

CURRICULUM VITAE
Todd Whitney, Ph.D.

University of Louisville
College of Education & Human Development (CEHD)
Department of Special Education, Early Childhood, and Prevention Science
Room 154, Porter Education Building
Louisville, KY 40292
502-852-2156
jeremy.whitney@louisville.edu

ACADEMIC BACKGROUND

- 2011 Doctor of Philosophy in Curriculum and Instruction with concentration in Special Education, University of Louisville
- 2007 Master of Education, Special Education with concentration in Learning & Behavior Disorders (K–12), University of Louisville
- 2005 Bachelor of Arts, History with concentration in Social Sciences, University of Louisville

PROFESSIONAL EXPERIENCE

- 2023 – present Associate Professor of Special Education, College of Education and Human Development, University of Louisville, Louisville, KY
- 2018 – 2023 Assistant Professor of Special Education, College of Education and Human Development, University of Louisville, Louisville, KY
- 2022 – 2023 Assistant Department Chair, Department of Special Education, Early Childhood, and Prevention Science, University of Louisville, Louisville, KY.
- 2016 – 2018 Assistant Professor of Special Education, Annsley Frazier Thornton School of Education, Bellarmine University, Louisville, KY
- 2016 – 2018 Chair of Undergraduate Education Programs, Annsley Frazier Thornton School of Education, Bellarmine University, Louisville, KY
- 2013 – 2015 Assistant Professor of Special Education, College of Education, Health & Human Sciences, University of Memphis, Memphis, TN
- 2012 – 2013 Post-doctoral Fellow, OSEP Leadership Grant in personnel development, University of Louisville, Louisville, KY

- 2011 – 2012 Term Instructor, College of Education and Human Development,
Department of Special Education, University of Louisville, Louisville, KY
- 2009 – 2011 Graduate Assistant, College of Education and Human Development,
Department of Special Education, University of Louisville, Louisville, KY
- 2009-2011 Data Collector, First Step to Success: Home/School Intervention
for Preschoolers with Disruptive Behaviors
- 2006 – 2009 Special Education Teacher, Emmett Field Elementary School, Jefferson
County Public Schools

PROFESSIONAL LICENSURE

Kentucky Professional Certificate for Teaching Exceptional Children – Learning and Behavior Disorders, Grades Primary through 12, Certificate No. 000078639, Expiration Date: 06/30/2028

HONORS AND AWARDS

Champion of Diversity Award, CEHD Office of Diversity, Equity, and Inclusion and the CEHD Diversity Committee, University of Louisville, 2021 - 2022

University of Louisville Student Champion Nomination, 2021 - 2023

University of Louisville Faculty Favorite Award Nomination, 2018-2021.

Department of Instruction and Curriculum Leadership Excellence in Teaching Award, University of Memphis, 2015.

PUBLICATIONS

Books

Whitney, T., Cooper, J. T., & Scott, T. M. (2021). Creating an Actively Engaged classroom: 14 strategies for student success. Corwin.

Book Chapters

Cooper, J. T., Landrum, T. J., **Whitney, T.**, & Baltodano-Van Ness, H. M. (2023) Virtual and personal academic instruction and behavior management. In J. Kauffman (Ed.), *Navigating students' mental health in the wake of COVID-19: Using public health crises to inform research and practice*. Routledge.

Cooper, J. T., Scott, T. M., & **Whitney, T.** (2020). A science of instruction and its implications for students with disabilities. In J. Kauffman (Ed.), *On educational inclusion: Meanings, history, issues, and international perspectives*. Routledge.

