

Kristi Morin, Ph.D., BCBA-D

IES Postdoctoral Research Associate
Frank Porter Graham Child Development Institute
University of North Carolina-Chapel Hill
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Citizenship status: U.S. Citizen

EDUCATION

- 2017 **Doctor of Philosophy**, Special Education
Emphasis in Autism and Developmental Disabilities
Texas A&M University, College Station, TX
Dissertation: *The Use of Video Analysis to Change Special Educators’
Instructional Practices: A Single-Case Study and Meta-Analysis*
Chair: Jennifer Ganz; Co-Chair: Kimberly Vannest
- 2013 **Master of Education**, Special Education, Mild/Moderate, Grades 1-5
Northwestern State University, Natchitoches, LA
- 2006 **Bachelor of Science**, Elementary Education, Grades 1-6
Louisiana State University at Alexandria, Alexandria, LA

CERTIFICATIONS

- 2018 North Carolina Teaching License, Elementary Education (K-6), Exceptional
Children: General Curriculum (K-12), License # 1218625
- 2016 Board Certified Behavior Analyst–Doctoral Level, Certificate # 1-16-23007
- 2013 Special Education Teaching Certificate, Mild/Moderate 1-5, LA
- 2006 Early Childhood Teaching Certificate, LA
- 2006 Elementary Education Teaching Certificate, LA

PROFESSIONAL EXPERIENCE

Research/Internship

- 2017-current **IES Postdoctoral Research Associate**, Autism Focused Projects
Principal Investigators: Drs. Sam Odom, Kara Hume, & Brian Boyd
Frank Porter Graham Child Development Institute, University of North Carolina-
Chapel Hill
- 2016-2017 **Project Coordinator**, *Board-Certified Behavior Analyst (BCBA) Training for
Teachers and Paraprofessionals*, Texas Higher Education Coordinating Board,
Award #17185, Principal Investigator: Dr. Jennifer Ganz, Texas A&M University
- Summer
2016 **U.S. Department of Education Intern**, Office of Special Education Programs
(OSEP), Washington, D. C.
- 2013-2016 **Research Assistant**, Autism/Behavior Analysis Research Teams
Principal Investigators: Drs. Jennifer Ganz & Mandy Rispoli
Texas A&M University

Supervision

- 2015-2017 **Supervisor of Applied Behavior Analysis Therapists**
Autism Clinic at Brazos Valley Rehabilitation Center, Texas A&M University
- 2014-2016 **Supervisor of Pre-Service Teachers**, Texas A&M University

Practitioner

- 2013-2015 **Applied Behavior Analysis Lead Therapist**
Autism Research Clinic, Bryan, TX
- 2011-2013 **Special Education Classroom Teacher**, Grades 1-2
Rapides Parish School District, Alexandria, LA
- 2006-2010 **General Education Classroom Teacher**, Grades K-1
Rapides Parish School District, Alexandria, LA

HONORS AND AWARDS

- 2018 **IES Cluster Randomized Trials Summer Training Institute Selected Applicant**, National Center for Education Research (NCER), U.S. Department of Education, Institute for Policy Research, Northwestern State University, Evanston, IL
- 2013–2017 **OSEP Autism Leadership Fellowship**, Special Education Program, Texas A&M University
- 2016 **Research Scholar Award**, College of Education and Human Development (CEHD), Texas A&M University
- 2016 **Merit Scholarship**, College of Education and Human Development (CEHD), Texas A&M University
- 2014, 2015 **Travel Award**, College of Education and Human Development (CEHD), Texas A&M University
- 2013 **Lechner Graduate Award**, Educational Psychology Department, Texas A&M University
- 2012 **Promethean Board Classroom Award**, Rapides Parish School Board, Alexandria, LA.

