

Curriculum Vitae

Vanessa Hinton
2084 Haley Center
Auburn, AL 36849
334-707-1494

vmh0002@auburn.edu

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Education

Ph.D., 2011, Auburn University
Rehabilitation and Special Education

M.Ed., 1999, Auburn University
Early Childhood Special Education

B.A., 1997, Samford University
Human Development and Family Studies

Certifications

Interrelated Special Education
Level 7: Clear Renewable
Special Education Curriculum/ECE P-5
Special Education Math, Science, Social Studies, English
Language Arts 4-8

PROFESSIONAL EXPERIENCE

2018-present Associate Clinical Professor Special Education/Distance Education

Special Education Master's Program Coordinator

Set up and oversee supervision of distance education practicum placements, collaborate with Professional Educational Services for teacher certification, provide instruction for graduate and undergraduate classes, mentor and assist students, conduct and published research, primary advisor for all distance education graduate students, and participate in committees and outreach.

2015-2018 Assistant Clinical Professor Special Education/Distance Education

Special Education Master's Program Coordinator

Set up and oversee supervision of distance education practicum placements, collaborate with Professional Educational Services for teacher certification, provide instruction for graduate and undergraduate classes, mentor and assist students, conduct and published research, primary advisor for all distance education graduate students, and participate in committees and outreach.

2011-2015 Lecturer for Early Childhood Special Education

Early childhood special education program area, member of Graduate Faculty, practicum supervisor, provided instruction for graduate and

undergraduate classes, mentored and provided assistance to students, conducted and published research, and participated in committees and outreach. Courtesy joint faculty appointment to the School of Kinesiology and the Department of Curriculum and Teaching.

2000-2011 **Special Education Teacher, Dawson Elementary, Columbus, Georgia**
Lead Teacher of Special Education Department, Special Education Coordinator for Full Time Equivalency or the weighted state funding count for Dawson Elementary, Local Educational Agency Representative for Dawson Elementary

INSTRUCTION

Courses Taught (Auburn University)

RSED 3000*	Exceptionality and Diversity
RSED 4110	Behavior Management
RSED 4910/7910*	Practicum in Special Education
RSED 7920*	Internship in Special Education
RSED 5100/6100*	Infants and Toddlers with Disabilities
RSED 5110/6110*	Curriculum in Early Childhood Special Education
RSED 5120/6120	Curriculum in Elementary Special Education
RSED 5150/6150*	Literacy Methods in Special Education
RSED 5060/6060*	Introduction to Moderate and Severe Disabilities
RSED 5160/6160*	Framework for Collaboration K-12
RSED 5170/6170*	Transition Birth through Adulthood
RSED 6000*	Advanced Survey of Exceptionality
RSED 7100*	Advanced Assessment and Intervention in Early Intervention
RSED 7110*	Assessment and Intervention in Early Childhood Special Education
RSED 7410*	Program Implementation: Birth through Age Five

* Distance Education

PUBLICATIONS

Peer Reviewed Journal Articles

- Hinton, V.** & Flores, M., M. (2024). The concrete-representational-abstract integrated sequence as supplemental instruction to teach addition. *Journal of Education for Students Placed at Risk (JESPAR)*, 1-19.
- Flores, M., M., **Hinton, V.**, & Schweck, K. (2024). Teaching rational number concepts to fifth-grade students who struggle with mathematics. *Remedial and Special Education*, 45 (5) 292-304.