Peer Reviewed Encyclopedia Entries

Whitney, T. (2022). Supports for students with learning disabilities. *Routledge Encyclopedia of Education*. <https://doi.org/10.4324/9781138609877-REE192-1>

Peer Reviewed - National

Whitney, T., & Ackerman, K. B. (2023). Effects of a digital fluency-based reading program for students with significant reading difficulties. *Journal of Special Education Technology* 38(3), 262-273. <https://doi.org/10.1177/01626434221093774>

Ackerman, K. B., **Whitney, T.**, & Samudre, M. (2023). The effectiveness of a peer coaching intervention on co-teachers use of high leverage practices. *Preventing School Failure: Alternative Education for Children and Youth*, 67(1), 27-38. <https://doi.org/10.1080/1045988X.2022.2070591>

Farra, S. M., **Whitney, T.**, Cooper, J. T., Lingo, A. S., & Hovious-Furgason, M. (2022). Using parental tutoring to improve the oral reading fluency of students with disabilities in rural settings. *Journal of Special Education Apprenticeship*, 11(2), Article 4. Available at: <https://scholarworks.lib.csusb.edu/josea/vol11/iss2/4/>

Whitney, T., Ackerman, K. B., Cooper, J. T., & Scott, T. M. (2022). Opportunities to respond for students with emotional behavioral disorders in inclusive classrooms. *Intervention in School and Clinic*, 57(4), 243-250. <https://doi.org/10.1177/10534512211024931>

Whitney, T., & Ackerman, K. B. (2020). Acknowledging student behavior: A review of methods promoting positive and constructive feedback. *Beyond Behavior*, 29(2), 86-94. <https://doi.org/10.1177/1074295620902474>

Burt, J., & **Whitney, T.** (2018). From resource to the real world: Facilitating generalization of intervention outcomes. *TEACHING Exceptional Children*, 50(6), 364-372. <https://doi.org/10.1177/0040059918777246>

Cooper, J. T., **Whitney, T.**, & Lingo, A. S. (2018) Using immediate feedback to increase opportunities to respond in a general education classroom. *Rural Special Education Quarterly*, 37(1), 52-60. <https://doi.org/10.1177/8756870517747121>

Whitney, T., Lingo, A. S., Cooper, J. T., & Karp, K. (2017). Effects of shared story reading in mathematics for students with academic difficulty and challenging behaviors. *Remedial and Special Education*, 38(5), 284-296. <https://doi.org/10.1177/0741932517698964>

Hunter, W., Diecker, L., & **Whitney, T.** (2016). Consultants and co-teachers impacting student outcomes with numbered heads together: Keeping all engaged. *Journal of Educational & Psychological Consultation*, 26(2), 186-199. <https://doi.org/10.1080/10474412.2015.1108200>

Whitney, T., Hirn, R. G., & Lingo, A. S. (2016). Effects of mathematics fluency program on mathematics performance of students with challenging behaviors. *Preventing School Failure: Alternative Education for Children and Youth*, 60(2), 133-142.
<https://doi.org/10.1080/1045988X.2015.1040984>

Whitney, T., Cooper, J. T., & Lingo, A. S. (2015). Providing student opportunities to respond in reading and mathematics: A look across grade levels. *Preventing School Failure: Alternative Education for Children and Youth*, 59(1), 14-21.
<https://doi.org/10.1080/1045988X.2014.919138>

Courtade, G. R., Lingo, A. S., & **Whitney, T.** (2013). Using story-based lessons to increase academic engaged time in general education classes for students with moderate intellectual disabilities and autism. *Rural Special Education Quarterly*, 32(4), 3-14.
<https://doi.org/10.1177/875687051303200402>

Courtade, G. R., Karp, K., Lingo, A. S., & **Whitney, T.** (2013). Shared story reading: Teaching mathematics to students with moderate and severe disabilities. *TEACHING Exceptional Children*, 45(3), 34-44. <https://doi.org/10.1177/004005991304500304>

Cooper, J. T., Lingo, A. S., **Whitney, T.**, & Slaton, D. B. (2011). The effects of instruction in a paired associates learning strategy as an intervention for college students with learning disabilities. *Journal of Postsecondary Education and Disability*, 24(2), 133-145.