PUBLICATIONS**Peer-Reviewed Articles Published/Accepted for Publication**

- Morin, K.**, Ganz, J. B., Vannest, K. J., Haas, A., Nagro, S., Peltier, C., Fuller, M., & Ura, S. (in press). A systematic review of single-case research on video analysis as professional development for special educators. *Journal of Special Education*. (2017 IF = 2.262; 5-year IF = 2.755). doi:10.1177/0022466918798361
- Hong, E. R., **Morin, K.**, Ganz, J., Genc, D., Gregori, E., Hale, N., & Boles, M. (in press). Caregiver-implemented augmentative and alternative communication for an adult with autism and complex communication needs: A case study. *International Journal of Therapy and Rehabilitation*.
- Neely, L., Rispoli, M., Boles, M., **Morin, K.**, Gregori, E., Ninci, J., & Hagan-Burke, S. (in press). Interventionist acquisition of incidental teaching using pyramidal training via

- telehealth. *Behavior Modification*. (2015 IF = 1.219) doi:10.1177/0145445518781770
Published online first at <https://www.ncbi.nlm.nih.gov/pubmed/29938528>
- Morin, K.**, Ganz, J.B., Gregori, E., Foster, M. J., Gerow, S., Genc, D., & Hong, E. R. (2018). A Systematic Quality Review of High-Tech AAC Interventions as an Evidence-Based Practice. *Augmentative and Alternative Communication*, *34*, 104-117.. (2016 IF = 2.388) doi:10.1080/07434618.2018.1458900.
- Hong, E. R., Kawaminami, S., Neely, L., **Morin, K.**, Davis, J. L., & Gong, L. (2018). Tablet-based interventions for individuals with ASD: Evidence of generalization and maintenance. *Research in Developmental Disabilities*, *79*, 130-141. (2016 IF = 1.630) doi:10.1016/j.ridd.2018.01.014
- Ganz, J. B., Katsiyannis, A., & **Morin, K.** (2018). Facilitated communication: The resurgence of a disproven treatment for individuals with autism. *Intervention in School and Clinic*, *54*, 52-56. doi:10.1177/1053451217692564
- Ganz, J. B., **Morin, K.**, Foster, M. J., Vannest, K. J., Genc-Tosun, D., Gregori, E., & Gerow, S. (2017). High-technology augmentative and alternative communication for individuals with intellectual and developmental disabilities and complex communication needs: A meta-analysis. *Augmentative and Alternative Communication*, *33*(4), 224-238. (2016 IF = 2.388) doi:10.1080/07434617.2017.1373855
- Hong, E. R., Gong, L., Ninci, J., **Morin, K.**, Davis, J., Kawaminami, S., Shi, Y., & Noro, F. (2017). A meta-analysis of single-case research on the use of tablet-mediated interventions for persons with ASD. *Research in Developmental Disabilities*, *70*, 198-214. (2016 IF = 1.630) doi:10.1016/j.ridd.2017.09.013
- Hong, E. R., Ganz, J. B., **Morin, K.**, Davis, J. D., Ninci, J., Neely, L., & Boles, M. B. (2017). Functional living skills and adolescents and adults with autism spectrum disorder: A meta-analysis. *Education and Training in Autism and Developmental Disabilities*, *52*, 268-279.
- Morin, K.**, & Davis, J. L. (2017). Cross-validation: What is it and how is it used in regression? *Communications in Statistics—Theory & Methods*, *46*, 5238-5251. doi:10.1080/03610926.2015.1099672
- Hong, E. R., Ganz, J. B., Mason, R., **Morin, K.**, Davis, J. D., Ninci, J.,...& Gilliland, W. D. (2016). The effects of video modeling in teaching functional living skills to persons with ASD: A meta-analysis of single-case studies. *Research in Developmental Disabilities*, *57*, 158-169. (2016 IF = 1.630) doi:10.1016/j.ridd.2016.07.001
- Ganz, J., Hong, E., Gilliland, W., **Morin, K.**, & Svenkerud, N. (2015). Comparison between visual scene displays and exchange-based communication in augmentative and alternative communication for children with ASD. *Research in Autism Spectrum Disorders*, *11*, 27-41. (5 year IF = 2.165) doi:10.1016/j.rasd.2014.11.005
- Manuscripts Submitted for Publication**
- Peltier, C., Vannest, K. J., **Morin, K.**, Sallese, M. R., Pulos, J. M., Fuller, M., Liao, C. Y., & Smith, S. (in review). Screening decisions utilizing mathematics curriculum-based measures: Current validity evidence and future directions.

