

Christan Grygas Coogle, Ph.D., BCBA
George Mason University
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4400 University Dr.
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Fairfax, VA 22030
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EDUCATIONAL EXPERIENCES

Ph.D.

Curriculum and Instruction, Special Education

Focus Area: Early Childhood Special Education

Florida State University

April 2012

Dissertation: *A study of family centered help giving practices in early intervention*

M.S.

Special Education

Focus Area: Early Childhood Special Education

Florida State University

April 2006

B.S.

Special Education

Florida State University

April 2005

ACADEMIC POSITIONS

2020-Present Associate Professor, George Mason University, Fairfax, VA
**Obtained tenure and promotion August, 2020*

2017-2020 Assistant Professor, George Mason University, Fairfax, VA

2016- 2017 Assistant Professor, Duquesne University, Pittsburgh, PA

2012-2016 Teaching Assistant Professor, West Virginia University, Morgantown, WV

2007-2011 Instructor, Florida State University, Tallahassee, FL

RESEARCH AND SCHOLARSHIP

Peer Reviewed Journal Articles

** denote student involvement*

Coogle, C. G., Majetich, E. N., Storie, S., Wade, C. B. (Accepted). Parent's use of naturalistic instruction upon receiving technology-enhanced performance-based feedback. Submitted to *Journal of Early Intervention*.

Wade, C.B.*, **Coogle, C.G.**, & Terlop, R.* (Accepted). Supporting families' social emotional strategy use during everyday routines: Steps for educators. Submitted to *Journal of Special Education Apprenticeship*.

Hamberger, R.*, Evmenova, A., **Coogle, C.G.**, & Regan, K. (Accepted). Parent coaching in natural communication opportunities through Bug-in-Ear technology. *Topics in Early Childhood Special Education*.

Williams, M., Spence, C. M., Hill, C. F., **Coogle, C. G.**, DeArment, S., & Xu, Y. (Accepted). Innovative Collaborations to Support Future Early Interventionists. *DEC Monograph*.

Coogle, C. G., LaCroix, L., Kidd, J., Walter, H., Ferguson, D., Fisher-Maltese, C., Steen, B., Vesely, C., & Stone, D. (Accepted). A dynamic process model for blending ECE/ECSE teacher preparation programs. *Journal of Early Childhood Teacher Education*.

Rahn, N.L., Storie, S., & **Coogle, C.G.** (Accepted). Teaching vocabulary in early childhood classroom routines. *Early Childhood Education Journal*.

Romano, M., Brown, J., **Coogle, C.G.**, Ottley, J., and Lakey E. (Accepted). What to teach before talking: Supporting children to develop strong early communication skills across home and school routines. *Young Children*.

Coogle, C.G., Walker, V.L., Ottley, J.R., & Allan, D. (Accepted) Paraprofessionals' perceived skills and needs in supporting students. *Focus on Autism and Other Developmental Disabilities* resubmitted.

Coogle, C.G., Wade, C. B., Ottley, J.R., & McCorkle, L. (2021). The effect of different types of feedback statements on educators' use of naturalistic instruction. *Journal of Special Education Technology*. <https://doi.org/10.1177/01626434211019391>

Coogle, C.G., Storie, S., Rahn, N.L. (2021). A framework for promoting access, increasing participation, and providing support in early childhood classrooms. *Journal of Early Childhood Education*. <https://doi.org/10.1007/s10643-021-01200-6>

Nagro, S. A., Regan, K., **Coogle, C.G.**, O'Brien, K.M., Raines, A.R.*, & Wade C.B.* (2021). Promoting reflective ability through a comprehensive field experience that combined video analysis and Bug-In-Ear coaching. *Journal of Special Education Technology*. <https://doi.org/10.1177/01626434211022005>

Storie, S., & **Coogle, C.G.** (2021). Examining early childhood teacher candidate perceptions regarding material selection. *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214211013889>

- Storie, S., **Coogle, C.G.**, & Rahn, N.L. (2021). Technology-enhanced dialogic reading experiences for children with developmental disabilities. *Journal of Special Education Technology*. <https://doi.org/10.1177/0162643421999004>
- Coogle, C.G.**, Storie, S., Ottley, J.R., Rahn, N.L., & Kurowski-Burt, A.* (2021). Technology-enhanced performance-based feedback to support teacher practice and child outcomes. *Topics in Early Childhood Special Education*, 41(2), 72–85. <https://doi.org/10.1177/0271121419838624>
- O'Brien, K.M., Regan, K., **Coogle, C.G.**, Ottley, J.R., & Nagro, S.A. (2021). Impact of eCoaching with video-based reflection on special education teacher candidates' instructional skills. *Teacher Education and Special Education*, 44(2), 160-182. <https://doi.org/10.1177/0888406420964732>
- Walker, V., **Coogle, C.G.** Lyon, K.J., & Turf, M. (2020). A meta-analytic review of paraprofessional-implemented interventions for students with autism spectrum disorder. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22380>
- McCorkle, L., & **Coogle, C.G.** (2020). Technology-enhanced performance-based feedback in teacher preparation. *The Teacher Educators' Journal*, 13, 105-123. <https://files.eric.ed.gov/fulltext/EJ1247287.pdf>
- Coogle, C.G.**, Storie, S., Ottley, J.R., Rahn, N.L., Hemmeter-Price, L. (in press). Peer-mediated intervention: Peers' use of choices to promote communication in children with disabilities. *International Journal of Early Childhood Special Education*.
- Coogle, C.G.**, Parsons, A.W., La Croix, L., & Ottley, J.R. (2020). A comparison of dialogic reading, modeling, and dialogic reading plus modeling. *Infants and Young Children*, 33(2), 119-131. <https://doi.org/10.1097/IYC.0000000000000162>
- Coogle, C.G.**, Nagro, S., Regan, K., O'Brien, K. & Ottley, J.R. (2019). The impact of real-time feedback and video analysis on early childhood teachers' practice. *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/0271121419857142>
- Coogle, C.G.**, Lakey, E.R., Ottley, J.R., Brown, J. A., & Romano, M.K. (in press). Systematic use of contextually relevant learning opportunities in daily activities and routines. *Young Children*.
- Coogle, C.G.**, Ottley, J.R., Storie, S.* , Rahn, N.L., & Burt, A. (2020). Performance-based feedback to enhance pre-service teachers' practice and preschool children's expressive communication. *Journal of Teacher Education*, 71(2), 188-202. <https://doi.org/10.1177/0022487118803583>
- Coogle, C.G.**, Rahn, N.L., Lipscomb, K.* , Weigel, E.* , & Lennon, K.* (in press). Modeling to improve communicative and social outcomes for young children with autism. *Young Children*.