Peer Reviewed - State

Whitney, T., Scott, T. M., & Cooper, J. T. (2023). An examination of response requirements associated with teachers' use of different opportunities for student response during instruction, *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 9(2), Article 1.
<https://doi.org/10.61611/2995-5904.1043>

Ackerman, K. B., **Whitney, T.**, & Lingo, A. S. (2019). Bringing high leverage practices to the bluegrass: A statewide collaborative effort. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 5(2), Article 2. <https://doi.org/10.61611/2995-5904.1015>

Whitney, T., Cooper, J. T., & Lingo, A. S. (2019). Using a token economy combined with a mystery motivator for a student with autism exhibiting challenging behavior. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 5(2), Article 1. <https://doi.org/10.61611/2995-5904.1013>

Whitney, T., Cooper, J. T., & Lingo, A. S. (2017). Increasing student engagement through OTR. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 3(2), Article 3. Available at:
<http://digitalcommons.wku.edu/ktej/vol3/iss2/3>

Manuscripts Under Review/In Preparation

Whitney, T., Cooper, J. T., & Snider, K. (2024). *A Comparison of role play v. mixed-reality simulations on pre-service teachers' behavior management practices*. Manuscript Under Review.

Whitney, T., Ackerman, K. B., & Cooper, J. T. (2024). *Effects of years of experience on special education teachers' response to behavior*. Manuscript in preparation.

Whitney, T., Ackerman, K. B., Noel, C. R., Rhodes, A. (2024). *Effects of role play v. mixed-reality simulations on pre-service teachers' use of high leverage practices*. Manuscript in preparation.

PRESENTATIONS

Peer Reviewed

Whitney, T., & Ackerman, K. B. (2023, November). *Effects of years of experience on special education teachers' response to behavior*. Teacher Education Division of the Council for Exceptional Children Conference, Long Beach, CA.

Whitney, T., & Cooper, J. T. (2023, November). *High-leverage practices in special education: Increasing the probability of student success*. Kentucky Council for Exceptional Children Annual Conference, Louisville, KY.

Whitney, T., Cooper, J. T., & Scott, T. M. (2023, March) *Creating an Actively Engaged Classroom*. Council for Exceptional Children Special Education Convention & Exposition, Louisville, KY.

Scott, T M., **Whitney, T.,** Cooper, J. T., & Allday, A. (2023, March) *Examining Relationships, Emotions, and Reactivity in Teacher-Student Relationships*. Council for Exceptional Children Special Education Convention & Exposition, Louisville, KY.

Snider, K., **Whitney, T.,** & Cooper, J. T. (2023, March) *Comparing Role Play v. Mixed-Reality Simulations to Practice Establishing Expectations* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Louisville, KY.

Baltodano-Van Ness, H. M., Cooper, J. T, **Whitney, T.,** & Landrum, T. J. (2022, November). *The disproportionate impact of COVID-19 on students with EBD: Next steps for special educators*. 45th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Snider, K., **Whitney, T.,** & Cooper, J. T. (2022, November). *A quantitative comparison of the effects of role play and mixed-reality simulation on preservice teachers behavior management practices*. 45th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

- Whitney, T., & Snider, K.** (2022, November). *Comparing role play v. mixed-reality simulations on pre-service teachers behavior management practices*. Teacher Education Division of the Council for Exceptional Children Conference, Richmond, VA.
- Whitney, T.** (2022, November). *Opportunities to respond: What types are teachers using to foster engagement?* [Poster Presentation]. Teacher Education Division of the Council for Exceptional Children Conference, Richmond, VA.
- Whitney, T., & Ackerman, K. B.** (2022, January) *Effects of a digital reading fluency program for students with reading difficulties* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Orlando, FL.
- Whitney, T., Cooper, J. T., & Scott, T. M.** (2021, November). *Creating an actively engaged classroom for students with EBD*. 44th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Whitney, T., Ackerman, K. B., & Rhodes, A.** (2021, November). *Effects of role play v. mixed-reality simulations on pre-service teachers' use of high leverage practices*. Teacher Education Division of the Council for Exceptional Children Conference, Ft. Worth, TX.
- Whitney, T.** (2021, March). *Assessing educators' perceived importance of high-leverage practices to incorporate in education preparation programs*. [Poster Presentation]. Council for Exceptional Children Learning Interactive Virtual Event (LIVE).
- Cooper, J. T., Scott, T. M., & **Whitney, T.** (2020, November). *A science of instruction and its implications for students with disabilities*. 43rd Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Ackerman, K. B., **Whitney, T.**, & Samudre, M. D. (2020, February). *Leveraging two: Co-teachers increasing high-leverage practice use through reciprocal peer coaching*. Council for Exceptional Children Special Education Convention & Exposition, Portland, OR.
- Whitney, T., Cooper, J. T., Scott, T. M., & Lingo, A. S.** (2020, February). *A descriptive analysis of preservice teachers' use of evidence-based instructional practices* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Portland, OR.
- Cooper, J. T., **Whitney, T.**, Scott, T. M., Lingo, A. S., & Burt, J. (2020, February). *Effective methods for promoting generalization of academic and behavioral skills* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Portland, OR.
- Ackerman, K. B., & **Whitney, T.** (2019, November). *Using high leverage practices to engage students and acknowledge their success*. Kentucky Council for Exceptional Children Annual Conference, Louisville, KY.