Peltier, C., Vannest, K. J., **Morin, K.**, Sallese, M. R., Fuller, M., Liao, C. Y., & Smith, S. (revised and resubmitted). Validity of mathematics curriculum-based measures: Current evidence and future directions.

Liao, C.-Y., Ganz, J. B., Wattanawongwan, S., Haas, A. N., Ura, S. K., & **Morin, K.** (in review). Parent-coaching in a multimodal communication intervention for children with autism.

Peltier, C., Vannest, K. J., **Morin, K.**, Sallese, M. R., & Sinclair, T. E. (in review). Teacher-mediated interventions on the mathematical performance of students with emotional and behavioral disorders: A meta-analysis.

Peltier, C., Sallese, M. R., Vannest, K. J., & **Morin, K.** (in review). Criterion validity of a computer adaptive curriculum-based measure to an end-of-year state mathematics assessment.

Morin, K., Vannest, K. J., Hong, E. R., Haas, A., Ganz, J. B., & Lavadia, C. (revised and resubmitted). Using telehealth to train parents in video analysis procedures.

Book Chapter

Odom, S. L., **Morin, K.**, Savage, M. N., & Gerlach-McDonald, B. (in press). *Behavioral and educational approaches to the treatment of autism spectrum disorder*. In Fred R. Volkmar (Ed.), *Autism and Pervasive Developmental Disorders* (3rd ed.). New York: Cambridge University Press.

Online Learning Modules

Morin, K., & AFIRM Team. (2018). *Extinction*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Extinction>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2017). *Assessment*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2017). *Measurement*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2016). *Behavior reduction*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2016). *Professional conduct and scope of practice*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

GRANTS

Funded

Texas A&M University (2016-2018). *Board-Certified Behavior Analyst Training for Teachers and Paraprofessionals*. Texas Higher Education Coordinating Board, Autism Grant Program. Total award: \$470,000. PI: Jennifer Ganz.

Role: Project Coordinator

Vernon Parish School System (2016-2021). *Project LEVEL: Lifelong Engagement in Varieties of Equivalent Learning*. Department of Defense Education Activity (DoDEA), Military-Connected Academic and Support Programs (MCASP). Total award: \$1,250,000.

Role: Professional Development Provider

Submitted

University of North Carolina at Chapel Hill (in review). *Project REACH: Reaching Educators of students with ASD through AFIRM and CoachIng*. Institute for Education Sciences, U.S. Department of Education, Goal 2: Development and Innovation Project, Professional Development for Teachers and School-based Service Personnel Competition (CFDA Number: 84.324A). Requested funding: \$1,400,000. PI: Kara Hume.

Role: Consultant

University of North Carolina at Chapel Hill (in review). *Project IMPACT: Investigating a Multi-level Programmatic Approach to Coaching Teachers*. Organization for Autism Research, Applied Research Competition. Requested funding: \$30,000. PI: Kara Hume.

Role: Co-Principal Investigator

Unfunded

Cumberland County School System (unfunded). *Step Up Our Stem Game! STEM for ALL! STEM Every Day!* Department of Defense Education Activity (DoDEA), Military-Connected Academic and Support Programs (MCASP). Requested funding: \$1,250,000.

Role: External Evaluator

PRESENTATIONS

Invited Peer-Reviewed Conference Presentations

Morin, K., & Sam, A. (2019, January). *From research to practice: Finding what works for students with autism*. Pre-conference workshop to be presented at the North Carolina Council for Exceptional Children 32nd Annual Conference. Wilmington, NC.

Sam, A., **Morin, K.**, & Savage, M. (2018, January). *Achieving meaningful outcomes for students with autism*. Pre-conference workshop presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC.

Selected Peer-Reviewed Conference Presentations

Morin, K. (2019, February). *Evidence-based strategies for decreasing stereotypical and self-injurious behavior among students with autism*. Oral presentation accepted to be presented at the Council for Exceptional Children 2019 Special Education Convention and Expo. Indianapolis, IN.