- Newton, J. R., Ottley, J. R., **Coogle, C.G.**, & Hartman, S. L. (2019). Simultaneous renewal: An inclusive approach to collaboration and teaming. *Collaborations: A Journal of Community-Based Research and Practice*, 2(1), 1-7. <https://doi.org/10.33596/coll.43>
- Ottley, J.R., **Coogle, C.G.**, Pigman, J.R., Sturgeon, D., & Helfrich, S. (2019). Online clinical teacher preparation programs in special education: Perspectives and critical components. *Journal of Special Education Technology*, 34(4), 239-252. <https://doi.org/10.1177/0162643419833069>
- Coogle, C.G.**, Larson, A.L., Ottley, J.R., Root., A, & Bougher, H.* (2019). Performance-based feedback to enhance early interventionist's practice and caregiver and child outcomes. *Topics in Early Childhood Special Education*, 39(1), 32-44. <https://doi.org/10.1177/0271121419831414>
- Rahn, N.L., **Coogle, C.G.**, & Ottley, J.R. (2019) Early childhood special education teachers' use of embedded learning opportunities within classroom routines and activities. *Infants and Young Children*, 32(1), 3-19. <https://doi.org/10.1097/IYC.0000000000000132>
- Ottley, J.R., Piasta, S.B., **Coogle, C.G.**, Spear, C.F., & Rahn, N.L. (2019). Implementation of bug-in-ear coaching by community-based professional development providers. *Early Education and Development*, 30(3), 400-422. <https://doi.org/10.1080/10409289.2018.1545500>
- Bougher-Muckian, H.R. *, **Coogle, C.G.**, Floyd, K., & Root, A. (2019). Parent perceived early intervention outcomes and helpfulness based upon disability category. *Scholar Practitioner Quarterly*.
- Coogle, C.G.**, Floyd, K., & Rahn, N.L. (2018). The effects of dialogic reading and dialogic reading with technology on vocabulary acquisition in preschoolers with autism. *Journal of Early Intervention*, 40(4), 363-379. <https://doi.org/10.1177/1053815118797887>
- Brodzeller, K. *, Ottley, J.R., Jung, J., & **Coogle, C.G.** (2018). Interventions and adaptations for children with autism spectrum disorder in inclusive early childhood settings. *Early Childhood Education Journal*, 46, 277-286. <https://doi.org/10.1007/s10643-017-0859-5>
- Ottley, J.R., Rahn, N.L., **Coogle, C.G.**, Ferron, J., & Storie, S.* (2018). Associations among professional development, teachers' use of naturalistic language strategies, and preschoolers' functional communication. *Early Education and Development*, 29(8), 1019-1038. <https://doi.org/10.1080/10409289.2018.1492296>
- Coogle, C.G.**, Rahn, N.L., Ottley, J.R., & Zehner, A.* (2018). Evidence-based practices to increase social communication of young children with autism spectrum disorder. *Young Children*, 73, 81-87. <https://doi.org/10.2307/26558925>
- Coogle, C.G.**, Ottley, J.R., Rahn, N.L., & Storie, S.* (2018). Bug-in-ear eCoaching: Impacts on

- novice early childhood special education teachers. *Journal of Early Intervention*, 40(1), 87-103. <https://doi.org/10.1177/1053815117748692>
- Coogle, C.G.**, Ahmed, S.*, Aljaffal, M.A.*, Alsheef, M.Y.*, Hamdi, H.A.* (2018). Social narrative strategies to support children with autism spectrum disorder. *Early Childhood Education Journal*, 46, 445-450. <https://doi.org/10.1007/s10643-017-0873-7>
- Bougher-Muckian, H.R.*, Root, A., Floyd, K., **Coogle, C.G.**, Hartman, S. (2017). The association between adaptive functioning and parents' attributions for children's emotions. *Early Child Development and Care*, 189(9), 1538-1552. <https://doi.org/10.1080/03004430.2017.1396979>
- Coogle, C.G.**, Ottley, J.R., Storie, S.*, Rahn, N.L., & Burt, A.* (2017). eCoaching to enhance special educator practice and child outcomes. *Infants and Young Children*, 30(1), 58-75. <https://doi.org/10.1097/IYC.0000000000000082>
- Ottley, J.R., **Coogle, C.G.**, Rahn, N.L., & Spear, C.F. (2017). Impact of bug-in-ear professional development on early childhood co-teachers' use of communication strategies. *Topics in Early Childhood Special Education*, 36(4), 218-229. <https://doi.org/10.1177/0271121416631123>
- Storie, S.*, **Coogle, C.G.**, Rahn, N.L., & Ottley, J.R. (2017). Distance coaching for pre-service teachers: Impacts on children's functional communication in inclusive preschool classrooms. *Early Childhood Education Journal*, 6, 735-743. <https://doi.org/10.1007/s10643-016-0824-8>
- Rahn, N.L., **Coogle, C.G.**, Hanna, A.*, & Lewellen, T.*(2017). Evidence based practices to reduce challenging behaviors of young children with autism. *Young Exceptional Children*, 20, 166-178. <https://doi.org/10.1177/1096250615598816>
- Coogle, C.G.**, Rahn, N.L., Ottley, J.R., & Storie, S.* (2016). eCoaching across routines to enhance teachers' use of modeling. *Teacher Education and Special Education*, 39(4), 227-245. <https://doi.org/10.1177/0888406415621959>
- Rahn, N.L., **Coogle, C.G.**, & Storie, S.* (2016). Preschool children's use of thematic vocabulary during dialogic reading and activity-based intervention. *Journal of Special Education*, 50(2), 98-108. <https://doi.org/10.1177/0022466915622202>
- Bougher-Muckian, H.*, Root, A., **Coogle, C.G.**, & Floyd, K. (2016). The importance of emotions: The socialisation of emotion in parents of children with autism spectrum disorder. *Early Childhood Development and Care*, 186(10), 1584-1593. <https://doi.org/10.1080/03004430.2015.1112799>
- Coogle, C.G.**, & Hanline, M.F. (2016). An exploratory study of family-centered help-giving practices in early intervention: Families of young children with autism spectrum disorder. *Child and Family Social Work*, 21(2), 249-260. <https://doi.org/10.1111/cfs.12148>

Coogle, C.G., Rahn, N.L., & Ottley, J.R. (2015). Pre-service teacher use of communication strategies upon receiving immediate feedback. *Early Childhood Research Quarterly*, 32(3), 105-115. <https://doi.org/10.1016/j.ecresq.2015.03.003>

Coogle, C.G., & Floyd, K. (2015). Synchronous and asynchronous learning environments of rural graduate early childhood special educators utilizing Wimba© and Ecampus. *Journal of Online Learning and Teaching*, 11(2), 173-187. https://jolt.merlot.org/Vol11no2/Coogle_0615.pdf

Ottley, J.R., **Coogle, C.G.,** & Rahn, N.L. (2015). The social validity of bug-in-ear coaching: Findings from two studies implemented in inclusive early childhood environments. *Journal of Early Childhood Teacher Education*, 36(4), 342-361. <https://doi.org/10.1080/10901027.2015.1100146>

Coogle, C.G., Guerette, A., & Hanline, M.F. (2013). Early intervention experiences of families of children with an autism spectrum disorder: A qualitative pilot study. *Early Childhood Research and Practice*, 15(1), n.p. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ1016155.pdf>

Coogle, C.G., Floyd, K., Hanline, M.F., & Kellner-Hiczewski, J. (2013). Strategies used in natural environments to promote communication development in young children at risk for autism spectrum disorders. *Young Exceptional Children*, 16(3), 11-23. <https://doi.org/10.1177/1096250612473126>

Edited Book Chapters

Coogle, C.G., Ottley, J.R., Storie, S. *, Larson, A. (in press). Social narratives for students identified with autism spectrum disorder. Book chapter accepted for publication to *Story in Children's Lives: Contributions of the Narrative Mode to Early Childhood Development, Literacy, and Learning*.

