**Erinn Whiteside, PhD, BCBA**

Texas A&M University

College of Education

Department of Educational Psychology

*Special Education Program*

College Station, TX

erinnwhiteside@tamu.edu

704-689-5030

**Education Doctor of Philosophy in Special Education**

 The University of Georgia, June 2016 – May 2019

 Special Education and Behavior Analysis

 Advisor: Dr. Kevin Ayres, BCBA-D

 **Master of Teaching in Special Education**

 University of Georgia, Graduation May 2016

 Adapted Curriculum Special Education

 Advisor: Dr. Kevin Ayres, BCBA-D

 **Bachelor of Arts in Experimental Psychology**

 University of South Carolina, Graduation May 2013

 Psychology, USC Honors College

 Mentors: Dr. Kate Flory, Dean Tayloe Harding

**Certification** **Board Certified Behavior Analyst - Doctoral**

 Certification Number: 1-16-24150

November 2016 – Current

 **Georgia Teacher Licensure**, since May 2016

 **Georgia Teaching Certificate**

 **Level 5, Valid through 6/30/2021**

 Adapted Curriculum (P-12)

**Marcus Crisis Prevention Program Certified Trainer**

 July 26, 2016 – August 2019

**Marcus Crisis Prevention Program**

 July 1, 2015 – August 2019

 **EdTPA Special Education Adapted Curriculum Scorer Training**

 January 2019 – March 2019

**Teaching Texas A&M University, Clinical Assistant Professor, Fall 2020**

**Experience (n=16)**

 SPED 414, Low-Incidence Disabilities

 Setting: Online

**Texas A&M University, Clinical Assistant Professor, Fall 2020**

 **(n=33)**

 SPED 310, Instructional Strategies for Individuals with Disabilities

 Setting: Blended

**Texas A&M University, Clinical Assistant Professor, Fall 2019-Spring**

 **2020 (n=26, 18)**

 SPED 471, Classroom Behavior Management

 Setting: Traditional

 **Texas A&M University, Clinical Assistant Professor, Fall 2019 – Fall**

**2020 (n=18, 26, 16)**

SPED 311, Assessment for Individuals with Disabilities

 Setting: Traditional

**Texas A&M University, Clinical Assistant Professor, Summer 2020**

 **(n=48)**

SPED 601, Introduction to Applied Behavior Analysis (Master’s)

 Setting: Online, Synchronous

 **Texas A&M University, Clinical Assistant Professor, Fall 2019 (n=38)**

 SEFB 618, Introduction to Applied Behavior Analysis (Master’s)