- Morin, K.** (2019, February). *Using video in teacher observations: Resources and ideas to improve evaluations*. Poster presentation accepted to be presented at the Council for Exceptional Children 2019 Special Education Convention and Expo. Indianapolis, IN.
- Morin, K.** (2018, November). *Evidence-based practices for students with ASD: An overview and demonstration*. Oral presentation accepted to be presented at Teacher Education Division 2018 National Conference (Council for Exceptional Children). Las Vegas, NV.
- McCauley, J., & **Morin, K.** (2018, November). *Self-management: An evidence-based practice to increase student independence*. Oral presentation accepted to be presented at the North Carolina Department of Public Instruction 68th Conference on Exceptional Children. Greensboro, NC.
- Morin, K.,** & McCauley, J. (2018, November). *Supporting students' communication with augmentative and alternative communication*. Oral presentation accepted to be presented at the North Carolina Department of Public Instruction 68th Conference on Exceptional Children. Greensboro, NC.
- Morin, K.** (2018, October). *Video analysis: A research-based tool to improve instructional practices*. Oral presentation accepted to be presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference. Tempe, AZ.
- Morin, K.** (2018, October). *Empowering teachers to reduce stereotypical and self-injurious behaviors using an evidence-based practice*. Oral presentation accepted to be presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference. Tempe, AZ.
- Morin, K.,** Johnson, X., & Mockovciak, A. (2018, June). *Evidence-based practices for students with ASD: An overview and demonstration*. Oral presentation at the North Carolina Council for Exceptional Children (NC CEC) 2018 Summer Mini-Conference. Zebulon, NC.
- Morin, K.,** Haas, A., Ganz, J. B., Vannest, K. J., Fuller, M., Ura, S. K., & Peltier, C. (2018, April). *Effects of video analysis on the instructional skills of educators: A meta-analysis of single-case studies*. Poster presented at the 2018 American Educational Research Association (AERA) Annual Meeting. New York City, NY.
- Sam, A., Odom, S., & **Morin, K.** (2018, February). *Use of evidence-based practices in elementary schools for students with ASD*. Oral presentation presented at the Council for Exceptional Children 2018 Special Education Convention and Expo. Tampa, FL.
[Presented on behalf of Ann Sam]
- Morin, K.,** Vannest, K. J., Haas, A., & Ganz, J. (2018, February). *Using video analysis to improve service delivery for children with autism: A single-case study*. Poster presentation presented at the 12th Annual Association for Behavior Analysis International Autism Conference. Miami, FL.
- Sam, A., Cox, A., **Morin, K.,** & Odom, S. (2018, January). *Combining online modules with coaching to increase teachers' use of evidence-based practices for learners with autism*

- spectrum disorder*. Poster presented at the Institute for Education Sciences (IES) Annual Principal Investigators Meeting. Arlington, VA.
- Hedges, S., Perkins, Y., White, M. L., & **Morin, K.** (2018, January). *How to write the best IEP goals ever!* Oral presentation presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC. [Presented on behalf of Susan Hedges, Yolanda Perkins, and Mary White]
- Morin, K.** (2018, January). *21st century professional development for educators: Improving student outcomes through improved practice*. Oral presentation presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC
- Morin, K.**, Haas, A., & Vannest, K. J. (2017, November). *Lights, camera, action! The use of video analysis to improve instructional practices*. Oral presentation presented at the Teacher Education Division 2017 National Conference (Council for Exceptional Children). Savannah, GA.
- Morin, K.**, Haas, A., & Vannest, K. J. (2017, May). *Improving the teaching skills of behavior therapists using video analysis: A series of single-case studies*. Poster presented at the 43rd Annual Association for Behavior Analysis International Convention. Denver, CO.
- Morin, K.**, Liao, C., & Ganz, J. B. (2017, February). *Training a caregiver to implement a visual scene display intervention with a child with autism*. Poster presented at the 35th Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Morin, K.**, Ganz, J. B., & Katsiyannis, A. (2017, February). *From controversy to evidence-based practices: Communication treatments for ASD*. Oral presentation presented at the 35th Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Morin, K.**, & Ganz, J. (2016, April). *Considerations when using technology-based augmentative and alternative communication devices for students with complex communication needs*. Symposium presentation presented at the Council for Exceptional Children 2016 Special Education Convention and Expo. Saint Louis, MO.
- Morin, K.** (2016, April). *Applied behavior analysis to the rescue! Help for students with challenging behavior*. Oral presentation presented at the Council for Exceptional Children 2016 Special Education Convention and Expo. Saint Louis, MO.
- Morin, K.**, Ganz, J., Gregori, E., & Gerow, S. (2016, February). *Moderating factors of technology-based augmentative and alternative communication*. Poster presented at 34th Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Morin, K.**, Ganz, J., Gerow, S., Gregori, E., & Genc, D. (2016, January). *Technology-based AAC and individuals with complex communication needs: A meta-analysis of single-case research*. Poster presented at the 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Council for Exceptional Children Division on Autism and Developmental Disabilities. Honolulu, HI.

