research Assistant TIES Grant: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities Grant

	University of North Carolina at Charlotte
2017- 2020	Exceptional Student Education Director Back Creek Christian Academy, Charlotte, NC
2015- 2017	Exceptional Student Education Director Charlotte United Christian Academy, Charlotte, NC
2014- 2015	Special Education Teacher Charlotte-Mecklenburg Schools, North Carolina
2011- 2014	Special Education Teacher Cabarrus County Schools, North Carolina
2010- 2011	Special Education Teacher Kannapolis City Schools, North Carolina

UNIVERSITY TEACHING

Courses taught
University of South Carolina

EDEX 301 Introduction to Autism, *Fall 2025*

EDEX 390 Introduction to Assessment of Students with Disabilities, *Fall 2025*

EDEX 670 Nature and Needs of Students with Multicategorical Disabilities, *Fall 2023, 2024, 2025*

EDEX 671 Instruction of Students with Multicategorical Disabilities, *Spring 2023, 2024, 2025, 2026*

EDEX 582 Teaching Mathematics to Students at Risk, *Spring 2023, 2024, 2025, 2026*

EDEX 891 Advanced Educational Procedures for Exceptional Children, *Spring 2021, 2023, 2026*

EDEX 714C Practicum in Instruction of Exceptional Children II (Multi-categorical), *2023-2026*

EDEX 713 Practicum in Instruction of Exceptional Children I, *Spring 2023*

EDEX 580 Direct Instruction in Reading for At-Risk Learners, *Fall 2021- 2024*

EDEX 790 Instruction to Assessment in Special Education, *Fall 2021- 2025*

EDEX 523 Introduction to Exceptional Children, *Spring, Summer & Fall 2021- 2025*

EDEX 691 Collaborative Partnerships in PK-12 Special Education, *Summer 2021 & Summer 2022*

EDEX 726 Seminar in Special Education for Student Teachers, *Spring 2022, Fall 2024, Spring 2026*

EDEX 796L Directed Teaching in Special Education, *Spring 2022, Fall 2024, Spring 2026*

EDEX 714S Practicum in Instruction for Exceptional Children II, *Spring 2022*

EDEX 581 Teaching Reading in the Content Areas to Adolescents with Reading Disabilities,
Spring 2021, 2022, 2024

EDEX 616 Instruction of Students with Specific Learning Disabilities, *Spring 2022*

EDEX 714E Practicum in Instruction of Exceptional Children II (Early Childhood Special Education),
Spring 2021 & Spring 2022

EDEX 531 Nature of Students with Specific Learning Disabilities, *Fall 2021*

EDEX 714M Practicum in Instruction of Exceptional Children II (Intellectual Disabilities), *Spring 2021*

University of North Carolina at Charlotte

SPED 4270: Classroom Management, Fall 2020 (*Adjunct Instructor*)

SPED 7113: Single-Case Research, Spring 2019 (*Co-Taught with Dr. Reem Muharib*)

SPED 5375: Foundations of Literacy, Fall 2019 (*Adjunct Instructor*)

SPED 5275: Teaching Reading to Learners with Special Needs, Summer 2018 & Summer 2019
(*Co-Taught with Dr. Erin Fitzpatrick*)

SPED 4270: Classroom Management, Fall 2017 (*Co-taught with Dr. Charles Wood*)

GUEST LECTURES

Summer 2020 EDUC 4290: Modifying Instruction for Learners with Diverse Needs

Spring 2019 SPED 4275: Phonemic Awareness

Spring 2018 EDUC 3789 Seminar: Honors in Education

Spring 2018 RSCH 7113 Single-Case Research

Fall 2018 SPED 5275: Teaching Reading to Learners with Special Needs

Fall 2018 SPED 3172: Assessment in Special Education

ADVISING

Honors Advisor for Stella Tew (Undergraduate Honors Thesis, survey research), 2024

Co-Advisor for Jackie Viotto (M.Ed. Research Project, survey research), 2022

Co-Advisor for Courtney Simpson (M.Ed. Research Project, single-case design), 2017

RESEARCH

Publications

Peer-Reviewed Journal Articles

Wakeman, S. Y., Saunders, A., & Reyes, E. N. Evidence of a community of belonging: students with extensive support needs in an elementary school setting. *Disabilities. Manuscript in Preparation.*

Reyes, E. N., Wood, C. L., Clausen, A., & Walker, V. L. Effects of a paraprofessional-implemented video self-modeling and system of least prompts on completion of transitional routines for a student with extensive support needs in inclusive settings. *Research and Practice for Persons with Severe Disabilities. Manuscript in Preparation.*

Clausen, A. M., Wakeman, S., Johnson, H., & Reyes, E. N. (2022). Professional Development Needs Reported by General Education Teachers at Inclusive Private Christian Schools. *Journal of Research on Christian Education*, 1-18.

