

CURRICULUM VITAE  
Todd Whitney, Ph.D.

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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**

- 2018 – present              Assistant Professor of Special Education, College of Education and Human Development, University of Louisville, Louisville, KY
- 2016 – 2018                Assistant Professor of Special Education, Annsley Frazier Thornton School of Education, Bellarmine University, Louisville, KY
- 2018 – 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 Fellowship, 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: 06/30/2020

### **HONORS AND AWARDS**

University of Louisville Faculty Favorite Award Nomination, 2019-2020.  
University of Louisville Faculty Favorite Award Nomination, 2018-2019  
Department of Instruction and Curriculum Leadership Excellence in Teaching Award, University of Memphis, 2015.

### **SCHOLARSHIP AND 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., 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 Journal Articles - National**

**Whitney, T.** (in press). Supports for students with learning disabilities. *Routledge Encyclopedia of Education*.

**Whitney, T.**, Ackerman, K. B., Cooper, J. T., & Scott, T. M. (in press). Opportunities to respond for students with emotional behavioral disorders in inclusive classrooms. *Intervention in School and Clinic*.

**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 Journal Articles - State**

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. Available at:  
<https://digitalcommons.murraystate.edu/ktej/vol5/iss2/2>

**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. Available at:  
<https://digitalcommons.murraystate.edu/ktej/vol5/iss2/1>

**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), 1-6. Available at:  
<http://digitalcommons.wku.edu/ktej/vol3/iss2/3>

### **Manuscripts Under Review/In Preparation**

Farra, S. M., **Whitney, T.,** Cooper, J. T., Lingo, A. S., & Hovious-Furgason, M. (2021). *Using parental tutoring to improve the oral reading fluency of students with disabilities in rural settings*. Manuscript under review.

Ackerman, K. B., **Whitney, T.,** & Samudre, M. (2021). *Leveraging two: Co-teachers increase high leverage practice use through reciprocal peer coaching*. Manuscript in preparation.

Hieb, J. L., Hopp, R. M., Gerber, E. L., & **Whitney, T.** (2021). *Assessment and analysis of student perceptions about the use of classroom response systems*. Manuscript in preparation.

**Whitney, T.** (2021). *Assessing educators' perceived importance of high-leverage practices to incorporate in education preparation programs*. Manuscript in preparation.

Ackerman, K. B., & **Whitney, T.** (2021). *Using a digital reading intervention to improve the oral reading fluency of students with disabilities in rural settings*. Manuscript in preparation.

**Whitney, T.,** & Ackerman, K. B. (2021). *Effects of the great leaps digital reading intervention on oral reading fluency*. Manuscript in preparation.

### **PRESENTATIONS**

#### **Peer Reviewed**

**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*. 12<sup>th</sup> 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*. 38<sup>th</sup> 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*. 38<sup>th</sup> 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]. 11<sup>th</sup> 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**

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 cancelled)

**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**

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

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

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

## **SERVICE**

### **Profession**

2021 – present	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, *Higher Education Consortium for Special Education (HECSE) Winter Summit 2019*

2017 Guest Reviewer, *Rural Special Education Quarterly*

2016 - present Reviewer, *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*

2014 - 2017; 2019 Proposal Reviewer, *Council for Exceptional Children: Teacher Education Division (TED) Conference*

2013 Proposal Reviewer, *Council for Exceptional Children National Conference*

2013 Guest Reviewer, *Rural Special Education Quarterly*

2012 Guest Reviewer, *Beyond Behavior*

### **University**

2020 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 *Best Buddies Colleges*, Faculty Advisor – Bellarmine University

2014 Center for Writers Planning Committee - University of Memphis

2013 - 2015 *Best Buddies Colleges*, Co-faculty advisor - University of Memphis

### **School/College**

2020 – present 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 - present 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

2018 Chair of Undergraduate Education Programs - Bellarmine University

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 - University of Louisville  
 2015 Ready2Teach Transformation Committee – University of Memphis  
 2015 Incorporating RTI<sup>2</sup> 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**