- Flores, M., M., **Hinton, V.**, & Schweck, K. (2024). Using cra-i to teach fraction and decimal concepts to students with learning disabilities. *Learning Disability Quarterly*, 47, (1), 44-58.
- Flores, M., M., **Hinton, V.**, Shadoan, L., & Monroe, C. (2024). Teaching place value concepts and their application using concrete-representational-abstract integrated sequence. *Learning Disabilities Research & Practice*, 39, (3), 132- 145.
- Hinton, V.**, Akamoglu, Y., Tomeny, K., R., & McWilliam, R., A. (2023) Supporting families from a distance: Implementing routines-based home visits via telepractice. *Early Childhood Education Journal*.
- Flores, M., M., **Hinton, V.**, & Schweck, K. (2023). Using cra-I to teach fraction and decimal concepts to students with learning disabilities. *Learning Disability Quarterly*.
- Milton, J. H., Flores, M. M., **Hinton, V. M.**, Dunn, C., Darch, C. (2023). Using the concrete-representational-abstract sequence to teach conceptual understanding of place value, rounding, and expanded notation. *Learning Disabilities Research and Practice*.
- Flores, M., M., **Hinton, V.**, Blanton, E., N. (2023). Remote teaching of multidigit multiplication for students with learning disabilities. *Learning Disability Quarterly*.
- Flores, M., M., Morano, S., M., Meyer, J., M., & **Hinton, V.** (2022). Teaching fraction magnitude to elementary students. *Journal of Education for Students Placed At-Risk*.
- Flores, M., M., & **Hinton, V.** (2022). The use of the concrete-representational-abstract (cra) sequence to improve mathematical outcomes for students with emotional behavior disorders. *Beyond Behavior*.
- Akamoglu, Y., **Hinton, V.**, Laroue, D., W., Jefferson, V., L., (2022). Parent-Implemented Shared Reading Intervention via Telepractice. *Journal of Early Intervention*.
- Flores, M., & **M. Hinton, V.** (2021). The effects of a cra-i intervention on students' number sense and understanding of addition. *Remedial and Special Education*.
- Hinton, V.**, Gibbs, S. A., & Franklin, T. (2020). The effects of CRA/CSA explicit instruction for students taught in an inclusive setting. *Journal of the American Academy of Special Education Professionals*.
- Flores, M., M., **Hinton, V.**, Meyer, J., M. (2020). Teaching fraction concepts using the concrete-representational-abstract sequence. *Remedial and Special Education*.
- Morano, S., M, Flores, M., M., **Hinton, V.**, & Meyer, J., M. (2020). A comparison of concrete-representational-abstract and concrete-representational-abstract-integrated fraction interventions for students with disabilities. *Exceptionality*.
- Meyer, J, M., **Hinton, V.**, Park, J., Portela, L., Fleming, C., L., Derzis, N., & Weaver, S. (2019). An exploration of emerging adulthood, self-esteem, well-being, and vocational rehabilitation services. *Journal of Applied Rehabilitation Counseling*.

- Hinton, V., & Flores, M., M.** (2019). The effects of the concrete-representational-abstract sequence for students at-risk for mathematics failure. *Journal of Behavior Education*.
- Flores, M., M., Kaffar, B., J., & **Hinton, V.** (2019). A comparison of cra-sim and direct instruction to teach multiplication with regrouping. *International Journal for Research in Learning Disabilities*.
- Flores, M. M., & **Hinton, V.** (2019). Improvement in elementary students' multiplication skills and understanding after learning through the combination of the concrete- representational-abstract sequence and strategic instruction. *Education and Treatment of Children*.
- Park, J., Meyer, J. M., Portela, L., & **Hinton, V.** (2019). Autonomy and uncertainty in employment for emerging adulthood. *Journal of Forensic Vocational Analysis, Special Issue: Transition, 19* (1), 25-34.
- Flores, M. M., **Hinton, V. M.**, & Taylor, J. J. (2018). CRA fraction interventions for fifth grade students receiving tier two interventions. *Preventing School Failure: Alternative Education for Children and Youth*.
- Darch, C., Wachsmuth, S., Darch, E., Simmons, K., **Hinton, V.**, Owes, D. (August, 2018). Creating a climate of achievement in secondary inclusive classrooms for students with behavioral and learning difficulties: Features of an effective instructional and classroom management system. NASET's Special Educator e-Journal.
- Gibbs, S., A., **Hinton, V.**, & Flores, M., M. (2017). A case study using CRA to teach students with disabilities to count using flexible numbers: Applying skip counting to multiplication. *Preventing School Failure: Alternative Education for Children and Youth*.
- Hollett, N, L., Brock, S., J., & Hinton, V. (2017). Bug-in-ear technology to enhance preservice teacher training: Peer versus instructor feedback. *International Journal of Learning Teaching and Educational Research*.
- Flores, M. M., **Hinton, V.**, & Burton, M. E. (2016). Teaching problem solving to students receiving tiered interventions using concrete-representational-abstract sequence and schema-based instruction. *Preventing School Failure: Alternative Education for Children and Youth*.
- Meyer, J., **Hinton, V.**, Derzis N. (2016). Emerging adults with disabilities: Theory, trends, and implications. *Journal of Applied Rehabilitation Counseling*.
- Flores, M. M., Schweck, K. B., & **Hinton V.** (2016). Teaching language skills to pre-school students with developmental delays and autism spectrum disorder in a rural setting using Language for Learning. *Rural Special Education Quarterly*.
- Hinton V.**, Buchanan, A. M. (2016). A conceptual model of structured support in physical education. *Preventing School Failure: Alternative Education for Children and Youth*.
- Hinton V.**, Flores, M. M., Schweck, K. B., Burton, M (2015). The effects of a supplemental explicit counting intervention for preschool children. *Preventing School Failure: Alternative Education for Children and Youth*.