Wakeman, S., Thurlow, M., Reyes, E. N. & Kerns, J. (2022). Fair and equitable grading for all students in inclusive settings. *Inclusive Practices.*

Reyes, E. N., Wood, C. L., Walker, V. L., Voggt, A. P., & Vestal, A. R. (2022). Effects of video self-modeling and system of least prompts on completion of transitional routines for a student with extensive support needs in inclusive settings. *Journal of Positive Behavior Interventions.* Advance online publication. <https://doi.org/10.1177/1098300721990291>

Wakeman, S. Y., Thurlow, M., Reyes, E. N., & Kearns, J. (2021). Fair and Equitable Grading for ALL Students in Inclusive Settings. *Inclusive Practices*, 27324745211055398.

Wakeman, S., Reyes, E. N., & Kamman, M. (2021). High leverage practices in inclusive classrooms: Implications for principals. *National Association for Secondary School Principals Journal.*

Saunders, A., Wakeman, S., Reyes, E. N. (2020). *An updated review of experimental research on academic interventions for students with the most significant cognitive disabilities in inclusive settings.* Manuscript submitted for publication.

Clausen, A. M., Reyes, E. N., & Wakeman, S. (2020). *Professional development needs reported by general education teachers at an inclusive private Christian school: A pilot study.* Manuscript submitted for review.

Reyes, E. N., Wakeman, S., & Clausen, A. M. (2020). *High leverage practices for students with significant cognitive disabilities in inclusive classrooms.* Manuscript in preparation.

Saunders, A., Reyes, E. N., & Wakeman, S. W. (2020). *Creating an inclusive culture for students with the most significant cognitive disabilities and extensive support needs.* Manuscript in preparation.

Articles and Briefs

Reyes, E. N., & Wakeman, S. (2020). *Planning Hybrid (Online and In-person) Lessons for Inclusive*

- Classrooms* (DL #27). Minneapolis, MN: University of Minnesota, TIES Center.
- Ghere, G., Sommersness, J., & **Reyes, E. N.** (2020). *Pivoting between Paraprofessional Support in Inclusive Schools and Distance Learning*. Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, & Wakeman, S. (2020). *Grading Considerations for Inclusive Classrooms in an Online Environment* (DL #22). Minneapolis, MN: University of Minnesota, TIES Center.
- Wakeman, S., & **Reyes, E. N.** (2020). *Online inclusive education: Guidelines and Considerations for Planning Virtual Lessons* (DL #20). Minneapolis, MN: University of Minnesota, TIES Center.
- Taub, D., **Reyes, E. N.**, & Bowman, J. (2020). *The First Days of School* (DL #18). Minneapolis, MN: University of Minnesota, TIES Center.
- Taub, D., **Reyes, E. N.**, & Bowman, J. (2020). *Preparing for the first week of school* (DL #18). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E.**, & Wakeman, S. (2020). *Increasing opportunities to respond and provide feedback to students with significant cognitive disabilities in inclusive online environments* (DL #16). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, & Wakeman, S. (2020). *Making Inferences in the Inclusive Classroom* (TIPS Series: Tip #16). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Clausen, A. (2020). *Turn and Talk in the Inclusive Classroom* (TIPS Series: Tip #15). Minneapolis, MN: University of Minnesota, TIES Center.
- Kearns, J., Thurlow, M., Wakeman, S., & **Reyes, E. N.** (2020). *Academic Standards for Students with Significant Cognitive Disabilities in Inclusive Classrooms: Same Content Standards, Alternate Achievement Standards* (TIPS Series: Tip #14). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Thurlow, M. (2020). *Talking about grading with parents or guardians and students for inclusive classrooms* (TIPS Series: Tip #13). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Thurlow, M. (2020). *Grading for students with significant cognitive disabilities in inclusive classrooms* (TIPS Series: Tip #11). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Bowman, J. (2020). *The use of graphic organizers in inclusive classrooms for students with significant cognitive disabilities* (TIPS Series: Tip #10). Minneapolis, MN: University of Minnesota, TIES Center.
- Clausen, A., **Reyes, E. N.**, Wakeman, S., & Bowman, J. (2020). *Special Education High Leverage Practices for Instruction in Inclusive Settings* (TIPS Series: Tip #9). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.** (2020). *Promoting engagement for students with significant cognitive disabilities on group learning platforms* (TIPS Distance Learning Series: DL #12). Minneapolis, MN: University of Minnesota, TIES Center.