Ottley, J.R., Hartman, S.L., Bunch, C.L., Helfrich, S.R., & **Coogle, C.G.** (2020). Developing a dual licensure graduate program to enhance inclusive knowledge, skills, and dispositions of early childhood educators. Book chapter accepted for publication to *Inclusive Education: A Systematic Perspective*.

Ottley, J.R., Brown, J.A., Romano, M.K., **Coogle, C.G.,** & Lakey, E.R. (2017). Feedback to enhance families' competence and confidence. In C. M. Trivette & B. Keilty (Eds.), *DEC Recommended Practices Monograph Series: Using DEC Family Practices with All Families*. Arlington, VA: Division for Early Childhood.

GRANTS AND CONTRACTS

Awarded

SEED Innovation: Project REACH Extension (acquiRing licensure in EARly CHildhood special education)

Principal Investigator: **Christan Grygas Coogle**

Coogle, C.G.
Curriculum Vitae

7

Co-Principal Investigators: Heather Walter
Funding Agency: George Mason University
Project Period: 2022-2023
Amount: \$9,000

SEED Innovation: Project REACH (acquiRing licensure in EARly CHildhood special education)
Principal Investigator: **Christan Grygas Coogle**
Co-Principal Investigators: Heather Walter
Funding Agency: George Mason University
Project Period: 2021-2022
Amount: \$10,000

SEED Research: Family-Centered Coaching to Engage Families from Diverse Racial, Cultural, Linguistic, and Socioeconomic Backgrounds Who Have a Child with a Disability
Principal Investigator: **Christan Grygas Coogle**
Co-Principal Investigators: Heather Walter and Colleen Vesely
Funding Agency: George Mason University
Project Period: 2021-2022
Amount: \$10,000

VIVA

Principal Investigator: **Serra De Arment**
Co-Principal Investigators: **Christan Grygas Coogle**, Kim Sopko, Cassandra Willis, C.J. Butler, Ann Maydosz, Kat Alves, Roberta Gentry
Funding Agency: Academic Library Consortium of Virginia
Project Period: 2021-2023
Amount: \$30,000

Building Pedagogies of Undergraduate Teacher Education for Early Childhood, Elementary, and Special Education
Principal Investigator: Daniel Ferguson
Co-Principal Investigators: **Christan Grygas Coogle**, Seth Parsons, Audra Parker, Sarah Nagro
Funding Agency: George Mason University
Project Period: 2020-2022
10,000

TTAC Region 4

Principal Investigator: Linda Mason
Faculty Associate: **Christan Grygas Coogle**
Funding Agency: Virginia Department of Education
Project Period: 2020-2021

Preschoolers' Evidence-Based Early Literacy Supports

Principal Investigator: Jennifer Ottley
Co-Investigators: Sara Helfrich, Darcey Allan, **Christan Grygas Coogle**
Funding Agency: Ohio Dean's Compact on Exceptional Children

Project Period: 2019-2021
Amount: \$75,000

Leveraging School-University Partnerships to Enhance Teacher Candidates' Use of Evidence-Based Practices related to Supporting Students with Disabilities within Pre-K through 12th Grade Classrooms

Principal Investigator: **Christan Grygas Coogle**

Co-Principal Investigators: Sarah Nagro, Audra Parker, Seth Parsons, Kristien Zencov

Funding Agency: George Mason University College of Education and Human Development

Project Period: 2019-2020

Amount: \$10,000

Leveraging School-University Partnerships to Strengthen Clinical Experiences through Enhanced Mentorship for Teacher Candidates Preparing to Educate Students with Disabilities in P-12 Settings

Principal Investigator: **Sarah Nagro**

Co-Principal Investigators: Christan Coogle, Audra Parker, Seth Parsons, Kristien Zencov

Funding Agency: George Mason University College of Education and Human Development

Project Period: 2019-2020

Amount: \$7,500

eCoaching Plus Video Analysis: A Comprehensive Approach to Field-Based Special Education Teacher Preparation

Principal Investigator: Sarah Nagro

Co-Principal Investigators: **Christan Grygas Coogle**, Kelley Regan, Kristen O'Brien

Funding Agency: George Mason University College of Education and Human Development

Project Period: 2018-2019

Amount: \$10,000

Equity in Education: Culturally Respectful and Responsive Behavior Supports

Principal Investigator: Jennifer Ottley

Co-Investigators: Darcy Allan and **Christan Grygas Coogle**

Funding Agency: Ohio Dean's Compact on Exceptional Education

Project Period: 2017-2019

Amount: \$75,000

Project Teach Distance: Examining the Effectiveness and Acceptability of the Clinical Teacher Education Model from a Distance

Principal Investigator: Jennifer Ottley

Co-investigators: Douglas Sturgeon, Sara Helfrich, Jeeseun Jung, Lisa Frasure, **Christan Grygas Coogle**

Funding Agency: The Gladys W. and David H. Patton College of Education, Ohio University

Project Period: 2016-2019

Amount: \$146,064

Blended Master's Program: Early Childhood Education & Early Childhood Special Education at

Ohio University

Principal Investigator: Jennifer Ottley

Co-Investigators: Jeesun Jung, Sara Helfrich, Sara Hartman, Lesli Johnson

Consultant: **Christan Grygas Coogle**

Funding Agency: Ohio Dean's Compact on Exceptional Children

Project Period: 2015-2017

Amount: \$225,000

An Investigation of Immediate Feedback Provided to Early Childhood Special Educators of Young Children with Autism

Principal Investigator: **Christan Grygas Coogle**

Co-investigator: Naomi L. Rahn

Funding Agency: WVU Faculty Senate

Project Period: 2015-2016

Amount: \$28,000

Examining Associations between Early Language and Literacy Development and Home Literacy Environment for Young Children with Disabilities from Rural Appalachian Counties in West Virginia

Principal Investigator: Naomi L. Rahn

Co-investigator: **Christan Grygas Coogle**

Funding Agency: Program Evaluation and Research Center (PERC)

Project Period: 2014-2015

Amount: \$3,000

Early Childhood Special Education Teachers' Use of Embedded Learning Opportunities within Classroom Routines and Activities