- Hinton, V.**, Flores, M. M., Burton, M. & Curtis, R. (2015). An investigation into pre-service special education teachers' mathematical skills, efficacy beliefs, and teaching methodology. *Issues in Undergraduate Mathematics Preparation of School Teachers*.
- Hinton, V.** & Buchanan A. (2015). Positive Behavior Support in a Physical Activity Summer Camp. *The Physical Educator*.
- Hinton, V.**, Flores, M., & Strozier, S. (2015). A case study in using explicit instruction to teach young children counting skills. *Investigations in Mathematics Learning*.
- Strozier, S. D., **Hinton, V.**, Flores M. M., & Terry, L. (2015). An investigation of the effects of CRA instruction and students with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities*.
- Hinton, V.**, Strozier, S. D., & Flores. (2014). Building mathematical fluency for students with disabilities or students at-risk for mathematics failure. *International Journal of Education in Mathematics, Science and Technology*.
- Flores, M. M, **Hinton, V.** Strozier, S., & Terry, L. (2014) Using the concrete-representational- abstract sequence and the strategic instruction model to teach computation to students with autism spectrum disorders and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*.
- Simmons, K., Darch, C., & **Hinton, V.** (2014). Children's thoughts on spelling: Using informal interviews to provide instructional remediation. *Insights on Learning Disabilities*.
- Hinton, V.**, Flores, M. & Simmons, K. (2014). Beliefs of efficacy and elementary teachers' computational skills. *Georgia Educational Researcher*, 11(1), 54-70. Retrieved from: <http://digitalcommons.georgiasouthern.edu/gerjournal/vol11/iss1/2>.
- Hinton, V.** & Meyer, J. (2014). Emerging adulthood: resilience and support. *Rehabilitation Research, Policy, and Support*.
- Flores, M. M., **Hinton, V.** & Strozier, S. (2014) Teaching subtraction and multiplication with regrouping using the concrete-representational-abstract sequence and strategy instruction *Learning Disability Research and Practice*.
- Flores, M. M., Schweck, K. B., **Hinton, V.** (2014). Teaching multiplication with regrouping to students with learning disabilities. *Learning Disability Research and Practice*.
- Flores, M. M., Thornton, J., Franklin, T., **Hinton, V.**, Shippen, M. E., & Strozier, S.D.(2014) Elementary general and special education teachers' mathematics skills and efficacy *The Journal of Research in Education*.
- Hinton, V.**, Flores, M., M., & Shippen, M. E. (2013). Response to intervention and math instruction. *International Journal of Education in Mathematics, Science and Technology* 1, 190-201.

- Buchanan, A. M., **Hinton, V.**, & Rudisill, M. E. (2013). Using positive behavior support (PBS) in physical education. *The Journal of Physical Education, Recreation, and Dance*.
- Flores, M. M., Nelson, C., **Hinton, V.**, Franklin, T., Strozier, S.D., Terry, L., & Franklin, S. (2013). Teaching reading comprehension and language skills to students with autism spectrum disorders and developmental disabilities using direct instruction. *Education and Training in Autism and Developmental Disabilities*.
- Flores, M. M., Renner, S., Musgrove, K., **Hinton, V.**, Strozier, S.D., & Franklin, S. (2012). A comparison of communication using the apple ipad and a picture-based system. *Augmentative and Alternative Communication*.
- Miller, A.C., Darch, C., Flores, M.M., Shippen M.E., & **Hinton, V.** (2012). Main idea identification with students with high-incidence disabilities: A comparison of explicit and basal instructional approaches. *The Journal of Direct Instruction*.
- Flores, M. M. Patterson, D., Shippen, M. E., **Hinton, V.**, & Franklin, T M. (2010). Special education and general education teachers' knowledge and perceived teaching competence in mathematics. *Issues in Undergraduate Mathematics Preparation of School Teachers*.

Book

- Flores, M., M., Burton, M., & **Hinton, V.** (2018). *Making Mathematics Accessible for Elementary Students Who Struggle: Using CRA/CSA for Interventions*. San Diego, CA: Plural Publishing.