Brownell, M., Lingo, A. S., Ackerman, K. B., & **Whitney, T.** (2019, November). *Developing mutually beneficial clinical partnerships to promote inclusive teaching*. Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA.

Whitney, T., & Ackerman, K. B. (2019, November). *Teaching preservice special education teachers high leverage practices to improve student outcomes in inclusive P-12 settings*. Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA.

Whitney, T., & Lingo, A. S. (2019, November). *Preservice teachers' use of evidence-based instructional practices: Are they practicing what we teach?* Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA.

Scott, T., Cooper, J. T., **Whitney, T.**, & Ackerman, K. A. (2019, October). *Classroom management in inclusive settings: Best practices*. 42nd Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Ackerman, K., & **Whitney, T.**, & Lingo, A. S. (2019, October). *Leveraging two: Utilizing reciprocal peer coaching to meet the needs of students with challenging behaviors in collaborative settings*. 42nd Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Ackerman, K., **Whitney, T.**, & Lingo, A. S. (2019, January). *What do teachers know about evidence-based and high-leverage practices? Reimagining educator preparation* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Indianapolis, IN.

Ackerman, K., **Whitney, T.**, & Lingo, A. S. (2019, January). *Building collaborative education preparation partnerships to enhance educator quality*. Council for Exceptional Children Special Education Convention & Exposition, Indianapolis, IN.

Cooper, J. T., **Whitney, T.**, & Lingo, A. S. (2019, January). *Opportunities to respond in content-area classes: What's really happening* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Indianapolis, IN.

Burt, J., & **Whitney, T.** (2018). *From resource to the real world: Facilitating generalization of intervention outcomes: Teaching students to generalize learning*. Kentucky Council for Exceptional Children Annual Conference, Louisville, KY.

Whitney, T., Ackerman, K., & Lingo, A. S. (2018, October). *Effects of a program incorporating self-graphing and goal setting on the mathematics fact fluency of students with challenging behaviors*. 41st Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

- Ackerman, K., **Whitney, T.**, & Lingo, A. S. (2018, October). *Teaching pre-service teachers high leverage practices to address challenging behavior in inclusive P-12 settings*. 41st Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Webb, T., & **Whitney, T.** (2018, May). *Effects of a token economy on a student with autism exhibiting disruptive behavior in a general education classroom*. KEEP Summit, Louisville, KY.
- Whitney, T.**, & Lingo, A. S. (2017, November). *Using multiple measures for educator preparation program accountability and continuous improvement*. Teacher Education Division of the Council for Exceptional Children Conference, Savannah, GA.
- Whitney, T.**, & Cooper, J. T. (2017, November). *Using reciprocal peer coaching to provide performance feedback for co-teachers*. Kentucky Council for Exceptional Children Annual Conference, Louisville, KY.
- Whitney, T.**, & Cooper, J. T. (2017, April). *Using peer coaching to improve effective teaching practices for co-teachers* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Boston, MA.
- Whitney, T.**, & Cooper, J. T. (2016, November). *Providing OTR to increase student engagement*. Kentucky Council for Exceptional Children Annual Conference, Louisville, Kentucky.
- Whitney, T.**, Cooper, J. T., & Lingo, A. S. (2016, November). *Providing opportunities to respond: Do we practice what we preach?* [Poster Presentation]. Teacher Education Division of the Council for Exceptional Children Conference, Lexington, KY.
- Whitney, T.**, Cooper, J. T., & Lingo, A. S. (2016, November). *Increasing student engagement through OTR*. Teacher Education Division of the Council for Exceptional Children, Lexington, KY.
- Whitney, T.**, & Lingo, A. S. (2016, April). *Improving mathematics fact fluency for students with challenging behaviors and mathematics difficulty* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, St. Louis, MO.
- Whitney, T.**, & Lingo, A. S. (2016, April). *Incorporating shared story reading to teach mathematics in a tier-2 setting* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, St. Louis, MO.
- Whitney, T.** (2015, November). *Making great leaps on mathematics fact fluency for students with challenging behaviors*. Teacher Education Division of the Council for Exceptional Children Conference, Tempe, AZ.