 Setting: Online, Synchronous

 **University of Georgia, Instructor, Spring 2019 (n=4)**

SPED 5460, Student Teaching in Special Education

**University of Georgia, Instructor, Fall 2018 (n=5)**

SPED 4440, Practicum in Special Education

**University of Georgia, Instructor, Fall 2018 (n=25)**

SPED 7610E, Seminar on Autism Spectrum Disorders

 Setting: Online

**University of Georgia, Instructor, Spring 2018 (n=23)**

SPED 4120, Instruction of Individuals with Mod/Severe Disabilities

 Setting: Traditional

**University of Georgia, Co-Instructor, Fall 2017 (n=30)**

 SPED 8370, Single Subject Research Methods

 Setting: Traditional

**University of Georgia, Instructor, Spring 2017 (n=6)**

SPED 4000, Professional Ethics for BCaBAs: Guidelines and

Applications

 Setting: Hybrid

 **University of Georgia, Co-Instructor, Spring 2017 (n=21)**

SPED 4120, Instruction of Individuals with Moderate and Severe

Disabilities

 Setting: Traditional

 **University of South Carolina, Co-Instructor, Fall 2012 (n=12)**

 UNIV 101, First-Year Seminar

 Setting: Traditional

**Employment Clinical Assistant Professor, Special Education**

 ***VCS Coordinator for Master’s Program***

August 2019 – Current

 Special Education – Department of Educational Psychology

 Texas A&M University – College Station

**Lead Teacher, Georgia Alternative Assessment Coordinator for Model Classroom**

 June 2017 – May 2019

 Center for Autism and Behavioral Education Research

 The University of Georgia, Athens, GA

 **Research Director for Model Classroom**

 June 2016 – May 2017

 Center for Autism and Behavioral Education Research

 The University of Georgia, Athens, GA

**Graduate Assistant**

 June 2016 – Current

 The University of Georgia, Athens, GA

 **Behavior Therapist**

 July 2015 – December 2015

 August 2017 - Current

 Comprehensive Behavior Change, LLC, Duluth, GA

**Instructional Assistant**

 August 2013 – May 2014

 Richland One School District, Columbia, SC

 **Line Therapist**

 December 2012 – May 2013

 South Carolina Early Autism Project, Columbia, SC

**Other Professional Invited Guest Speaker**

**Experiences** Winthrop University, Fall 2019

 *ASD in the Classroom*

**Introduction to Networked Improvement Basics Training**

 Fall 2019

 Carnegie Foundation for the Advancement of Teaching

**Interdisciplinary Certificate in University Teaching Certificate**

May 2018 - Current

 Center for Teaching and Learning

 The University of Georgia, Athens, GA

**Editorial Assistant**

December 2016 - July 2018

Focus on Autism and Other Developmental Disabilities

**Future Faculty Fellows Program**

April 2017 - April 2018

Center for Teaching and Learning

The University of Georgia, Athens, GA

 **Clinic Supervisor**

 January 2017 – May 2017

 Applied Behavior Analysis Support Clinic

 The University of Georgia, Athens, GA

 **BCBA Supervisor**

 January 2017 – Current

 Center for Autism and Behavioral Education Research

 The University of Georgia, Athens, GA

**Books**

Ayres, K. M. & **Whiteside, E.E.** (2018). How to use Technology to Teach Students with Autism. Austin: Pro-Ed. Technology. Austin, TX: PRO-ED, Inc.

**Chapters**

Ayres, K., Shepley, S., Cagliani, R., & **Whiteside, E.** (2019). Learn from our mistakes: Designing educational software tools for individuals with developmental disabilities. In D. L. Edyburn (Ed.), App development for individuals with disabilities: Insights for developers and entrepreneurs (pp. xx-xx). Oviedo, FL: Knowledge by Design, Inc.

**Peer-Reviewed Articles**

Sallese, M. R., Fogarty, M., **Whiteside, E**., & Montague, M. (In Review). Teacher preparation-positive behavior support (TP-PBS): Adapting the PBS framework to support special education pre-service teachers. *Teacher Education and Special Education.* Submitted September 2020.

**Whiteside, E.**, Ayres, K.M., Ledford, J.R., & Trump, C. (2020). Evaluating the use of video- and computer-based technology supports to facilitate small group instruction. *Education and Training in Autism and Developmental Disabilities, 55*, 438-450.

Warren, T., Cagliani, R., **Whiteside, E.**, & Ayres, K.M., (2019). Effect of task sequence and preference on on-task behavior. *Journal of Behavioral Education,* 1-18.

Cagliani, R., Ayres, K., Ringdahl, J., & **Whiteside, E.** (2018). The Effect of Delay to Reinforcement and Response Effort on Response Variability for Individuals with Autism Spectrum Disorder. *Journal of Developmental and Physical Disabilities,* 1-17*.* doi: 10.1007/s1088201896287.

Trump, C., Pennington, R., Travers, J., Ringdahl, J., **Whiteside, E.**, & Ayres, K. (2018). Applied behavior analysis in special education: Misconceptions and guidelines for use. *TEACHING Exceptional Children,* 381-393*.* doi: 10.1177/0040059918775020.

Shepley, S.B., Ayres, K.M., Cagliani, R., **Whiteside, E.** (2018). Effects of self-mediated video modeling compared to video self-prompting for adolescents with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, *53*(3), 264-275.