Principal Investigator: Naomi L. Rahn

Co-investigator: **Christan Grygas Coogle**

Funding Agency: Program Evaluation and Research Center (PERC)

Project Period: 2014-2015

Amount: \$2,716

The Effects of Dialogic Reading and Activity-Based Intervention on Vocabulary and Oral Language of Young Children with Multiple Risk Factors

Principal Investigator: Naomi L. Rahn

Co-investigator: **Christan Grygas Coogle**

Funding Agency: WVU Faculty Senate

Project Period: 2014-2015

Amount: \$25,239

Video Modeling, Peer Play, and Children with Autism

Principal Investigator: Kim Floyd

Co-investigators: **Christan Grygas Coogle** and Amy Root

Funding Agency: WVU Faculty Senate

Project Period: 2013-2014

Amount: \$20,351

PRESENTATIONS

International and National Presentations

- Coogle, C.G., Walter, H.L., Wade, C.B., Majetich, E.N., Jr., Choe, J., Zhang, X.L., Shen, K. *Technology enhanced parent coaching to support naturalistic instruction*. Research presentation presented at Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families, Chicago, IL.
- Lane, J.D., Coogle, C.G., Storie, S., Walter, H.L., & Wade, C.B. (2022, September). *Parents & naturalistic language interventions: A systematic review*. Poster presentation presented at Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families, Chicago, IL.
- Wade, C.B., Majetich, E.N., Jr., Choe, J., Zhang, X.L., Shen, K., Coogle, C.G., & Walter, H.L. (2022, September). *A synthesis of technology-enhanced family coaching*. Poster presentation presented at Division for Early Childhood's 38th Annual International Conference on Young Children with Special Needs and Their Families, Chicago, IL.
- Coogle, C. G.**, Storie, S. Majetich, E., Choe, J., Zhang, X., & Walter, H. (February, 2022). A synthesis of technology-enhanced practice to support parent's use of naturalistic instruction. Paper presented at CRIEI. San Diego, CA.
- Storie, S., Howe, B., Stegenga, S. M., Zaghlawan, H., Mickelson, A. M., **Coogle, C.**, Bravo, A., Lane, J., Amsbary, J., & Zimmerman, K. (September, 2021). Measurement and methodology: Rigorous and applied research across settings. Conference session presented at the 37th annual International conference of the Division of Early Childhood of the Council for Exceptional Children, held virtually.
- Rahn, N. L., Storie, S., & **Coogle, C. G.** (September, 2021). *Lunch and clean up? Teaching vocabulary across routines and activities*. Paper presented at International DEC 2021 Conference, held virtually.
- Coogle, C. G.**, Storie, S., Rahn, N. L., Majetich Jr., E., Wade, C. (September, 2021). *Technology-enhanced performance feedback to enhance fidelity of practice*. Paper presented at International DEC 2021 Conference, held virtually.
- Werner, A., Walker, V. L., **Coogle, C.G.**, Mickelson, A., & Wade, C. B. (June, 2021). *Paraprofessional skills, training, and challenges related to supporting students with autism spectrum disorder*. Research presented at the 145th Annual Meeting of the American Association on Intellectual and Developmental Disabilities, Online Conference.
- Coogle, C.G.**, Storie, S., & Wade, C.B. (2021, January). *Peer supports to enhance educators'*

- practice*. Research presentation presented at Division for Early Childhood's 36th Annual International Conference on Young Children with Special Needs and Their Families, Virtual.
- Wade, C.B. & **Coogle, C.G.** (2021, January). *Professional development preferences of early childhood special educators*. Poster presentation presented at Division for Early Childhood's 36th Annual International Conference on Young Children with Special Needs and Their Families, Virtual.
- Diamond, L., McCorkle, L.S., Vestal, A., Bravo, A., **Coogle, C.G.**, & Miguel, T. (January, 2021). *Networking and DECIDE: Strategies for developing connections*. Invited virtual session Early Childhood's 36th Annual International Conference on Young Children with Special Needs and Their Families, Virtual.
- Coogle, C.G.**, Ottley, J. Storie, S. (2020, February). *Providing technology-enhanced performance based feedback to support educator and child outcomes*. Poster presented at the Conference on Research and Innovation in Early Intervention (CRIEI), San Diego, CA.
- Coogle, C.G.** (2019, October). *The impact of a professional development package on early childhood teachers' practice*. Paper presented at the Division for Early Childhood Conference of the Council for Exceptional Children (DEC), Dallas, TX.
- Wade, C.B., & **Coogle, C.G.** (2019, October). *Examining professional development needs of early childhood special education professionals*. Poster presented at the Division for Early Childhood Conference of the Council for Exceptional Children (DEC), Dallas, TX.
- McCorkle, L., Diamond, L., Ottley, J.R., **Coogle, C.G.**, Mickelson, A., & Storie, S. (2019, October). *Building our future through mentoring: Faculty-student collaborations to promote high-quality research*. Paper presented at the Division for Early Childhood Conference of the Council for Exceptional Children (DEC), Dallas, TX.
- Coogle, C.G.** (2019, June) *Real-time technology enhanced performance-based feedback to enhance embedded learning opportunities within inclusive classrooms*. Paper presented at the Division of International Special Education and Services International Conference of the Council for Exceptional Children (DISES), Montego Bay, Jamaica.
- Coogle, C.G.**, & Hile, K. (2019, May). *Goal setting to enhance productivity in higher education*. Presentation presented for DECIDE Division for Early Childhood, Webinar.
- Coogle, C.G.**, Nagro, S.A., O'Brien, K., Ottley, J., & Regan, K. (2019, February). *Comprehensive coaching system to enhance teacher preparation*. Paper presented at the 2019 The American Association of Colleges for Teacher Education (AACTE), Louisville, KY.
- Coogle, C.G.**, Nagro, S., Regan, K., O'Brien, K., Ottley, J.R. (2019, April). *Innovation to*