- Whitney, T.** (2015, November). *Peer coaching in co-teaching to improve effective teaching practices* [Poster Presentation]. Teacher Education Division of the Council for Exceptional Children Conference, Tempe, AZ.
- Whitney, T.,** Cooper, J. T., & Lingo, A. S. (2015, April). *OTR in reading and mathematics: Research versus practice* [Poster Presentation]. Council for Exceptional Children Convention & Exposition, San Diego, CA.
- Whitney, T.,** Cooper, J., & Lingo, A. S. (2015, March). *Providing OTR in reading and mathematics: A look across grade levels*. 12th International Conference on Positive Behavior Support, Boston, MA.
- Whitney, T.,** Cooper, J., & Lingo, A. S. (2014, November). *Increasing opportunities to respond through bug-in-ear technology*. Teacher Education Division of the Council for Exceptional Children Conference, Indianapolis, IN.
- Whitney, T.,** Cooper, J., Lingo, A. S., & Hirn, R. G. (2014, October). *Providing student opportunities to respond in reading and mathematics: A look across grade levels*. 38th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Cooper, J., Lingo, A. S., & **Whitney, T.** (2014, October). *Using bug-in-ear technology to increase opportunities to respond*. 38th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Cooper, J., Lingo, A. S., & **Whitney, T.** (2014, April). *Effects of increasing opportunities to respond on student engagement*. Council for Exceptional Children Convention & Exposition, Philadelphia, PA.
- Courtade, G., Lingo, A., & **Whitney, T.** (2014, April). *Using children's literature to teach CCSS mathematics to students with moderate/severe disabilities*. Council for Exceptional Children Convention & Exposition, Philadelphia, PA.
- Hunter, W., Williamson, R., **Whitney, T.,** Stratton, E., & Murley, R. (2014, March). *Reviewing the first year implementation of SWPBS within a rural school district* [Poster Presentation]. 11th International Conference on Positive Behavior Support, Chicago, IL.
- Whitney, T.,** & Lingo, A. S. (2013, November). *Using shared story reading in mathematics for students with disabilities*. National Council of Teachers of Mathematics Regional Conference & Exposition, Louisville, Kentucky.
- Cooper, J., **Whitney, T.,** & Lingo, A. S. (2013, April). *Increasing the opportunities for successful transitions for college students with learning disabilities*. Council for Exceptional Children Convention & Exposition, San Antonio, Texas.

Courtade, G., Karp, K., **Whitney, T.**, & Lingo, A. (2012, November). *Using shared story reading to teach mathematics skills to elementary students with moderate and severe disabilities*. Kentucky Council for Exceptional Children Annual Conference, Louisville, Kentucky.

Whitney, T., Cooper, J., & Lingo, A. S. (2012, November). *Improving student engagement during mathematics instruction using children's literature*. Teacher Education Division of the Council for Exceptional Children, Grand Rapids, Michigan.

Cooper, J., Lingo, A. S., & **Whitney, T.** (2011, February). *Effective strategies for teaching reading to students with challenging behaviors*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.

Lingo, A. S., & **Whitney, T.** (2011, February). *Mathematics for students exhibiting challenging behavior: Characteristics of learners and strategies for intervention*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.

Hirn, R. G., & **Whitney, T.** (2010, February). *A targeted intervention for children with challenging behaviors: Positive results with a mathematics fluency building strategy*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.