- Morin, K.** (2015, May). *Visual scene displays vs. exchange-based communication for children with ASD*. Poster presented at the 41st Annual Association for Behavior Analysis International Convention. San Antonio, TX.
- Morin, K.** (2015, February). *Functional communication training: What is it and how is it used in the classroom?* Oral presentation presented at the 33rd Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Morin, K., Ganz, J., Hong, E., Gilliland, W., & Svenkerud, N.** (2015, January). *Comparison between visual scene displays and exchange-based communication in augmentative and alternative communication for children with ASD*. Poster presented at the 10th Annual Association for Behavior Analysis International Autism Conference. Las Vegas, NV.
- Morin, K., Neely, L., Rispoli, M., & Gerow, S.** (2014, May). *Training educators to implement functional analyses of challenging behavior: A systematic review*. Symposium presentation presented at the 40th Annual Association for Behavior Analysis International Convention. Chicago, IL.
- Morin, K., Rispoli, M., Lang, R., Machalicek, W., Ninci, J., & Strickland, E.** (2014, February). *Reducing resurgence of challenging behavior following functional communication training*. Poster presentation presented at the 32nd Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Professional Development Presentations and Workshops

- Morin, K.** (2018, July). *Communication systems and supports*. Oral presentation to The Efficacy Study of Elementary Learners with Autism (TESELA) coaches at Frank Porter Graham Child Development Institute, Chapel Hill, NC.
- Morin, K.** (2018, March). *Strategies and resources for coaching teachers in response interruption and redirection*. Oral presentation to The Efficacy Study of Elementary Learners with Autism (TESELA) coaches at Frank Porter Graham Child Development Institute, Chapel Hill, NC.
- Morin, K.** (2018, June). Year 2 of Project LEVEL: Lifelong Engagement in Varieties of Equivalent Learning. Half-day workshop delivered to in-service teachers and district and school-level administrators on the use of video analysis to improve teachers' instructional practices. Vernon Parish School District, Leesville, LA.
- Morin, K., & Vannest, K. J.** (2017, June). Project LEVEL: Lifelong Engagement in Varieties of Equivalent Learning. Full-day workshop delivered to in-service teachers and district administrators on the use of video analysis to improve teachers' instructional practices. Vernon Parish School District, Leesville, LA.
- Morin, K.** (2017, March). *Cha-ching! Maximizing the use of classroom stores to promote positive behavior*. Oral presentation to pre-service teachers and teacher educators at Northwestern State University, Natchitoches, LA.
- Morin, K.** (2017, March). *Behavior management strategies for classroom teachers: Ideas that work*. Oral presentation to pre-service teachers and teacher educators at Northwestern State University, Natchitoches, LA.

Morin, K. (2016, November). *Supporting children with autism in the home using behavioral interventions: Ideas and resources*. Oral presentation to parents and district-level administrators at Northwestern State University, Natchitoches, LA.

Morin, K. (2016, November). *Breaking the chains of inaccessibility: How to support students with disabilities in the college classroom*. Oral presentation to faculty members at Northwestern State University, Natchitoches, LA.

Morin, K. (2016, August). *The power of token economies and positive reinforcement*. Workshop presented to teachers and faculty at Notre Dame School, Dallas, TX.