- improve teacher preparation*. Paper presented at the 2019 American Educational Research Association (AERA), Toronto, ON.
- Regan, K., **Coogle, C.G.**, Nagro, S., O'Brien, K., Ottley, J.R. (2019, April). *Was it something I said? Understanding eCoaching in early childhood and school-age special education settings*. Paper presented at the 2019 American Educational Research Association (AERA), Toronto, ON.
- Coogle, C.G.**, & Larson, A. (2018, October). *Performance-based feedback to enhance early intervention practice and child outcomes*. Paper presented at the Division for Early Childhood Conference of the Council for Exceptional Children (DEC), Orlando, FL.
- Larson, A., Carta, J., Reichow, B., **Coogle, C.G.**, Storie, S., DEC Recommended Practice Evidence Synthesis Group (2018, October). *Performance-based feedback to enhance early intervention practice and child outcomes*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Orlando, FL.
- Ottley, J.R., Sturgeon, D., **Coogle, C.G.**, Helfrich, S., Jung, J., & Frasure, L. (2018, March). *Distance coaching to enhance teacher candidates' use of high-leverage practices*. Paper accepted for the American Association of Colleges for Teacher Education (AACTE), Baltimore, MD.
- Coogle, C.G.** (2017, October). *Feedback to enhance early intervention provider practice and caregiver and child outcomes*. Paper presented for National Center for Systematic Improvement, Chicago, IL.
- Coogle, C.G.**, Ottley, J.R., Storie, S., & Rahn, N. (2017, October). *eCoaching to enhance educators' use of embedded learning opportunities*. Paper presented at Division for Early Childhood of the Council for Exceptional Children (DEC), Portland, OR.
- Ottley, J.R., Brown, J.A., Romano, M.K., **Coogle, C.G.**, & Lakey, E.R. (2017, October). *Feedback to enhance families' competence and confidence*. In C. M. Trivette & B. Keilty (Eds.), *DEC Recommended Practices Monograph Series: Using DEC Family Practices with All Families*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Portland, OR.
- Larson, A., **Coogle, C.G.**, Storie, S., & Ottley, J.R. (2017, October). *Evidence Synthesis of DEC Recommended Practice: Interaction 3B*. Poster presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Portland, OR.
- Coogle, C.G.**, Ottley, J.R., Rahn, N.L., Storie, S., & Burt, A. (2017, April). *A research synthesis: eCoaching, educator practice, and child outcomes*. Poster accepted for presentation at the Council for Exceptional Children (CEC), Boston, MA.

- Coogle, C.G.**, Ottley, J.R., Rahn, N.L., *Storie, S.*, & *Burt, A.* (2016, November). *Enhancing best practices in inclusive early childhood settings*. Paper presented at the Teacher Education Division of the Council for Exceptional Children (TED), Lexington, KY.
- Ottley, J.R., **Coogle, C.G.**, Helfrich, S., Jung, J., Mazzeo-Barron, K., Kinnard, L., & Hartman, S. (2016, November). *Teacher educators collaborating to create a dual-certification program in early childhood education and early childhood special education*. Poster presented at the Teacher Education Division of the Council for Exceptional Children (TED), Lexington, KY.
- Rahn, N.L., **Coogle, C.G.**, Ottley, J.R., Roberts, D., Woodrum, L., Collier, T., Cottrill, S., & Trivette, C. (2016, October). *Home literacy environment and early literacy skills of Appalachian preschoolers with disabilities*. Poster presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Louisville, KY.
- Coogle, C.G.**, Ottley, J.R., Rahn, N.L., *Storie, S.*, & *Burt, A.* (2016, October). *Research synthesis: Bridging the research-to-practice gap in inclusive early childhood settings*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Louisville, KY.
- Ottley, J.R., Helfrich, S., Kinnard, L., Mazzeo, K., Jung, J., **Coogle, C.G.** (2016, October). *Teacher educators collaborating to create a dual-certification master's degree program*. Poster presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Louisville, KY.
- Bougher, H.*, **Coogle, C.G.**, Floyd, K., & Root, A. (2015, October). *Family outcome survey: A cross-comparison of early intervention outcomes by disability category*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Atlanta, GA.
- Coogle, C.G.**, Ottley, J.R., & Rahn, N.L. (2015, October). *eCoaching impacts on ECSE teachers' use of communication strategies and children's communication*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Atlanta, GA.
- Ottley, J.R., **Coogle, C.G.**, & Rahn, N.L. (2015, October). *Enhancing co-educators' capacity to embed evidence-based strategies into classroom routines through peer-coaching*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Atlanta, GA.
- Rahn, N.L., **Coogle, C.G.**, & Ottley, J.R. (2015, October). *Teacher use of embedded learning opportunities in inclusive preschool routines and activities*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Atlanta, GA.

- Rahn, N.L., **Coogle, C.G.**, & *Storie, S.* (2015, October). *Using activity-based intervention and dialogic reading to teach thematic vocabulary to preschoolers*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Atlanta, GA.
- Storie, S.*, **Coogle, C.G.**, Rahn, N.L., Ottley, J.R. (2015, October). *Evidence-based communication strategies and children's functional communication in inclusive preschool classrooms*. Poster presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Atlanta, GA.
- Bougher, H.*, Root, A., **Coogle, C.G.**, & Floyd, K. (2015, April). *Autism severity and parental attributions as predictors of parent emotion socialization practices*. Poster presented at the Council for Exceptional Children Conference (CEC), San Diego, CA.
- Rahn, N.L., Floyd, K., & **Coogle, C.G.** (2015, April). *Using technology to adapt dialogic reading for children with special needs*. Paper presented at the Council for Exceptional Children Conference (CEC), San Diego, CA.
- Ottley, J.R., **Coogle, C.G.**, & Rahn, N.L. (2015, April). *Bug-in-ear coaching: Enhancing educator's capacity to implement evidence-based practices*. Paper presented at the Council for Exceptional Children Conference (CEC), San Diego, CA.
- Coogle, C.G.**, Rahn, N.L., & Ottley, J.R., (2014, November). *Pre-service teacher's use of environmental arrangement in inclusive preschool classrooms upon receiving bug-in-ear feedback*. Paper presented at the Teaching Education Division Conference of the Council for Exceptional Children (TED), Indianapolis, IN.
- Floyd, K., & **Coogle, C.G.** (2014, October). *Creating video models that enhance the social interactions of young children with autism and their typically developing peers*. Poster accepted for presentation at the Division for Early Childhood of the Council for Exceptional Children (DEC), St. Louis, MO.
- Rahn, N.L., Floyd, K., & **Coogle, C.G.** (2014, October). *Effects of dialogic reading with and without technology on preschoolers with autism*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), St. Louis, MO.
- Coogle, C.G.**, Floyd, K., & Rahn, N.L. (2014, July). *Promoting communication development in young children with autism*. Paper presented at the Division of International Special Education and Services International Conference of the Council for Exceptional Children (DISES), Braga, Portugal.
- Floyd, K., & **Coogle, C.G.** (2014, July). *If a picture is worth 1,000 words, how much is a video? The use of video modeling with typical peers to increase play and communication in preschool children with autism*. Paper presented at the Division of International Special

Education and Services International Conference of the Council for Exceptional Children (DISES), Braga, Portugal.

Rahn, N.L., Floyd, K., & **Coogle, C.G.** (2014, July). *Creating dialogic reading and dialogic reading with technology for young children with autism*. Paper presented at the Division of International Special Education and Services International Conference of the Council for Exceptional Children (DISES), Braga, Portugal.

Floyd, K., & **Coogle, C.G.** (2014, April). *What is video modeling and how do I use it in my classroom?* Paper presented at the Council for Exceptional Children Conference (CEC), Philadelphia, PA.

Coogle, C.G., & Hanline, M.F. (2012, April). *Family experiences with family help giving practices*. Paper accepted for presentation at the Council for Exceptional Children Conference (CEC), Denver, CO.

