

YOLANDA VANCE PERKINS

PROFESSIONAL EXPERIENCE

UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL

Position: Implementation Specialist

- As part of the National Research Network (NIRN), provide training and coaching to school districts, education providers, and state agencies to build their capacity to use implementation science to effectively implement selected programs and practices.
- Partner with Work Together NC to revise and implement the North Carolina's competitive integrated employment strategic plan.
- Serve as Co-PI on the New York Math Network project, supporting a cadre of NY school districts with implementing their selected math curriculum.
- Lead the Effective Implementation Cohort technical assistance team and a community of practice for Michigan education consultants.
- Co-create deliverables related to implementation practice in the form of project briefs, blogs, conference presentations, and online professional development materials.

Position: Educational Consultant

- Provided technical assistance to NC K-12 public school staff/teams in the use of evidence-based practices, goal writing, and interventions to support students with autism.
- Implemented professional development models in NC schools participating in UNC supported research projects:
 - Self-Determined Learning Model of Instruction & Peer Supports (SDLMI+PS)
 - Supporting Paraprofessionals Use of Evidence-based Practices for Students with Autism (STELAR)
 - The Efficacy Study for Elementary Learners with Autism (TESELA)
 - Center on Secondary Education for Students with Autism (CSESA)
- Planned and managed research project activities including planning/co-leading site meetings, assisting in recruiting project participants, and supporting supervision of UNC site staff.
- Contributed to the creation of research products in the form of project website development, journal articles/manuscripts, conference presentations, and online professional development materials for educators and families including the Autism Focused Intervention Resources & Modules (AFIRM).

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Position: Senior Administrator, K-12 Special Education Literacy

- Coordinated the implementation of a comprehensive literacy program for K-12 special education students in 171 public schools.
- Developed and presented in-person and online professional development sessions for K-12 school administrators, staff, and teachers.
- Managed the special education literacy professional development plan and created a data management system for effective progress monitoring, data-driven goal

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creation, and reporting.

- Supervised Coordinating Teachers with supporting literacy instruction in K-12 classrooms.

Position: District Coordinating Literacy Teacher – Special Education

- Analyzed diagnostic reading assessment data and assisted teachers with instructional decision making at 35 elementary schools.
- Developed and delivered literacy trainings to K-12 special education, general education, and intervention teachers.

WAKE TECHNICAL COMMUNITY COLLEGE

Position: Adjunct Instructor/Intake Specialist & Lead Curriculum Developer

- Developed lesson plans and taught academic life skills classes to adult students with intellectual and developmental disabilities.
- Administered the Comprehensive Adult Student Assessment Systems (CASAS) tests to adult students with intellectual disabilities to determine eligibility for Compensatory Education services.
- Revised the NC Compensatory Education Program of Study and correlation guide for use in the 58 community colleges.
- Provided regional training to NC Compensatory Education instructors on how to implement the new curricula.

UNIVERSITY OF PHOENIX

Position: Instructor

- Taught undergraduate and graduate education content courses in an online, asynchronous setting:
 - GEN 200: Foundations for General Education and Professional Success
 - GEN 480: Interdisciplinary Capstone Course
 - ECH 521: Maintaining an Effective Learning Climate
- Assessed students' performance in threaded class discussions, individual research papers, and learning team assignments/projects.

WAKE COUNTY PUBLIC SCHOOLS

Position: Special Education Teacher

- Taught reading, writing, math, and social skills to students with special needs in grades K-5 in pull out, self-contained, and inclusion settings.
- Prepared students' individualized education plans (IEPs), developed behavior plans, and monitored students' progress with their IEP goals.
- Collaborated with general education teachers and parents to assist in understanding students' academic and behavioral needs and implement Response to Intervention (RTI) strategies.
- Supervised Special Education Teaching Assistants with daily activities.

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EDUCATION

APPALACHIAN STATE UNIVERSITY – School of Education

Education Specialist – Higher Education: Adult & Developmental Education

LOYOLA UNIVERSITY MARYLAND – School of Education

Master of Education – Special Education

TEMPLE UNIVERSITY – School of Business

Bachelor of Business Administration – Economics

CERTIFICATIONS

NC Educator’s License – Exceptional Children Program Administrator

NC Educator’s License – Reading Specialist (Grades K-12) – Highly Qualified

NC Educator’s License – Cross Categorical (Grades K-12) – Highly Qualified

PROFESSIONAL CERTIFICATES

Diversity, Equity & Inclusion in Research – University of North Carolina at Chapel Hill

College & University Teaching - Appalachian State University

Advance Accounting – University of Maryland - University College

PUBLICATIONS – Book Chapter & Journals

Hall, L.J., Steinbrenner, J.R., Kucharczyk, S., & **Perkins, Y.** (2023). Implementation Process. In S.L. Odom (Ed.), *Supporting adolescents with autism in secondary schools* (pp. 167-194). The Guilford Press.