Book Chapters

- Marshall, S., Franklin, T., **Hinton, V.** (2022) Helping new teachers stay teachers: Preparing new teachers for the students that they will really have in their classrooms. In M. Peterson-Ahmad & V. Luther (Eds.), *Collaborative approaches to recruiting, preparing, and retaining teachers*. IGI Global.
- Clements-Hickman, A., Hollan, J., Drew, C., **Hinton, V.**, & Reese, R., J. (2021). The use of telehealth in behavioral health and educational contexts during covid-19 and beyond. In O'Har H., D., and O'Har M., J. (Eds.). Communicating Science in Times of Crisis: COVID-19 Pandemic. Wiley Blackwell.
- Hinton, V.** (2015). Documenting Classroom Management. In Scarlett, W.G. (Ed.). Classroom Management: An A-Z Guide. Thousand Oaks, CA: Sage Publications.
- Strozier, S., D., Flores, M., M., **Hinton, V.**, Thompson, S. & Shippen, M. E. (2014). Interdisciplinary collaboration in teacher preparation to support

students with exceptionalities. In Obiakor, F. E., Rieger, A., & Rotatori, A. (Eds.) *Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21st Century Classroom: Interdisciplinary Perspectives*. Information Age Publishing: Charlotte, NC.

PEER REVIEWED PAPER PRESENTATIONS

International, National, and Regional Conventions

- Hinton, V. & Akamoglu, Y. (2023) Coaching the Coaches via Telepractice. Minneapolis, MN: International Division of Early Childhood Conference (peer reviewed)
- Akamoglu, Y., Laroue, D., W. Hinton, V. (2021). Internet-based parent implemented shared reading program: Presented at the Division of Early Childhood International Virtual Conference. (peer reviewed).
- Akamoglu, Y., Hinton, V. (2020). Telepractice-based Parent-Implemented Storybook Reading Intervention for Children with Developmental Delays. Conference on Research Innovations in Early Intervention.
- Hinton, V., Meyer, J. M., Owes, D., & Portela, L. (2019). Emerging Adulthood and Youth with Disabilities. Presented at the 30th National Youth At Risk Conference. (peer reviewed).
- Flores, M. M., & Hinton, V. M. (2019). *Computation intervention for second grade students at-risk for mathematics failure*. San Antonio, TX: Council for Learning Disabilities Conference.
- Flores, M. M., Hinton, V. M., & Taylor, J. J. (2018) *Teaching fraction concepts to elementary students using concrete-representational-abstract sequence*. Tampa, FL: Council for Exceptional Children International Conference.
- Flores, M. M., Hinton, V. M., & Schweck, K. B. (2018) *Addressing varied deficits with CRA/CSA interventions for students receiving tiered interventions*. Tampa, FL: Council for Exceptional Children International Conference.
- Flores, M., M., & Hinton, V. (2017). *CRA interventions addressing deficits in numbers, operations, and fraction concepts*. Boston, MA: presented at the Council for Exceptional Children International Conference. (peer reviewed).
- Buchanan, A. M., & Hinton, V. (2017). Supporting positive behavior in a youth development center. Paper presented at the *17th Annual Engagement Scholarship Consortium Conference*. Birmingham, AL. (peer reviewed).
- Hinton, V., & Buchanan, A. M. (2017). PBIS in in a development center for underserved youth. Paper presented at the *National Youth At-Risk Conference*, Savannah, GA. (peer reviewed).
- Hinton V., Flores, M. M., Schweck, K., & Franklin, T. (2015). *The effects of a supplemental explicit counting intervention for preschool children*. Atlanta, GA: presented at the Division for Early Childhood International Conference. (peer reviewed).