Coogle, C.G., Hanline, M.F., & Floyd, K. (2012, October). *A study of family centered help giving practices in early intervention*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), Minneapolis, MN.

Hanline, M.F., Whalon, K., Delano, M., Flynn, K., **Coogle, C.G.**, & Riggie, J. (2011, April). *Autism spectrum disorders: Literacy, language, and behavior support*. Paper presented at the Council for Exceptional Children Conference (CEC), National Harbor, MD.

Coogle, C.G., Hanline, M.F., & Phelps, P. (2011, November). *Assessment of young children's communication and problem solving*. Paper presented at the Division for Early Childhood of the Council for Exceptional Children (DEC), National Harbor, MD.

Coogle, C.G., & Hanline, M.F. (2011, November). *Family experiences with early intervention: A measure of family centeredness and family experience*. Paper accepted for presentation at the Zero to Three National Conference, National Harbor, MD.

Regional Presentations

Hill, C., DeArment, S., Spence, C, Walter, H., Childress, D., & **Coogle, C. G.** (2022, July). *Listening, learning and listening some more: Partnerships to develop future early interventionists*. Presentation presented at Creating Connections to Shining Stars 2022: Virginia's Collaborative Early Childhood Birth Through Five Conference, Roanoke, VA.

Coogle, C.G., Wade, C.B., Walter, H.L., Majetich, E.N., Jr., Choe, J., & Shen, Y. (2022, July). *Use of naturalistic instruction to enhance child development*. Presentation presented at Creating Connections to Shining Stars 2022: Virginia's Collaborative Early Childhood Birth Through Five Conference, Roanoke, VA.

Coogle, C. G., Wade, C., & Majetich, E.N., Jr.(2022, April 4-7). *Engaging and supporting families using technology-enhanced coaching*[Conference session]. Celebrating

Connections 2022 Better Together. The West Virginia Early Childhood Training Connections and Resources, Charleston, WV, United States.

Coogle, C. G., Wade, C., & Majetich, E.N., Jr.(2022, April 4-7). *A framework to promote family-centered practice: Family guided routines based intervention* [Conference session]. Celebrating Connections 2022 Better Together. The West Virginia Early Childhood Training Connections and Resources, Charleston, WV, United States.

Coogle, C.G., & Wade, C.B. (2020, September). *Early childhood teachers supporting child development within everyday routines*. Presentation presented at Moton Early Childhood Center.

Coogle, C.G., & Wade, C.B. (2020, September). *Paraprofessionals supporting child development within everyday routines*. Presentation presented at Moton Early Childhood Center.

Coogle, C.G., & Wade, C.B. (2020, June). *Supporting child development within everyday routines*. Presentation presented at CEHD Cares Webinar Series, Fairfax, VA.

Coogle, C.G., Terry, L.M. (2019, July). *Delivering embedded learning opportunities to enhance child outcomes*. Presentation presented at Celebrating Connections Conference, Roanoke, VA.

Coogle, C.G. (2018; 2019, June). *Using positive behavior support to support children engaged in summer camp*. Presentation presented at George Mason University Summer Camp Training, Fairfax, Va.

Coogle, C.G., Terry, L.M. (2019, May) *Delivering embedded learning opportunities to enhance child outcomes*. Presentation presented at Virginia Division for Early Childhood Webinar, Webinar.

Coogle, C.G. (2019, March). *Keynote: Coaching to enhance the well-being of educators in early childhood education*. Presentation presented at George Mason University Professional Development Day, Fairfax, VA.

Coogle, C.G. (2019, March). *Using embedded learning opportunities to enhance the well-being of all individuals in the early childhood learning environment*. Presentation presented at George Mason University Professional Development Day, Fairfax, VA.

Coogle, C.G. & Stone, D. (2017, October). *Utilizing data-based instructional methods to support the inclusion of young children with disabilities*. Paper presented at the Virginia Council for Exceptional Children Conference, Richmond, VA.

Coogle, C.G. (2016, April). *eCoaching to bridge the research to practice gap*. Paper accepted for presentation at the Celebrating Connections State Conference, Charleston, WV.

Coogle, C.G. (2014, March). *Ages and Stages Questionnaires to screen and monitor progress in social emotional development*. Paper presented at the West Virginia Early Childhood Training: Understanding the Importance of Social/Emotional Well-Being and Development in Young Children, Morgantown, WV.

Coogle, C.G. (2012, October). *Enhancing the communication skills of young children with autism and related disabilities*. Paper presented at the West Virginia Council for Exceptional Children State Conference, Morgantown, WV.

Coogle, C.G., & Riggie, J. (2010, October). *Utilizing evidence-based practices to enhance child outcomes*. Paper presented at the Florida Association for the Education of Young Children, Orlando, FL.

Coogle, C.G., & Riggie, J. (2010, October). *Supporting children with autism by enhancing peer interactions*. Paper presented at the Florida Association for the Education of Young Children, Orlando, FL.

Riggie, J., & Coogle, C.G. (2010, October). *Creating social stories to facilitate development*. Paper presented at the Florida Association for the Education of Young Children, Orlando, FL.

Coogle, C.G., & Riggie, J. (2010, July). *Effective intervention components for young children with autism*. Paper presented at the One Goal Summer Conference, Tampa, FL.

Coogle, C.G., & Riggie, J. (2010, July). *Peer supports for children on the autism spectrum*. Paper presented at the One Goal Summer Conference, Tampa, FL.

Riggie, J., & Coogle, C.G. (2010, July). *What are social stories and how do I use them?* Paper presented at the One Goal Summer Conference, Tampa, FL.

GRADUATE COMMITTEE WORK

Doctoral Committee

Name	Role	Date	Program	Expected Graduated
Gino Binkert	Committee Member	March, 2021-Present	Special Education	May, 2024
Katherine Szocik	Committee Member	March, 2021-Present	Special Education	May, 2024
Rachel Terlop	Chair	May, 2020-August, 2020	Early Childhood and Early Childhood Special Education	May, 2024
Rachel Hamberger	Committee Member	May, 2019-Present	Special Education	May, 2021
Clarissa Wade	Chair	September, 2018-Present	Early Childhood and Early Childhood Special Education	May, 2022

Murat Koc	Committee Member	December, 2018 – Present	Special Education	May, 2023
El Brown	Committee Member	May, 2018-May, 2020	Early Childhood and Special Education	May, 2020
Mohamed Aladsai	Chair	August, 2016 – 2017	Special Education	May, 2020
Ashley Zehner	Chair	August, 2016 - 2017	Special Education	May, 2020
Amy Burt	Committee Member	March, 2015 - 2019	Special Education	May, 2019
Crystal Smith	Committee Member	August, 2012 – December, 2014	Special Education	December, 2014

Masters Thesis

Name	Role	Dates	Program	Graduated
Hilary Bougher	Committee Member	August 2014-May, 2015	Human Development and Family Studies	May, 2015