TEACHING

Traditional Instruction

Fall 2014— EPFB 301: Teaching Skills I (Instructor of Record)

Spring 2015

Fall 2014— SPED 302: Instructional Design for Students with Disabilities (Assistant
Spring 2015 Instructor)

Online Instruction

Spring 2016 EPSY 630: Single-Case Research (Co-Instructor)

- Redesigned major project assignments
- Taught synchronous classes via Blackboard Collaborate
- Created online modules on eCampus

Summer SPED 628: Consultation in Special Education (Assistant Instructor)
2015

Summer INST 210: Understanding Special Populations (Assistant Instructor)
2015

- Developed interactive online modules using Storyline and Audacity

Guest Lecturer Presentations

Morin, K. (2016, February). *The theoretical foundation and practical application of Applied Behavior Analysis*. Guest lecturer for EPSY 673: Learning Theories class at Texas A&M University, College Station, TX.

Morin, K. (2015, October). *So you want to be a teacher educator? Advice and lessons learned from a fellow doctoral student*. Guest lecturer for SPED 618: Induction and Preparation for the Special Education Professoriate class at Texas A&M University, College Station, TX.

Morin, K. (2015, October). *“I think I can!” Building self-efficacy and increasing students’ motivation to learn*. Guest lecturer for INST 210: Understanding Special Populations class at Texas A&M University, College Station, TX.

Morin, K. (2015, February). *Applied Behavior Analysis: The science of behavior*. Guest lecturer for EPSY 673: Learning Theories class at Texas A&M University, College Station, TX.

Morin, K. (2013, June). *Autism: Resources and supports for the classroom teacher*. Guest lecturer for a class of pre-service general education teachers at Northwestern State University, Natchitoches, LA.

PROFESSIONAL SERVICE

Editorial Reviews

2014–present Guest Reviewer for the following peer-reviewed journals in special education: *Augmentative and Alternative Communication, Education and Training in Autism and Developmental Disabilities, Behavior Modification, Journal of Intellectual and Developmental Disability, Journal of Developmental and Physical Disabilities, Autism: The International Journal of Research and Practice, Research in Autism Spectrum Disorder*

Professional Organizations

2018–present **President**, North Carolina Subdivision of the Council for Exceptional Children’s Division on Autism and Developmental Disabilities

2018–present **Conference Committee Technology Co-Chair**, North Carolina Council for Exceptional Children

2018–present **Region 5 Regional Representative**, North Carolina Council for Exceptional Children

2016–present **Preparation Program Recognition Reviewer**, Council for Exceptional Children (CEC) and Council for the Accreditation of Educator Preparation (CAEP)

2014–present **Proposal Reviewer**, Council for Exceptional Children’s Teacher Education Division Conference, Texas Autism Research and Resource Center’s Annual Conference

Institutional Service

2018-present **BACB Approved Continuing Education (ACE) Coordinator**, National Professional Development Center on ASD, Chapel Hill, NC.

2015–2016 **Clinical Faculty Search Committee Member**, Special Education, Texas A&M University

2014–2016 **Undergraduate Program Committee Graduate Student Member**, Special Education (SPED), Texas A&M University

2014–2015 **Special Education Representative**, Educational Psychology Student Organization (EPSO), Texas A&M University

TRADE PUBLICATIONS & PUBLICITY

Center on Disability and Development, Texas A&M University. (2018, Aug). Student highlight - Kristi Morin, PhD, BCBA-D. Retrieved from <http://cdd.tamu.edu/news-archive/2018/08/student-highlight-kristi-morin-phd-bcba-d> [Interviewed for article].

National Professional Development Center on Autism Spectrum Disorder (2017, Dec). National Clearinghouse on Autism Evidence and Practice (NCAEP). Retrieved from <http://fpg.unc.edu/news/fpg-launches-groundbreaking-project-update-evidence-based->

[practices-people-autism](#) [Appearance in video as a teacher educator and Board Certified Behavior Analyst].

Center on Disability and Development, Texas A&M University. (2017, Feb). Texas Autism Collaborative, Behavioral Strategy Modules. Retrieved from <http://autism.tamu.edu/behavioral-strategy-modules> [Featured in video as Project Coordinator for funded grant project].

Texas A&M University. (2016, Aug). Center on Disability and Development awarded two grants under the Autism Grant Program. Retrieved from <http://transform.tamu.edu/news/center-disability-and-development-awarded-two-grants-under-autism-grant-program> [Mentioned in article as having made a significant contribution to the funded grant].