- Strozier, S. D., Hinton, V. & Flores, M. M. (2014) *The effects of concrete-representational-abstract instructional sequence and students with ASD*. Philadelphia, PA: presented at the Council for Exceptional Children International Conference. (peer reviewed).
- Flores, M. M., Hinton, V., & Schweck, K. (2014). *Teaching multiplication with regrouping to students with disabilities using CRA and SIM*. Philadelphia, PA: presented at the Council for Exceptional Children International Conference. (peer reviewed).
- Hinton, V., Meyer, J., & Derzis, N. (2014). *Resilience and Emerging Adulthood*. Manhattan Beach, CA: presented at the National Council on Rehabilitation Education Conference. (peer reviewed).
- Franklin, T. & Hinton, V. (2014). *Teaching methods to increase mathematics fluency for students at risk*. Savannah, GA: Presented at the 25th Annual National Youth at Risk Conference. (peer reviewed).
- Buchanan, A., & Hinton, V. (2013) *Teaching Teachers and Empowering Learners: The PBS-PE*. Lubbock, TX: presented at the National Engagement Scholarship Consortium. (peer reviewed).
- Flores, M., M., Hinton, V., & Stroizer, S., D. (2013) *Using CRA to teach subtraction and multiplication with regrouping*. Las Vegas, NV: presented at the SIM Western Region Professional Developer Update Conference
- Flores, M., M., Hinton, V., & Stroizer, S. (2013) *Using CRA to teach multiplication with regrouping*. San Antonio, TX: presented at the Council for Exceptional Children International Conference. (peer reviewed).
- Flores, M., M., Kaffar, B., Vanderwarn, M., A., & Hinton, V. (2013) *Concrete-Representational-Abstract and Strategy Instruction to Teach Complex Computation*. Austin TX, presented at the 35th International Conference on Learning Disabilities. (peer reviewed).
- Myer, J. & Hinton, V. (2013) *Emerging Adulthood and Youth with Disabilities*. San Francisco, CA: presented at the National Council on Rehabilitation Education Conference. (peer reviewed).
- Strozier, S., Flores, M., M., & Hinton, V. (2013) *Using the concrete-representational-abstract sequence to teach equations*. San Antonio, TX: presented at the Council for Exceptional Children International Conference. (peer reviewed).
- Strozier, S., Flores, M., M., & Hinton, V. (2012) *Effects of using the concrete-representational-abstract sequence in equations*. Denver, CO: Presented at the Council for Exceptional Children International Conference. (peer reviewed).
- Hinton, V., Franklin, T., Strozier, S., & Shippen, M. E. (2011). *Pre-service special education teachers' preparedness to teach elementary level mathematics*. Austin, TX: Presented at the Teacher Education Division of the Council for Exceptional Children 34th Annual Conference. (peer reviewed).
- Flores, M. M., Patterson, D., Shippen, M. E., Franklin, T. M., & Hinton, V. (2010). *Special education and general education teachers' mathematics*

knowledge and perceived teaching ability. Nashville, TN: Presented at the Council for Exceptional Children International Conference. (peer reviewed).
Flores, M. M., Patterson, D., Shippen, M. E., Franklin, T. M., & Hinton, V. (2009). *Special education and general education teachers' knowledge and perceived teaching competence in mathematics*. Charlotte, NC: Presented at the Teacher Education Division of the Council for Exceptional Children 32nd Annual Conference. (peer reviewed).

State Conventions

- Hinton, V. & Moseley Lauren (2020, March). *Assessment in transition planning*. 29th Annual Alabama Transition Conference.(peer reviewed).
- Hinton, V. (2019). How to Build Flexibility with Numbers for Preschool. Presented at the 35th Annual Early Intervention and Preschool Conference.
- Hinton, V. (2018). Assessment with the Battelle Developmental Inventory 2nd Edition. 34th Annual Early Intervention and Preschool Conference.
- Hinton, V. (2017). Assessment with the Developmental Profile 3. Presented at the 33rd Annual Early Intervention and Preschool Conference.
- Hinton, V. (2016). Assessment with the Infant Toddler Developmental Assessment. Presented at the 32nd Annual Early Intervention and Preschool Conference.
- Hinton, V. & Tidwell, J. (2015). Assessment with the Battelle. Presented at the 31st Annual Early Intervention and Preschool Conference.
- Hinton, V. & Tidwell, J. (2015). Assessment with the DAYC2. Presented at the 31st Annual Early Intervention and Preschool Conference.
- Franklin, T. & Hinton, V. (2014). *Building math fluency using concrete-representational-abstract instructional sequence*. Savannah, GA: Presented at the Georgia Council for Exceptional Children Annual Conference. (peer reviewed).
- Hinton, V. M., Buchanan, A. M., Lee, V. A., & Flores, M. (2014, February). Positive Behavior Supports for Diverse Students in Physical Education. Invited paper presented at the Outreach Scholarship Symposium.
- Hinton, V., Buchanan, A. M, & Brock, S. J. (2013, November) *Using Positive Behavior Support (PBS) in Physical Activity Settings*. Birmingham, AL: presented at the ASHPERD Conference. (peer reviewed).
- Buchanan, A. M., & Hinton, V. (2013, July). *Strategies for Making Positive Behavior Support Work in Physical Education Grades K-12*. Alabama Summer PE Health Conference.
- Buchanan, A. M., & Hinton, V. (2013, April). *Using Positive Behavior Supports in Physical Education*. Orange Beach, AL: presented at the ASHPERD Conference. (peer reviewed).
- Strozier, S. & Hinton, V. (2012, March). *CRA intervention for algebra*. 22nd Annual Alabama Transition Conference. (peer reviewed)

Derzis, N.C., Hinton, V., Tazewell, D., & Hughes, R. (2009, March). *Assessment in transition planning*. 19th Annual Alabama Transition Conference.(peer reviewed).