Advisees

Desiree Roberts, August 2016 – 2017

INDEPENDENT STUDY SUPERVISION

Graduate Independent Study Supervision

Murat Koc, Spring 2022 (Dissertation Preparation)

Katherine Szocik, Spring 2022 (Teaching Internship)

Clarissa Wade, Spring 2021 (Single Case Design)

Clarissa Wade, Spring 2021 (Literature Review)

Thien Huynh, Fall 2020 (Introduction to Early Childhood Special Education)

Clarissa Wade, Spring 2020 (Teaching Internship)

Clarissa Wade, Fall 2020 (Independent Research)

Murat Koc, Spring 2019 (Teaching Internship)

Lakicia Moye, Summer 2018 (Research)

Alexajo Hanna, Spring 2015 (Research)

Sloan Storie, Summer 2014 (Research)

Undergraduate Independent Study Supervision

Sam Fanok, Fall 2015

Emma Weigel, Fall 2015

Trasha Laskody, Spring 2015

Kristy Lennon, Spring 2015

Kayla Lipscomb, Spring 2015

Emma Weigel, Spring 2015

Alexajo Hanna, Fall 2014

Trasha Laskody, Fall 2014
Bethann Bowles, Spring 2014
Colleen Palman, Spring 2014

ACADEMIC TEACHING EXPERIENCE

George Mason University

EDRS 810: Problems and Methods in Educational Research

- Online instruction

ECED 685: Applied and Teacher Research in Early Childhood

- Online instruction

ECED 511: Assessment of Diverse Young Learners

- Hybrid instruction

ECED 801: Trends in Early Childhood Research

- Face to face instruction

ECED 504: Introduction to Early Childhood Special Education

- Hybrid instruction

ECED 505: Engaging Families of Diverse Young Learners

- Online instruction

ECED 522: Developing Language, Literacy, and Communication

- Face to face instruction
- Hybrid instruction
- Online instruction

ECED 523: Early Intervention for Infants and Toddlers with Disabilities: Collaborative & Consultative Approaches

- Face to face instruction
- Hybrid instruction

Duquesne University

GSPE 800: Teaching and Scholarship in Higher Education

- Face to face instruction

GSPE 504: Systematic Observation and Assessment

- Face to face instruction

LTSPD 335: Educated Citizenry: Adaptations and Accommodations

- Face to face instruction

West Virginia University

SPED 311: Developmental Assessment of Young Children with Special Needs

- Face to face instruction

SPED 312: Differentiated Instruction for Young Children with Special Needs

- Face to face Instruction

SPED 315: Home Based Programs for Early Intervention

- Face to face instruction

SPED 316: Behavior Supports for Young Children

- Face to face instruction

SPED 467: Elementary Content Methods

- Face to face instruction
- SPED 319: Internship in Preschool Special Needs
- Internship supervision
- SPED 500: Legal and Ethical Foundations
- Face to face instruction
- SPED 610: Typical and Atypical Development
- Distance learning using synchronous and asynchronous learning environments
- SPED 611: Early Learning Curriculum
- Distance learning using synchronous and asynchronous learning environments
- SPED 617: Birth to Three Services for Children and Their Families
- Distance learning using synchronous and asynchronous learning environments
- SPED 667: Elementary Content Methods
- Distance learning using synchronous and asynchronous learning environments

Florida State University

- EEX 4834: Introductory Practicum in Special Education
- Practicum supervision
- EEX 4201: Typical and Atypical Development Across the Lifespan
- Distance learning using synchronous and asynchronous learning environments
- EEX 4070: Including Students with Disabilities in General Education
- Face to face instruction
- TSL 4081: Teaching English Language Learners
- Face to face instruction
- EEX 4930: Nature of Autism and Severe Communication Disorders Across the Lifespan
- Face to face instruction

COURSE DEVELOPMENT

George Mason University

- Course 1: Introduction to Early Childhood Special Education
- Course 2: Assessment and Instruction in Early Childhood Special Education
- Course 3: Tiered Instruction to Promote Development
- Course 4: Teaming and Collaboration in Early Childhood Special Education

West Virginia University

- SPED 319: Preschool Special Needs Internship
- SPED 467: Elementary Content Methods
- SPED 617: Birth to Three Services for Children and Their Families
- SPED 667: Elementary Content Methods

Florida State University

- EEX 4930: Nature of Autism and Severe Communication Disorders Across the Lifespan

SERVICE ACTIVITIES

National

- 2022-Present Consulting Editor, Young Children

- 2021-Present Associate Editor, Young Exceptional Children
- 2020-Present Member, Division for Early Childhood Research Committee
- 2020-2022 Reviewer, Division for Early Childhood, Reviewer of Conference Proposals
- 2019-2021 Member, EI/ECSE Personnel Preparation Standards Advisory Group
- 2018-2021 Editor, Response to Intervention Workgroup
- 2018 Reviewer, Division for Early Childhood, Reviewer of Conference Proposals
- 2018-Present Editorial Board, *Topics in Early Childhood Special Education*
- 2018-Present Editorial Board, *Journal of Early Intervention*
- 2018-Present Guest Reviewer, *Exceptional Children*
- 2018-Present Guest Reviewer, *Journal of Special Education Technology*
- 2018-Present Guest Reviewer, *Early Childhood Education Journal*
- 2017-2018 Guest Reviewer, *Topics in Early Childhood Special Education*
- 2016-Present Guest Reviewer, *Exceptional Children*
- 2016 Reviewer, Council for Exceptional Children, Reviewer of Conference Proposals
- 2015 Reviewer, Council for Exceptional Children, Reviewer of Conference Proposals
- 2015 Participant, TASH IDEA Workgroup
- 2015-2018 Guest Reviewer, *Journal of Early Intervention*
- 2014-Present Guest Reviewer, *Child and Family Social Work*
- 2014 Reviewer, Council for Exceptional Children, Reviewer of Conference Proposals
- 2014 Reviewer, Teacher Education Division, Reviewer of Conference Proposals

- 2013-Present Guest Reviewer, *Issues in Teacher Education*
- 2013 Reviewer, American Council on Rural Special Education,
Reviewer of Conference Proposals
- 2013 Member, Division for Early Childhood Leadership Nominations
Committee, Chair of Reaching Members
- 2013 Member, Division for Early Childhood Fundraising Committee,
Chair of Marketing Products

College and University

- Oct., 2021 Guest Speaker, Single Case Research Design, Doctoral Seminar: Literacy, George
Mason University
- June, 2021 Search Committee Chair, College of Education and Human Services, George
Mason University
- 2021-Present PhD Committee Representative, College of Education and Human Services,
George Mason University
- Apr., 2021 Committee Member, Search Committee for Early Childhood Education Faculty
Position
- Apr., 2021 Guest Speaker, Teacher Education Research in Special Education, Doctoral
Seminar
- Mar., 2021 Faculty Representative, PhD Student Interviews (5)
- Feb., 2021 Faculty Representative, Undergraduate Student Orientation, George Mason
University
- Jan., 2020 Faculty Representative, Graduate Student Orientation, George Mason University
- Nov., 2020 Guest Speaker, Single Case Research Design, Doctoral Seminar: Literacy, George
Mason University
- 2018-2020 Member, Dean's Council
- June, 2019 Developer, Positive Behavior Support Training, George Mason University,
Fairfax, VA
- June, 2018 Developer, Positive Behavior Support Training, George Mason University,
Fairfax, VA