Invited

Whitney, T., Cooper, J.T. (2022, June). *High leverage practices in special education: Increasing the probability of student success*. Kentucky Behavior Institute, Louisville, KY.

Cooper, J. T., Scott, T. M., **Whitney, T.**, Barber, B., & Anastasiou, D. (2020, April). *On educational inclusion discussion panel part I* [Panel Discussion]. Badar-Kauffman Conference, Kent, OH. (conference canceled)

Whitney, T. (2019, June). *High leverage practices in special education: Increasing the probability of student success*. Kentucky Behavior Institute, Louisville, KY.

Ackerman, K. B., & **Whitney, T.** (2019, April). *Leveraging funding to promote and sustain implementation efforts*. CEEDAR Center Cross-State Convening, Denver, Colorado.

Whitney, T. (2014, August). *Providing opportunities to respond (OTR) to increase student engagement*. RISE Conference, Memphis, Tennessee.

Whitney, T. (2013, June). *Effective strategies for students struggling in mathematics*. University of Louisville Special Education Conference: Innovative Research to Practical Application, Louisville, Kentucky.

Video Modules

Whitney, T. (2019). *Restraint & Seclusion: Academic Strategies to Address Challenging Behaviors*. Louisville, KY: Center for Instructional and Behavioral Research in Schools. Available at: <https://cibrs.com/academic-strategies-to-address-challenging-behavior/>

GRANT PROPOSALS SUBMITTED

Lingo, A. S., Scott, T. M., & **Whitney, T.** (2023). *Kentucky center for reading research*. Source: Kentucky Department of Education. Amount Requested: \$5,559,528 (pending)

Scott, T. M., **Whitney, T.**, McDaniel, S. C., Allday, R. A., Ackerman, K. B., & Samudre, M. D. (2023). *Examining the relationship between teacher and student anxiety and effective instruction in a transactional model*. Source: USDE; Institute of Education Sciences (IES). Amount Requested: \$1,119,183 (pending)

Ault, M. J., Ackerman, K. B., Courtade, G., & **Whitney, T.** (2023). *Project PURPLE ACRES*. Source: USDE; Office of Special Education Programs. Amount Requested: \$2,500,000 (not funded)

Whitney, T., Cooper, J. T., & Flint, A. S. (2023). *University of Louisville Structured Literacy Project (UL-SLP)*. Kentucky Council on Postsecondary Education. Award: \$80,000. Role: Co-Principal Investigator

Whitney, T. (2023). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$24,000. Role: Principal Investigator

Whitney, T. (2022). *Exploring the Relationships Between Student Behaviors and Special Education Teacher's Physical Well-Being and Instruction: A Pilot Study*. Source: University of Louisville Office of Research and Innovation – Programmatic Support Grant. Award: \$2,938. Role: Principal Investigator

Whitney, T. (2022). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$17,700. Role: Principal Investigator

Whitney, T. (2021). *Teacher Prompting to Increase Rates of Student Praise*. Source: CEHD's Research and Professional Development Grant. Award: \$3445.20. Role: Principal Investigator

Whitney, T. (2021). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$20,000. Role: Principal Investigator

Whitney, T., & Cooper, J. T. (2020) *Improving Teacher Preparation: Analyzing Pre-service Teachers' Maintenance and Generalization of Evidence-Based Instructional Practices*. Source: Spencer Foundation. Amount Requested: \$48,993.96 (not funded)

Whitney, T. (2020). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$17,000. Role: Principal Investigator

Whitney, T. (2019). *Descriptive Analysis of Pre-service Teachers' Instructional Practices and Student Engagement*. Source: University of Louisville Intramural Research Incentive Grant. Amount Requested: \$2,945. (not funded)

Whitney, T. (2019). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$18,000. Role: Principal Investigator

Whitney, T. (2018). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$18,000. Role: Principal Investigator – Bellarmine University