OUTREACH

Consultation

Telecare, Assessment and Consultation Clinic (2024- present)

I supervise the Telecare, Assessment and Consultation Clinic for coordination for families of children with disabilities to have access to autism spectrum disorder diagnosis. This includes arranging for transportation, assessment implementation, professional development, collaboration with early intervention professionals, teachers, physicians, therapists, and psychologists; and creation of comprehensive reports.

Alabama Early Intervention System (AEIS) for the State of Alabama (2014-2023)

I provide consultation in evidence based practices and progress monitoring to ensure appropriate service delivery for families, infants, and toddlers with disabilities. This includes assistance in the system wide State Improvement Plan, assisting with reports to the Federal Office of Special Education Programs (OSEP), and partnering with agencies in the implementation of best practices.

Lee County School District (2013-2024)

I provide consultation in curricula and progress monitoring to ensure appropriate education service delivery district wide. This includes problem solving for mediation hearings and due process. Ensuring appropriate service delivery involves modeling instruction, co-teaching with teachers in the district, setting up progress monitoring procedures, and facilitating more effective ways of planning for instruction. I also complete fidelity checks throughout the school district to ensure that appropriate service delivery is occurring.

School of Kinesiology of the Auburn College of Education and Lee County Youth Development Center (2016-2017)

I partner with Dr. Alice Buchanan on the application of positive behavior supports and physical education that is implemented at the Lee County Youth Development Center. The supports are provided for approximately thirty students each year who receive physical education.

Auburn City Summer School Program (2015)

I provided consultation on mathematics instruction for mathematical concepts such as problem solving, multiplication, regrouping, number sense, and fractions. The consultation included modeling instruction to teachers for three groups of students in Grades 1-5. Each group of students consisted of five to eight students.

Title I Teacher at Pick Elementary School (2015)

I provided consultation for the Title I Teacher on how to set up school wide structures for progress monitoring, data collection procedures and the implementation of targeted instructional interventions

Implementation of Professional Training for the Field of Education and Early Intervention

enCore Professional Development for AAA Classrooms (2020)

I developed training in which teachers assisted fellow teachers in the implementation of a research based curriculum specifically designed for students who have severe and profound disabilities. The training included approximately 10 teachers and paraprofessionals who serve all AAA classrooms for Lee County.

Lee County Special Education Professional Development Specially Designed Instruction (2019)

I trained 100 teachers in Lee County who provide special education on how to plan specially designed instruction. Teachers were taught to use a specially designed planning sheet in which learning characteristics and explicit instruction methods were combined to create individualized instruction for students in their classrooms.

CRA Mathematics Instruction Training (2018)

I and another colleague provided training for six educators in the methods of implementing CRA instruction for Grades 1-5. Skills targeted included addition and subtraction with numbers 1-20, multiplication, multiplication with regrouping, fractions identification and fraction equivalence.

Beulah High School Responsive to Intervention Using Formative Assessments for Tier Two and Tier Three (2018-2019)

I provided 35 teachers professional development on how to connect data from formative assessments to supports provided in the classroom. Group sessions were implemented in which I facilitated teachers in analyzing results and brainstorming accommodations and supports to be implemented in the classroom.

AEIS Training for the Battelle II, IDA 2 and DACY 2 (2018)

I provided 40 early intervention professionals training on how to use assessments to determine eligibility as defined by AEIS. This included using these measurements as criterion referenced because a delay is a percentage of delay not a standard score as in a normative comparison. An overview was provided as well as a practice video that is applicable with all three tests. That way they can teach and do fidelity checks for the implementation of the assessments in the future.

AEIS Assessment Discussion for Eligibility Policy Meeting with Commissioner Jane Bradshaw (2018)

I provided an overview of assessments that are used to determine eligibility in early intervention. This included looking at how tests were normed, the detail of test items, and the type of each test. I also assisted in the examination of eligibility data. Decisions on the types of assessments to implement statewide for eligibility were chosen.

Beulah High School Responsive to Intervention Using Formative Assessments to Provide Instruction (2017)

I provided 35 teachers professional development on how to identify targeted instruction and how to set up procedures to collect data as a way to monitor student improvement. Group sessions were implemented in which I facilitated teachers in outlining and strategizing how tiered instruction was to be applied.

Positive Behavior Supports Pick Elementary (2015)

I provided teachers with an overview of Tier I and Tier II positive behavior supports for approximately 60 faculty and staff. The overview included strategies that are effective in classrooms and procedures for documentation of behavior. I facilitated teachers in grade level group discussions in which teachers chose researched based behavior supports and created documents for progress monitoring.