Sam, A. M., Steinbrenner, J. R., Odom, S. L., Nowell, S. W., Waters, V., **Perkins, Y.**, White, M., Swaminathan, H., & Rogers, H. J. (2022). Promoting paraeducators’ use of evidence-based practices for students with autism. *Exceptional Children*.
<https://doi.org/10.1177/00144029221135572>

Sam, A.M., Odom, S.L., Tomaszewski, B., **Perkins, Y.**, & Cox, A. (2021). Employing evidence-based practices for children with autism in elementary schools. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-020-04706-x>

Brum, C., Hall, L.J., Reutebuch, C.K, & **Perkins, Y.** (2019). Strategies for improving reading comprehension for high school students with autism spectrum disorder. *Teaching Exceptional Children*, 52 (2), 88-97. <https://doi.org/10.1177%2F0040059919878663>

PUBLICATIONS – Online Learning

Farmer, S., **Perkins, Y.**, & Morgan, W. (2023). *Addressing power differentials*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National

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Implementation Research Network Active Implementation Hub.
<https://modules.fpg.unc.edu/sisep/power/index.html>

Perkins, Y., Morgan, W., & Ward, C. (2022). *Grow and sustain relationships*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Implementation Research Network Active Implementation Hub.
<https://modules.fpg.unc.edu/sisep/grow-sustain/index.html>

PUBLICATIONS – Online Resources

Hume, K., Waters, V., Sam, A., Steinbrenner, J., **Perkins, Y.**, Dees, B., Tomaszewski, B., Rentschler, L., Szendrey, S., McIntyre, N., White, M., Nowell, S., & Odom, S. (2020). *Supporting individuals with autism through uncertain times | AFIRM*. The University of North Carolina at Chapel Hill School of Education and Frank Porter Graham Child Development Institute.
<https://afirm.fpg.unc.edu/covid19-toolkit>

Perkins, Y. (2018, April). *Supporting healthy sleep habits for adolescents*. The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
<https://cesea.fpg.unc.edu/sites/cesea.fpg.unc.edu/files/resources/At-A-Glance%20-%20Sleep.pdf>

Perkins, Y. (2016, April). *Building healthy eating habits for adolescents with ASD*. The University of North Carolina, Frank Porter Graham Child Development Institute, CSESA Development Team.
<https://cesea.fpg.unc.edu/sites/cesea.fpg.unc.edu/files/resources/Building%20Healthy%20Eating%20Habits%20for%20Adolescents%20with%20ASD.pdf>

PUBLICATIONS – Technical Assistance Guides

Ward, C., Franco-Jenkins, X., McColskey, C., **Perkins, Y.**, and Kennedy, S. (2022). *EIC readiness constructs, definitions, and indicators*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Implementation Research Network.
<https://eic.fpg.unc.edu/wp-content/uploads/EIC-Readiness-Construct-Definitions-and-Indicators.pdf>

Perkins, Y., Sam, A.M., & AFIRM for Paras Team. (2020). *Prompting companion guide for families / AFIRM*. The University of North Carolina at Chapel Hill School of Education and Frank Porter Graham Child Development Institute.
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Home%20Companion%20Guide%20for%20Prompting.pdf>

Perkins, Y., Sam, A.M., & AFIRM for Paras Team. (2020). *Reinforcement companion guide for families / AFIRM*. The University of North Carolina at Chapel Hill School of Education and Frank Porter Graham Child Development Institute.

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https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Home%20Companion%20Guide%20for%20Reinforcement_0.pdf

Perkins, Y., Sam, A.M., & AFIRM for Paras Team. (2020). *Time delay companion guide for families / AFIRM.* The University of North Carolina at Chapel Hill School of Education and Frank Porter Graham Child Development Institute.
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Home%20Companion%20Guide%20for%20Time%20Delay.pdf>

Perkins, Y., Sam, A.M., & AFIRM for Paras Team. (2020). *Visual cues companion guide for families / AFIRM.* The University of North Carolina at Chapel Hill School of Education and Frank Porter Graham Child Development Institute.
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Home%20Companion%20Guide%20for%20Visual%20Cues.pdf>

CONFERENCE PRESENTATIONS

Learnings from the Effective Implementation Cohort: Teacher and Student Experience, National Council of Teachers of Mathematics (NCTM), Washington, DC, October 2023

Implementation Competencies: Necessary Skills to be a Systems of Change Agent, International Early Childhood Inclusion Institute, Chapel Hill, NC, April 2022

Improve Use of Evidence-based Practices for Children with Autism through Embedded Coaching, Council for Exceptional Children (CEC), Portland, OR, February 2020

Get the Picture: How to Use Social Narratives and Visual Cues to Support Social Emotional Skills in Students with ASD, NC Department of Public Instruction Exceptional Children Conference, Greensboro, NC, November 2019

How to Write Highly Measurable IEP Goals Using Goal Attainment Scaling, Guilford County Public Schools Exceptional Children Services Summer Institute, July 2019

Selecting and Implementing EBPs for Learners with Autism, Guilford County Public Schools Exceptional Children Services Summer Institute, July 2019

TESELA Research Overview, Guilford County Public Schools Exceptional Children Services Summer Institute, July 2018

How to Write the Best IEP Goals Ever Using Goal Attainment Scaling, NC Council for Exceptional Children, Winston-Salem, NC, January 2018

Making Lasting Change: How One District Used Implementation Science to Change Literacy Outcomes for All Students, International Dyslexia Association Conference, Grapevine, TX, October 2015

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Making a Difference with Early Literacy, North Carolina Association of School Administrators Conference, Raleigh, NC, March 2015

Using the Letterland Reading Program in K-2, North Carolina Reading Association Conference, Raleigh, NC, March 2014

Moving Compensatory Education into the Future, North Carolina Community College System Conference, Raleigh, NC, August 2011