SERVICE

Profession

2023-2024	Past-President, <i>Kentucky Council for Exceptional Children-Teacher Education Division</i>
2020 - 2022	President, <i>Kentucky Council for Exceptional Children-Teacher Education Division</i>
2017 - 2020	Secretary, <i>Kentucky Council for Exceptional Children-Teacher Education Division</i>
2018 - present	Editorial Board Member, <i>Rural Special Education Quarterly</i>
2020	Guest Reviewer, <i>Young Exceptional Children</i>
2019	University Representative, <i>Higher Education Consortium for Special Education (HECSE) Winter Summit 2019</i>
2017	Guest Reviewer, <i>Rural Special Education Quarterly</i>
2021 – present	Associate Editor, <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>
2016 - 2021	Reviewer, <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>
2014-17; 2019; 2021-2023	Proposal Reviewer, <i>Council for Exceptional Children: Teacher Education Division (TED) Conference</i>
2013; 2022	Proposal Reviewer, <i>Council for Exceptional Children National Conference</i>
2013	Guest Reviewer, <i>Rural Special Education Quarterly</i>
2012	Guest Reviewer, <i>Beyond Behavior</i>

University

2023 – present	<i>Student Council for Exceptional Children, Faculty Advisor – University of Louisville</i>
----------------	---

2023 – present	University Educator Preparation Committee (UEPC) – University of Louisville
2020 - 2023	Academic Technology Committee (ATC) - University of Louisville
2017 - 2018	NSSE Steering Committee - Bellarmine University
2017 – 2018	QEP Development Committee - Bellarmine University
2017 - 2018	University Title IX Investigator - Bellarmine University
2017 – 2018	Honors and Awards Committee – Bellarmine University
2016 – 2018	<i>Best Buddies Colleges</i> , Faculty Advisor – Bellarmine University
2014	Center for Writers Planning Committee - University of Memphis
2013 - 2015	<i>Best Buddies Colleges</i> , Co-faculty advisor - University of Memphis

School/College

2023 - present	CEHD Personnel Committee – University of Louisville
2023 – present	Community Educator Preparation Committee (CEPC) – University of Louisville
2023 – present	University Field and Clinical Advisory Board – University of Louisville
2023	Learning & Behavior Disorders Clinical Faculty Search Committee Chair – University of Louisville
2023	Moderate to Severe Disabilities Clinical Faculty Search Committee Member – University of Louisville
2022	CEHD Director of Marketing and Communications Search Committee Member – University of Louisville
2021 – present	Initial Teacher Certification Committee – University of Louisville
2020 – 2023	CEHD Planning & Budget Committee – University of Louisville
2021	Learning & Behavior Disorders Faculty Search Committee Member – University of Louisville
2020	Mathematics Education Faculty Search Committee Member - University of Louisville
2019	Literacy Education Clinical Faculty Search Committee Member - University of Louisville
2019	Early Childhood Education Faculty Search Committee Member - University of Louisville
2019 - 2020	CEHD Curriculum Committee - University of Louisville
2019	CEHD Honors & Scholarship Committee - University of Louisville
2019	CEHD Diversity Committee - University of Louisville
2018 - present	CEEDAR Blueprint Committee - University of Louisville
2017	Mathematics Education Faculty Search Committee Member – Bellarmine University
2017	AFTSOE Recruitment Committee – Bellarmine University
2016-2017	Special Education Faculty Search Committee Chair – Bellarmine University
2016 - 2018	AFTSOE Assessment Committee: Standard 4 Chair – Bellarmine University
2015	Special Education Instructor Search Committee – University of Memphis
2014	CEHHS Scholarship Committee - University of Memphis

2014 Elementary Education Instructor Search Committee - University of Memphis
 2013-2015 CEHHS Master's Project Evaluator - University of Memphis
 2013 Tenure Track Special Education Search Committee - University of Louisville

Department

2019 - present Teaching & Learning Curriculum Committee Chair - University of Louisville
 2015 Ready2Teach Transformation Committee – University of Memphis
 2015 Incorporating RTI² into Teacher Education Courses Initiative– University of Memphis
 2014-2015 ICL Scholarship Committee, Chair– University of Memphis
 2013 ICL Scholarship Committee, Co-chair– University of Memphis