Reyes, E. N. (2020). *Time management during distance learning* (TIPS Distance Learning Series: DL #8). Minneapolis, MN: University of Minnesota, TIES Center.

Reyes, E. N. (2020). *Self-determined schedule making* (TIPS Distance Learning Series: DL #7). Minneapolis, MN: University of Minnesota, TIES Center.

Clausen, A., Reyes, E. N., & Wakeman, S. (2020). *High-Leverage Practices Crosswalk* (TIPS Series: Tip #8). Minneapolis, MN: University of Minnesota, TIES Center.

Clausen, A., Liu, K., **Reyes, E. N.**, & Wakeman, S. (2019). Homework (TIPS Series: Tip #7). Minneapolis, MN: University of Minnesota, TIES Center.

Book Chapters

Reem, M. & **Reyes, E. N.** (2022). Imitation-based Interventions: Modeling, Video Modeling, Self-Modeling. In Sturmey, P., Lang, R., Luiselli, J. K. (Eds.), *Lifespan treatment of autism spectrum disorder: an evidence-based guide for professionals and families* (pp. ~). Oxford University Press.

Reyes, E. N., Voggt, A., Jolly, A., Agrawal, J., Hoag, G., & Ozalle, T. (2021). Mathematics and Literature. In Campbell-Whatley, G. D., Rodriguez, D., & Agrawal, J. (2021). *STEAM Meets Story: Using Adolescent Fiction and Film to Spark Deeper Learning*. Teachers College Press.

Spooner, F., McKissick, B., & **Reyes, E. N.** (in press). Life skills and community-based instruction in adolescent transition education. In M. L. Wehmeyer & K. A. Shogren (Eds.), *Handbook of adolescent transition education for youth with disabilities* (2nd ed., pp. XX-XX). New York, NY: Routledge.

Technical Reports

Saunders, A., Wakeman, S., **Reyes, E. N.**, Thurlow, M., & Vandercook, T. (2019). *Instructional Practices for Students with the Most Significant Disabilities in Inclusive Settings: A Review of the Literature*. Report prepared for TIES Center. Minneapolis, MN.

Beach, K. D., **Reyes E. N.**, & Wood, C.L, (2019). *HillRap© Reading Intervention Digital Format: External Evaluation*. Prepared for the Hill Reading Center. Durham, NC.

Conference Presentations

Reyes, E. N., Wood, C. L., Clausen, A. M., & Walker, V. L. (2021, March). *Paraprofessional-delivered intervention to increase a student's independent transitions in inclusive settings*. [Paper presentation]. Council for Exceptional Children's annual conference, virtual format.

Reyes, E. N., Wakeman, S., & Bowman, J. (2021, March). *High-leverage practices s in inclusive classrooms*. [Paper presentation]. Council for Exceptional Children's annual conference, virtual format.

Thurlow, M., **Reyes, E. N.**, & Wakeman, S. (2021, March). *Grading students with disabilities in inclusive classrooms for parents*. [Multi-panel presentation]. Council for Exceptional Children's annual conference, virtual format.

- Reyes, E. N., Wakeman, S., & Clausen, A. M., (2021, January) *Grading adaptations for students with significant cognitive disabilities in inclusive classrooms* [Paper presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, virtual format.
- Reyes, E. N., Clausen, A. M., Wakeman, S., & Bowman, J. (2021, January) *Unpacking high-leverage practices in inclusive classrooms*. [Paper presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, virtual format.
- Reyes, E. N. (2020, February). *Building a school-wide inclusive culture: A recipe for success*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference 2020, Myrtle Beach, SC.
- Reyes, E. N. (2020, February). *Effects of video modeling on completion of transitions in inclusive settings*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.
- Reyes, E. N., Wood, C. L., & Vestal, A. R. (2020, January). *Implementing video modeling to improve student transitions across inclusive settings*. [Paper presentation]. Council for Exceptional Children's annual conference, Portland, OR.
- Saunders, A., Wakeman, S., & Reyes, E. N. (2020, January). *Learn, see, do: Strategies for teaching core content to students with significant disabilities in inclusive settings*. [Poster presentation]. Council for Exceptional Children's annual conference, Portland, OR.
- Reyes, E. N. (2020, January). *Effects of video modeling and system of least prompts on completion of transitions in inclusive settings*. [Paper presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, Sarasota, FL.
- Reyes, E. N., & Clausen, A. (2020, January). *Learn, see, do: Strategies for teaching core content to students with significant cognitive disabilities in inclusive settings*. [Poster presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, Sarasota, FL.
- Reyes, E. N., Walker, V. L. (2019, June). *Effects of video-modeling and system of least prompts on completion of transitions in inclusive settings*. [Paper presentation] 4th Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.
- Reyes, E. N., & Saunders, A. (2019, June). *Building a schoolwide inclusive culture*. [Paper Presentation]. 4th Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.
- Reyes, E. N., Saunders, A., Wakeman, S. (2019, March). *Evidence-based practice review of academic interventions for students with significant cognitive disabilities in inclusive settings*. [Poster presentation]. University of North Carolina at Charlotte Graduate Research Symposium, Charlotte, NC.
- Reyes, E. N. (2019, March). *Twenty-seven Evidence based practices for individuals with autism spectrum disorders and how to implement in school settings*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.