Math Summer Camp for in-service teachers and students Grades 1-5 (2014)

I provided professional development in conjunction with three colleagues on mathematics instruction and collaboration that included implementation of collaborative lessons. The camp consisted of 100 children and 20 teachers. Ten teachers were general education educators and ten teachers were special education educators. They learned ways of working together, planning instruction together, and implemented instruction together. After the second day, every morning 100 students from Grade 1-5 came and received mathematics instruction. After instruction teachers were facilitated by colleagues and myself in planning instruction, and received guidance in research based mathematics instruction. That school year there was follow up to assist teachers in taking what they had learned back to their school district.

EARIC PBIS Question and Answer Session for Assistant Principals (2014)

I provided twenty principals strategies and ways of monitoring behavior for school-wide behavior supports that they could take back to their schools and implement.

Positive Behavior Supports for Physical Education for the State of Alabama (2014)

I provided overview of positive behavior supports that are effective in physical education. This included facilitating teachers in problem solving ways of teaching students with challenging behaviors how to learn appropriate behaviors during physical education. This also included procedures for documentation of behavior supports for about 100 teachers statewide who teach physical education.

Response to Intervention for Elementary School Teachers for EARIC (2013)

I provided an overview of the Response to Instruction model adopted in Alabama for six teachers. During the session with my guidance, teachers created strategies for data collection procedures and the implementation of targeted instructional interventions for students at-risk for school failure.

Ridgecrest Elementary School (2013)

I guided the adoption of instructional strategies for students at-risk of school failure and facilitated the Problem Solving Team in creating a school wide repertoire of interventions for the implementation of RTI

Central High School (2012)

Provided an overview of the Response to Instruction model adopted in Alabama for 50 teachers. Professional development that was implemented also involved how to collect data as a way to monitor student improvement and targeted instructional interventions for students at risk of school failure.

Implementation of Instruction in the Educational Field

Project Based Learning for Remote Instruction (2020-2021)

I co-planned with content teachers, organized, and supervised core subject areas and electives for students in secondary school who received remote instruction during the COVID-19 pandemic. Checklists for standards and grading rubrics were created and I collaborated with principles, the transition coach, teachers and tutors.

Abilities Unlimited Camp with the School of Kinesiology (Summer 2016)

I planned, organized, and supervised reading and mathematics instruction for 120 students with and without disabilities who attended the Abilities Unlimited Camp. Teaching focused on fun and unique ways of applying instruction so that students

enjoyed learning activities such as writing, reading, problem solving, and computation of numbers. Instruction was implemented four hours every day for three weeks. Children's ages ranged from five to nineteen and disabilities of children who attended included Autism Spectrum Disorder, Down Syndrome, Mild and Moderate Intellectual Disabilities, Cerebral Palsy, Speech Disorders, and Other Health Impairments.

Intervention Teacher for Mathematics at Pick Elementary (2014-2018)

I provide explicit instruction using concrete-representational-abstract sequence of instruction for students who show deficits in mathematics problem solving, number sense skills, multiplication, regrouping, and fractions. Every year I teach a total of at least 15 students who are at-risk for mathematics failure. This school year 2017-2018 instruction was provide in problem solving for approximately 17 students.

Intervention Teacher for Mathematics at Shawmut Elementary Preschool (2012-2014)

I provided explicit instruction using concrete-representational-abstract sequence of instruction for students who show difficulty understanding numbers and counting skills. In 2012 to 2013 the instruction was provided to six students. In 2013 to 2014 the instruction was provided for 20 students.

Instructor for Mathematics at Auburn University Summer Program (2012)

I provided explicit instruction using concrete-representational-abstract sequence of instruction for eight students who show difficult understanding numbers and counting skills.

Supervisor of the Auburn University Extended School Year Summer Program for students with Autism Spectrum Disorder and Developmental Delays (2009-2012)

I supervised the lead teacher and assistant teachers in the implementation of instruction, classroom management, behavior management techniques, and assessment for students with autism spectrum disorders and developmental delays.

Advisor for the Richland Road Elementary After- School Program (2010)

I modeled and assisted in providing lessons using explicit instruction and behavior management techniques for students with autism spectrum disorders and developmental delays

Contracts, grants, and gifts

Autism Initiative (2023). Building capacity for early intervention professionals to implement services for family mediated interventions for Autism Spectrum Disorder (399,000) PI

Telepractice Routines Based Home Visits (2022) Building capacity for early intervention professionals to implement routines based home visits using telepractice. (236,400). PI

Alabama Early Intervention System (AEIS) Contract (2021-2023) Building Capacity for Assessment, Eligibility, and Telepractice (175,000).