The Battalion (TAMU Student Paper), Gracie Mock. (2015, Apr). Researchers work with apps tailored toward autistic kids. Retrieved: http://www.thebatt.com/news/researchers-work-with-apps-tailored-toward-autistic-kids/article_3a44ca7e-e3f5-11e4-9d81-9714afbc72b0.html [Interviewed for article].

Texas A&M Today. (2015, Mar). Using Technology to Improve the Lives of Children with Autism. Retrieved from <http://today.tamu.edu/2015/03/31/using-technology-to-improve-the-lives-of-children-with-autism/> [Appearance in video as researcher and therapist for child with autism].

The Natchitoches Times (Local Newspaper). (2013, Mar). Student Wins Grant to Pursue Doctorate Specializing in Autism and Behaviorism. Retrieved from: <http://news.nsula.edu/home/grad-student-earns-full-ph-d-scholarship> [Interviewed for article].

PROFESSIONAL TRAININGS/CERTIFICATIONS

Research/Statistics

- | | |
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| Fall 2018 | Audited SOWO 917: Longitudinal and Multilevel Analysis. School of Social Work, University of North Carolina at Chapel Hill. |
| Summer 2018 | 15 th Annual Qualitative Research Summer Intensive. Research Talk, Inc. and the Odum Institute for Research in Social Science, University of North Carolina at Chapel Hill, Chapel Hill, NC. Attended a week-long workshop on the following topics: Coding and Analyzing Qualitative Data, Synthesizing Qualitative Data, and Evaluating and Applying Five Qualitative Approaches |
| Spring 2018 | Audited SOWO 918: Applied Regression Analysis and Generalized Linear Models. School of Social Work, University of North Carolina at Chapel Hill. |
| Spring 2018 | The Odum Institute for Research in Social Science, University of North Carolina at Chapel Hill. Attended full day workshops on the following topics: Usability Testing for Surveys, Multiple Imputation: Methods and Applications, Introduction to Project Management for Surveys, and Designing Multi-Item Scales. |
| 2017 | Considerations for Power and Sample Size. Biostatistics Seminar Series, School of Medicine, University of North Carolina at Chapel Hill. |
| 2017 | Intro to STATA. Technology Services, College of Education and Human Development, Texas A&M University. |

- 2015 National Center for Special Education Research (NCSER) Grant Writing for Research on Low-Incidence Disabilities Webinar. Institute of Education Sciences, U.S. Department of Education.
- 2015 Grant Application Process. Institute of Education Sciences, U.S. Department of Education.

Teaching

- 2015 Academy for Future Faculty Teaching Certificate Program. Center for Teaching Excellence, Texas A&M University. Intensive 14- week program consisting of professional development seminars, classroom observations, preparation of academic documents, and consultation with a mentor teacher.
- 2015 Professional Certification in Online Teaching. Instructional Technology Services, Texas A&M University. Intensive 8-week training on developing and teaching online courses.
- 2014 Virtual Instructor Certification Program (VICP). Instructional Technology Services, Texas A&M University. Intensive 6-week training on designing and developing an online course using the Quality Matters Standards.
- 2014 Giving and Receiving Effective Feedback, Center for Teaching Excellence, Texas A&M University.
- 2013 Applying the Quality Matters Rubric (on-line teaching). Instructional Technology Services, Texas A&M University.

Service/Other

- 2018 Supercharge your ABA program with Precision Teaching. Chartlytics, Inc. Pensacola, FL.
- 2014 Experience and Supervision Standards Supervisor Training. Behavior Analyst Certification Board (BACB). On-line Modules.
- 2014 Picture Exchange Communication System (PECS) Level 1 Training: Basic. Pyramid Educational Consultants, Inc., Houston, TX.

PROFESSIONAL MEMBERSHIPS

- 2017—present International Society for Autism Research (INSAR)
- 2015—present American Educational Research Association (AERA)
- 2015—present Teaching and Teacher Education Division (AERA Division)
- 2014—present Division for Research (CEC Division)
- 2014—present Teacher Education Division (CEC Division)
- 2013—present Technology and Media Division (CEC Division)
- 2013—present Division on Autism and Developmental Disabilities (CEC Division)
- 2013—present Association for Behavior Analysis International (ABAI)
- 2013—present Association of Professional Behavior Analysts (APBA)
- 2012—present Council for Exceptional Children (CEC)