- Reyes, E. N.** (2019, March). *Keeping special education special: Special education as a service not a place*. [Paper Presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.
- Reyes, E. N.** (2019, February). *Effects of video modeling on completion of transitions in inclusive settings*. [Paper presented]. Student Symposium at the North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.
- Reyes, E. N.** (2019, January). *Faulty notions about teaching and learning that impede the use of evidence based practices in special education*. [Paper presentation]. North Carolina's Council for Exceptional Children's annual conference, Wilmington, NC.
- Wakeman, S., Saunders, A., & **Reyes, E. N.** (2019, January). *Strategies for providing academic instruction to students with significant cognitive disabilities in inclusive settings*. [Paper presentation]. Council for Exceptional Children's annual conference, Indianapolis, IN.
- Reyes, E. N.**, Saunders, A., & Wakeman, S. (2019, January). *Meeting in the middle: Teaching academic and functional skills to students with severe disabilities*. [Poster presentation]. Council for Exceptional Children's annual conference, Indianapolis, IN.
- Brosh, C. R., Spooner, F., Wood, C. L., **Reyes, E. N.** (2019, January). *Effects of multi-component intervention package on mathematical problem-solving and acquisition of academic content for students with disabilities*. [Poster presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, Kaanapali, Maui, HI.
- Reyes, E. N.** (2018, November). *How diversity and perspective taking can help inform team decisions for learners with exceptional needs*. [Poster presentation]. UNC Charlotte College of Education Culture Crawl, Charlotte, NC.
- Saunders, A. Q., **Reyes, E. N.** (2018, November). *A balancing act: Addressing academic and functional skills simultaneously*. [Paper presentation]. 68th Annual Conference on Exceptional Children for North Carolina Department of Public Instruction, Greensboro, NC.
- Collins, B. C., & **Reyes, E. N.** (2018, June). *Using sound practices to support academic learning of students with significant cognitive disabilities in inclusive settings*. [Paper presentation]. 3rd Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.
- Reyes, E. N.** (2018, June). *There is no "i" in team, unless it is a school-based inclusion team: How to turn diversity into synergy*. [Poster presentation]. 3rd Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.
- Brosh, C. R., Spooner, F., Wood, C. L., **Reyes, E. N.** (2018, February). *Effects of a multi-component intervention package on academic skills for students with severe disabilities*. [Poster presentation]. North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.
- Simpson, C. A., Voggt, A. P, **Reyes, E. N.**, & Wood, C. L. (2018, February). *Effects of active student response strategies on off-task behavior and student participation in a rural second grade classroom*. [Poster presentation]. North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.

Reyes, E. N. (2018, February). *Closing the research-to-practice gap to promote best practices in inclusive education*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.

Reyes, E. N. (2016, November). *Co-teaching is like a marriage: Sometimes arranged*. [Paper presentation]. Annual Inclusion Across the Lifespan conference, Rock Hill, SC.

Reyes, E. N. (2015, March). *The end of average*. [Paper presentation]. North Carolina Schools for Exceptional Learners annual conference, Charlotte, NC.

Reyes, E. N. (2015, November). *Corrective learning: How to treat the causes of learning problems instead of treating the symptoms*. [Paper presentation]. Annual Inclusion Across the Lifespan conference, Rock Hill, SC.

Podcasts

Taub, D., & **Reyes, E. N.** (2020, October 17). *TIES center: An abundance of resources* [Audio podcast]. Special Education Network & Inclusion Association.

SERVICE

Service to State and National Organizations

Diversity Committee Member of the national Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2019- 2025

President of South Carolina Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2020-2022

Vice President of South Carolina Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2018-2020

TED Sponsored Doctoral Student Representative for South Carolina at CEC's Special Education Legislative Summit, 2019, Washington, D.C.