Community

2021 – 2023 Professor in Residence – Academy @ Shawnee, Jefferson, Co., KY
 2020 – present Greater Louisville Education Cooperative (GLEC) Advisory Board Member
 2019 Ohio Valley Educational Cooperative (OVEC) Gap Design Team Member
 2019-2020 Professional Development, *Jefferson County Public Schools State Agency Children's Programs*, Jefferson Co., KY
 2019 Professional Development, *Todd County School District*; Todd Co., KY
 2019 Professional Development, *Henry Co. Public Schools*; Henry Co., KY
 2018 Professional Development, *Liberty High School*; Jefferson Co. Public Schools, KY
 2017 Professional Development, *Kentucky School for the Blind*; Jefferson Co. Public Schools, KY
 2016 - 2018 Jefferson Co. Public Schools Exceptional Child Education (ECE) Advisory Committee
 2014 Professional Development Training, *Farmington Elementary*; Germantown Municipal School District, TN

AFFILIATIONS AND MEMBERSHIPS

Council for Exceptional Children (CEC)
 CEC-Division of Research (DR)
 CEC-Council of Children with Behavioral Disorders (CCBD)
 CEC- Teacher Education Division (TED)
 Association for Positive Behavior Support (APBS)

UNIVERSITY TEACHING

Doctoral Dissertation Committee

Leah Riggs – member (2022) – University of Louisville
Katherine Cooper - member (2020) - University of Louisville
Stacy Crawford - member (2020) - University of Louisville
Alexandra Thompson - member (2019) - Bellarmine University
Wallis Malone - member (2018) - Bellarmine University
Kayla Steltenkamp – member (2016) – Bellarmine University
Casey Gilewski – member (2016) – University of Memphis
Luanne Sailor – member (2015) – University of Memphis
Beth Stratton – member (2015) – University of Memphis
Tiffany Freeze – member (2015) – University of Memphis
Lindsey Brady – member (2014) – University of Memphis

Undergraduate Honors Thesis

Cheyenne Greenwell - Faculty mentor (2019) - University of Louisville
Taylor Webb – Faculty mentor (2017) - Bellarmine University

Courses Taught – University of Louisville (2018 – present)

EDSP 260 Classroom and Behavior Management (UG)
EDSP 442 LBD Practicum (UG)
EDSP 470 LBD Student Teaching (UG)
EDSP 512 Methods for Students with LBD (UG/G)
EDSP 516 Assessment Procedures for Students with LBD (UG/G)
EDSP 518 Structured Literacy for Diverse Learners (UG/G)
EDSP 647 Teaching Mathematics to Students with Disabilities (G)

Courses Taught – Bellarmine University (2016 – 2018)

BU 100 Freshman Focus (UG)
EDUC 212 Consultation & Collaboration (UG)
EDUC 214 Nature & Needs for Children with LBD (UG)
EDUC 312 Methods & Procedures for Children with LBD (UG)
EDUC 382 Special Education Transition (UG)
EDUG 900 Dissertation Seminar (G)
HONR 450 Honors Senior Research (UG)
HONR 451 Honors Senior Thesis
SPED 510 Nature & Needs for Children with LBD (G)
SPED 526 Methods & Procedures for Children with LBD II (G)

Courses Taught – University of Memphis (2013 – 2015)

ICL 4914 Residency I Practicum (UG)
ICL 4800 Residency II Professional Seminar (UG)
SPED 3800 Special Education Methods I. Instruction in Literacy (UG)
SPED 3804 Special Education Methods II. Content Area (UG)

Courses Taught – University of Louisville (2011 – 2013)

EDSP 260 Classroom and Behavior Management (UG)
EDSP 441 Methods for Students with LBD (UG)
EDSP 442 Practicum: Learning and Behavior Disorders (UG)
EDSP 470 Student Teaching: Learning and Behavior Disorders (G)
EDSP 540 Introduction to Exceptional Children (G)
EDSP 545 Exceptional Children in the Regular Classroom (G)
EDSP 612 LBD Curriculum, Methods, and Assessment I (G)
EDSP 616 LBD Curriculum, Methods, and Assessment II (G)
EDSP 645 Student Teaching: Learning and Behavior Disorders (G)
EDSP 652 Academic and Behavior Response to Intervention (G)