- 2017-2018 Search Committee Member, Early Childhood Education, George Mason University, Fairfax, VA
- Mar, 2018 PhD Candidate Interview Committee, George Mason University, Fairfax, VA
- Nov, 2017 PhD Candidate Interview Committee, George Mason University, Fairfax, VA
- 2017-2019 Co-chair, Advisory Council, George Mason University, Fairfax, VA
- 2016-2017 Grant Writing Facilitator, Special Education, Duquesne University, Pittsburgh, PA
- 2016-2017 Member, Phi Kappa Phi, Duquesne University, Pittsburgh, PA
- Aug, 2016 Faculty Representative, Graduate Student Exit Interviews (3), School of Education, Duquesne University, Pittsburgh, PA
- Aug, 2016 Faculty Representative, Graduate Student Interviews (1), School of Education, Duquesne University, Pittsburgh, PA
- 2014-2016 Member, Academic Computing Advisory Committee, West Virginia University, Morgantown, WV
- 2015-2016 Ex-officio, Faculty Executive Committee, College of Education and Human Services, West Virginia University, Morgantown, WV
- 2015-2016 Member Department of Special Education Scholarship Review Committee, West Virginia University, Morgantown, WV
- 2014-2015 Chair, Department of Special Education Scholarship Review Committee, West Virginia University, Morgantown, WV
- 2014-2015 Chair, Faculty Executive Committee, College of Education and Human Services, West Virginia University, Morgantown, WV
- 2014 Reviewer, Benedum Portfolios, West Virginia University, Morgantown, WV
- 2012-2015 Co-chair, Council for Exceptional Children Student Division, West Virginia University, Morgantown, WV
- 2012-2013 Chair, Department of Special Education Scholarship Review Committee, West Virginia University, Morgantown, WV
- 2012-2013 Member, Special Education Department Faculty Search Committee, West Virginia University, Morgantown, WV

2012-2013 Member, Special Education Department Doctoral Interview Committee, West Virginia University, Morgantown, WV

Regional Service

2020-Present Professional Development Chair, Virginia Division for Early Childhood

Sept, 2020 Developer, Supporting Child Development within Everyday Routines, Hampton City Schools, VA

Aug, 2019 Developer, Early Literacy Professional Development, Hampton City Schools, VA

Nov, 2019 Developer, Positive Behavior Support Professional Development, Hampton City Schools, VA

2019-Present Member, Virginia Early Learning Standards Workgroup

2018-Present Member, Region 4 Child Find

2018-Present Member, Virginia Integrated Training Collaborative

2017-2020 Social Media Coordinator, Virginia Division for Early Childhood

May, 2016 Developer, Early Literacy Professional Development, Preston County Schools, Preston County, WV

Nov, 2015 Co-Developer, Early Literacy Professional Development, Preston County Schools, Preston County, WV

2015-Present Consultant, West Virginia Birth to Three, Morgantown, WV

Aug, 2015 Co-Developer, Early Literacy Professional Development, Preston County Schools, Preston County, WV

Aug, 2015 Co-Developer, Behavioral Supports within Inclusive Environments Professional Development, Harrison County Schools, Harrison County, WV

2012-2017 Member, Early Learning Standards Review Team, Early Childhood Advisory Council, Charleston, WV

2012-2017 Volunteer, St. Francis De Sales Central Catholic School, Morgantown, WV

2011-2012 Reviewer, Florida Department of Education, Personnel Preparation Grant: Best Practices and Practical Strategies to Encourage the Involvement of Parents of Children with Disabilities, Tallahassee, FL

2010-2012 Project Coordinator, Creative Preschool Assessment Project, Tallahassee, FL

- 2010-2012 Volunteer, Advent Preschool, Tallahassee, FL
- 2006-2007 Member, Behavior Intervention Team, Elcan King Elementary School, Bainbridge, GA
- 2006-2007 Supervising Teacher, High School Externship Students, Elcan King Elementary School, Bainbridge, GA
- 2006-2007 Supervising Teacher, Bainbridge College Education Majors, Elcan King Elementary School, Bainbridge, GA

PROFESSIONAL CERTIFICATIONS AND ENDORSEMENTS

Certifications

Behavior Analyst, Virginia

Exceptional Student Education K-12, Florida and Georgia

Elementary Education K-6, Florida and Georgia

Teaching Endorsements

Preschool Disabilities Endorsement, Florida

English for Speakers of Other Languages (ESOL) Endorsement, Florida

Certificates

Applied Behavior Analysis, George Mason University, December 2020

Program Evaluation Certificate, Florida State University, April, 2012

Individual Growth and Development Indicators Certificate, Juniper Gardens Children's Project, April, 2010

Infant Toddler Development Specialist Certificate, Florida State University, May, 2006

PROFESSIONAL AFFILIATIONS

Council for Exceptional Children

Division for Early Childhood

AWARDS AND HONORS

2020 Mentoring Impact Award Nominee, Division for Early Childhood

2020 Gate Scholar, George Mason University, College of Education and Human Development

- 2019 George Mason University Service Impact Award
- 2018 George Mason University Service Impact Award
- 2016 Nominated for Distinguished Early Career Research Award, Special Education Division of Research
- 2015 Nominated for College of Education and Human Services Outstanding Teacher of the Year, West Virginia University
- 2014 Nominated for College of Education and Human Services Outstanding Teacher of the Year, West Virginia University
- 2014 Awardee, IES Single Case Design Training Institute and Single Case Design Reviewer Training, Madison, Wisconsin
- 2013 Nominated for College of Education and Human Services Outstanding Teacher of the Year, West Virginia University
- 2009-2012 Received Leadership in Early Intervention and Family Centered Practice Fellowship, Florida State University
- 2006-2007 Named Renaissance Reading Teacher, Elcan King Elementary School
- 2006 Graduated Magna Cum Laude, Florida State University
- 2005-2006 Received College of Teacher Education Scholarship, Florida State University
- 2004-2005 Received College of Teacher Education Scholarship, Florida State University
- 2003-2004 Received College of Teacher Education Scholarship, Florida State University

OTHER PROFESSIONAL EMPLOYMENT

- 2012-2016 Developmental Specialist, Birth to Three, Morgantown, WV
- 2007-2009 Research Assistant, Florida Center for Reading Research, Tallahassee, FL
- 2006-2007 Special Education Teacher, Decatur County Schools, Bainbridge, GA
- 2005-2006 Special Education Teacher, Leon County Schools, Tallahassee, FL
- 2003-2004 Team Teacher, Leon County Schools, Tallahassee, FL