Communications Committee Member of the national Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2019

Student Representative for Council for Exceptional Children's Teacher Education Division (TED), appointed 2018

Autism Evidence-Based Practices Update Reviewer, The National Professional Developmental Center on Autism Spectrum Disorders, 2018

Volunteer, North Carolina Association for Behavior Analysis 2018 Conference, Winston-Salem, NC, 2018

Service to the University

Admitted Students Day, University of South Carolina, 2023-2025

Proposed new course (EDEX 332) for new undergraduate program, 2025

Attended Candidate Presentations for the Associate Dean for Diversity, Equity, and Inclusion, 2023

Admissions Coordinator for Graduate Programs in Special Education, 2022- Present

Master's in Special Education Committee Member, 2021- Present

College of Education Faculty Welfare Committee Member (Cocreated Faculty Welfare Survey), 2022- Present

Proposed new course (EDEX 390) for new undergraduate program, 2022

Carolina CAP- Micro-credential Developer, 2021-2022

Student Liaison for incoming Doctoral students, UNC Charlotte, 2018

Poster Presentation Judge for the Undergraduate Research Conference UNC Charlotte, 2018, 2019

Service to the Community

Founding board member and secretary at Telra Institute, 2019-2025

Advisory board member for Carolina Collaborative Preparation Academy, 2018

Workshops and Inservice Presentations

Reyes, E. N., & Voggt, A. P. (2019, February). *Exceptional children's new teacher toolkit*. Invited workshop presented at a seminar for student teachers. University of North Carolina at Charlotte, Charlotte, NC.

Reyes, E. N. (2018, December). *Collaboration with parents*. Online module for special education teachers for the Cabarrus Health Alliance, available online for the regions of Cabarrus County, Rowan County, and Union County, NC.

Reyes, E. N. (2018, November). *The difference between: Clarifying terms used in exceptional children*. Online module for special education teachers for the Cabarrus Health Alliance, available online for the regions of Cabarrus County, Rowan County, and Union County, NC.

Reyes, E. N. (2018, August). *Teacher support materials and resources for exceptional children's teachers*. Online module for special education teachers for the Cabarrus Health Alliance, available online for the regions of Cabarrus County, Rowan County, and Union County, NC.

Reyes, E. N., Voggt, A. P., & Banks, T. S. (2018, April). *Supporting special education teachers*. Invited workshop presented at the New Teacher Support Program Coaches Meeting, University of North Carolina at Charlotte, Charlotte, NC.

Manuscript Reviews

2020- 2025 Rural Special Education Quarterly

2018-2020 Journal of Special Education Apprenticeship (JOSEA) Reviewer

2018 Research in Autism Spectrum Disorders (RASD) Reviewer

Conference Proposal Reviewer

2018-2019 TED Annual Conference Proposal Reviewer

2018-2019 TED Kaleidoscope Proposal Reviewer

ADDITIONAL TRAINING

LETRS Training in Reading Instruction, South Carolina Department of Education

Teaching with AI (Artificial Intelligence) Course, USC

Teaching Towards Inclusive Excellence Certification (in progress), The Center for Teaching Excellence and the Office of Diversity and Inclusion

South Carolina Evaluator Certification, National Institute for Excellence in Teaching, USC

Leadership Institute Training: Research to Practice, South Carolina Department of Public Instruction

EdTPA, Pre-service teacher evaluation tool, UNC Charlotte

CLASS, supervision tool for student teachers, UNC Charlotte

Online Course Training, WebEx and Canvas Training, UNC Charlotte

HONORS AND AWARDS

2025 Thank a Teacher, The University of South Carolina

2024 Thank a Teacher, The University of South Carolina

2019 Third Place Poster Award in Education, Graduate Research Symposium at UNC Charlotte

2019 Best Poster Award, Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference

2018 Best Student Poster Award, Graduate Level, North Carolina Association for Behavior Analysis Annual Conference

2018 Ph.D. Traineeship, Leadership Training Program. Division of Personnel Preparation, Office of Special Education and Rehabilitation Services, United States Department of Education

2017 Doctoral Fellowship, Wayland H. Cato Jr. Scholarship Award. The Cato Graduate School, University of North Carolina at Charlotte

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (CEC)
CEC Division on Autism and Developmental Disabilities (DADD)
CEC Teacher Education Division (TED)
CEC Division for Research (DR)
South Carolina Council for Exceptional Children (SC-CEC)
North Carolina Association of Behavior Analysis (NC-ABA)