Telepractice Routines Based Home Visits (2021) Building capacity for early intervention professionals to implement routines based home visits using telepractice. (236,400). PI

Telepractice Routines Based Home Visits (2020) Building capacity for early intervention professionals to implement routines based home visits using telepractice. (234,000). PI

Tele-practice AEIS Parent Implemented Communication Strategies-Storybook (2019). Implemented research for early intervention services to investigating tele-practice service provision to improve young children's communication. (50,000). Consultant

Making the Common Core Accessible for All Outreach Grant (2013-2014). Professional development and follow up for special and general education elementary teaching in collaboration and mathematics instruction. (19,000)

Mathematics Empowerment Auburn University Intramural Grant (2013-2014). Development of a mathematics instructional anxiety instrument. (8,000) Co-PI

PBS-PE Outreach Grant (2012-2013) Professional development and follow up for physical education teachers in the use of positive behavior supports. (19,700) Co-PI

Health M Powers Grant (2007- 2010) Ensured fellow educators and personnel met the requirements of providing lessons to students that promoted health and well-being, coordinated on site visits with Health M Powers administrators, collected physical education assessment data to be sent to Health M Powers. Key Personnel Coordinator

Recommended but Unfunded Grants

The Alabama Commission on Higher Education, *Mathematical Content Engagement* (recommended not funded). Smith, M., Hinton, V., Burton, M., & Flores, M. (113,848.00) Co-PI

PROFESSIONAL SERVICE

Service to the Profession/Professional Organization

Reviewer for Exceptionality (2023)

Reviewer for International Journal of Developmental Disabilities (2022)

Reviewer for School Science and Mathematics (2022)

Reviewer for the *International Journal of Language and Communication Disorders* (2021)

Reviewer for *Learning Disabilities: A Contemporary Journal* (2020)

Reviewer for *Investigations in Mathematics Learning* (2020)

Reviewer for Routledge Book Proposal (2019)

Reviewer for *Research in Developmental Disabilities* (2019)

Reviewer for *Investigations in Mathematics Learning* (2019)
Reviewer for *International Journal of Developmental Disabilities* (2019)
Reviewer for *Investigations in Mathematics Learning* (2018)
Reviewer for National Youth At-Risk Conference (2018)
Reviewer for *School Science and Mathematics* (2018)
Reviewer for *School Science and Mathematics* (2016)
Reviewer for *The Teacher Educator* (2015)
Reviewer for *Focus on Autism and Other Developmental Disabilities* (2015)
Reviewer for the *Georgia Educational Researcher* (2014)
Reviewer for the *Journal of Research in Childhood Education* (2014)
Reviewer for the *Journal of Research in Childhood Education* (2013)
Reviewer for the *Journal of Positive Behavior Supports* (2013)
Reviewer for the *Journal of Teacher Education* (2011)
Assistant reviewer for *The Reading Quarterly Journal* (2010)
Reviewer of proposals for the Council for Learning Disabilities International Conference (content area strand, 2010)
Invited guest reviewer for a special issue of the *Journal of Teacher Education and Special Education* focused on the "school to prison" pipeline (2010)
Guest lecturer for RSED 8060 Disabilities and Life Transition (2020)
Guest lecturer for RSED 8060 Disabilities and Life Transition (2014)
Guest lecturer for CTEC 3020 Primary Math and Science (2012)
Guest lecturer for CTEC 3200 Working Theory for the Constructivist Educator (2012, 2013)
Guest lecturer for RSED 6000 Advance Survey of Exceptionality (2009)
Guest lecturer for RSED 5070/6060 Mild Disabilities (2008)

State Level Service

2020-2021 Workgroup member of the *Alabama Connections for Early Care and Education (Birth to Five)* strategic plan
2018-2019 Alabama Developmental Standards for Preschool Children Committee
2016-2020 Member of the Personnel Committee for Alabama Early Intervention
2015-2017 Member of Alabama Early Intervention Implementation Team

University Level Service

2014-2015 Subcommittee on Need for Campus Childcare

College Level

2016-2021 eLearning and Technology Committee

Department Level Service

2017-2018 Diversity Committee
2013-2014 Chair of the Media and Recruitment Committee
2011-2013 Media Committee
2013-2014 Advocacy Committee

Professional Associations and Activities

Council for Exceptional Children

Division for Early Childhood

State Strategic Improvement Plan Implementation Team for Early Intervention (2015-present)

Personnel Committee for the Alabama Early Intervention System (2014-present)