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)  
 National Council of Teacher of Mathematics (NCTM)  
 Association for Positive Behavior Support (APBS)

## **TEACHING**

### **Doctoral Dissertation Committee**

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)**

2021, Spring	EDSP 518	Structured Literacy for Diverse Learners (UG/G)
2020, Fall	EDSP 512 EDSP 516	Methods for Students with LBD (UG) Assessment Procedures for Students with LBD (UG)
2020, Summer	EDSP 518 EDSP 647	Teaching Reading in P-12 SPED (G) Teaching Mathematics to Students with Disabilities (G)
2020, Spring	EDSP 260 EDSP 518	Classroom and Behavior Management (UG) Teaching Reading in P-12 SPED (UG/G)
2019, Fall	EDSP 512 EDSP 516	Methods for Students with LBD (UG/G) Assessment Procedures for Students with LBD (UG/G)
2019, Summer	EDSP 647	Teaching Mathematics to Students with Disabilities (G)
2019, Spring	EDSP 260 EDSP 518	Classroom and Behavior Management (UG) Teaching Reading in P-12 SPED (UG/G)
2018, Fall	EDSP 512 EDSP 516	Methods for Students with LBD (UG) Assessment Procedures for Students with LBD (UG)

### **Courses Taught – Bellarmine University (2016 – 2018)**

2018, Spring	EDUC 312	Methods & Procedures for Children with LBD (UG)
2017, Fall	EDUC 212	Consultation & Collaboration (UG)
	EDUC 214	Nature & Needs for Children with LBD (UG)
	SPED 510	Nature & Needs for Children with LBD (G)
	EDUG 900	Dissertation Seminar (G)
2017, Spring	EDUC 312	Methods & Procedures for Children with LBD (UG)
	EDUC 382	Special Education Transition (UG)
	SPED 526	Methods & Procedures for Children with LBD II (G)
	HONR 451	Honors Senior Thesis
2016, Fall	BU 100	Freshman Focus (UG)
	EDUC 212	Consultation & Collaboration (UG)
	EDUC 214	Nature & Needs for Children with LBD (UG)
	SPED 510	Nature & Needs for Children with LBD (G)
	HONR 450	Honors Senior Research (UG)
2016, Summer	EDUG 823	Independent Study - Literature Review: Adjudicated Youth with Emotional Disorders (G)
2016, Spring	EDUC 312	Methods & Procedures for Children with LBD (UG)
	EDUC 382	Special Education Transition (UG)
	SPED 526	Methods & Procedures for Children with LBD II (G)

### **Courses Taught – University of Memphis (2013 – 2015)**

2015, Fall	SPED 3804	Special Education Methods II. Content Area (UG)
2015, Spring	ICL 4800	Residency II Professional Seminar (UG)
2014, Fall	SPED 3804	Special Education Methods II. Content Area (UG)
	ICL 4914	Residency I Practicum (UG)
2014, Spring	SPED 3800	Special Education Methods I. Instruction in Literacy (UG)
2013, Fall	SPED 3804	Special Education Methods II. Content Area (UG)

### **Courses Taught – University of Louisville (2011 – 2013)**

2013, Spring	EDSP 652	Academic and Behavior Response to Intervention (G)
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2012, Fall	EDSP 441 EDSP 612	Methods for Students with LBD (UG) LBD Curriculum, Methods, and Assessment I (G)
2012, Summer	EDSP 540 EDSP 545 EDSP 645	Introduction to Exceptional Children (G) Exceptional Children in the Regular Classroom (G) Student Teaching: Learning and Behavior Disorders (G)
2012, Spring	EDSP 260 EDSP 470 EDSP 616	Classroom and Behavior Management (UG) Student Teaching: Learning and Behavior Disorders (G) LBD Curriculum, Methods, and Assessment II (G)
2011, Fall	EDSP 260 EDSP 441 EDSP 442 EDSP 612	Classroom and Behavior Management (UG) Methods for Students with LBD (UG) Practicum: Learning and Behavior Disorders (UG) LBD Curriculum, Methods, and Assessment I (G)