Ledford, J.R., **Whiteside, E.**, & Zimmerman, K.E. (2018). A systematic review of interventions for feeding-related behaviors for individuals with autism spectrum disorder. *Research in Autism Spectrum Disorders, 52,* 69-80*.* doi: [10.1016/j.rasd.2018.04.008](https://doi-org.proxy-remote.galib.uga.edu/10.1016/j.rasd.2018.04.008)*.*

Cagliani, R., Ayres, K., **Whiteside, E.**, Ringdahl, J. (2017). Picture Exchange Communication System and delay to reinforcement. *Journal of Developmental and Physical Disabilities, 29*(6), 925-939. doi: 10.1007/s108820179564y.

**Presentations (Refereed)**

*\* indicates invited talks*

Sallese, M.R., Fogarty, M., & **Whiteside, E.** (2021) Teacher Preparation Positive Behavior Interventions & Supports (TP-PBIS): Training future teachers with systematic data collection and tiered supports. Poster session at the CEC 2021 Convention and Expo. Baltimore, MA (Virtual).

Sallese, M.R., Fogarty, M., & **Whiteside, E.** (2020) Soft skills do not have to be hard to teach: Explicitly teaching professional dispositions to preservice teachers. Presenter at the Virtual Consortium of State Organizations for Texas Teacher Education (CSOTTE) Conference.

**Whiteside, E.** & Davis, A. (2019, November). Planning and conducting small group instruction in special education settings. Conversation session at the 42nd Annual TED Conference for CEC. New Orleans, LA.

**Whiteside, E.** (2019, January). Embedding sight words in visual schedules to promote sight word acquisition. Poster presentation at the 20th Annual DADD Conference for CEC. Maui, Hawaii. (Accepted).

Trump, C., Quinland, K., & **Whiteside, E.** (2019, January). Implementing group contingencies in the classroom. Workshop presentation at the 20th Annual DADD Conference for CEC. Maui, Hawaii. (Accepted).

**Whiteside, E.** & Davis, A.B. (2018, October). A teacher’s toolbox: Learning and assessment through application. Poster at the Innovation in Teaching Conference. Athens, GA. (Accepted).

Dubin, A.H., **Whiteside, E.**, Zawoyski, A.M., Trump, C., & Davis, A.B. (2016, May). Rapid coaching to teach intervention skills to parents of young children with ASD. Seminar presentation at the 42nd Annual Convention for Applied Behavior Analysis International. Chicago, Illinois.

**Presentations (Non-Refereed/Staff Development)**

*\* indicates invited talks*

**\*Whiteside, E.** (2020, October). Supporting Learners through Data Collection. ESC6 Special Education Professional Development.

**\*Whiteside, E.** (2020, August). Tips for differentiation in any learning environment. Opening Keynote Address for ESC6 2020 Best Practices in Remote Learning Conference.

**\*Whiteside, E.** (2020, June). Tips and tricks for special education online instructor. Speaker at ESC 6 Summer Leadership Conference.

**\*Whiteside, E.**  (November 2019 – February 2020). Designing a Model Classroom to Support Learners with ASD and Significant Needs. ESC 20 Special Education Professional Development.

**Whiteside, E.** (2018). The basics of Georgia Alternative Assessment. Staff development, CABER Model Classroom, Athens, GA.

Future Faculty Fellows (2018). Spring Teaching Symposium, Center for Teaching and Learning, The University of Georgia, Athens, GA.

Future Faculty Fellows (2017). Teaching Assistant Orientation, Center for Teaching and Learning, The University of GEorgia, Athens, GA.

White, A., **Whiteside, E.**, Ayres, K. (2017, April). Effects of Pre-Transition Warnings and Contingency Statements on Compliance to Pre-Transition Demands and Problem Behavior. Poster Presentation at the Center for Undergraduate Research Opportunities. Athens, Georgia.

Davis, A.B., Trump, C., **Whiteside, E.,** Greenway, C.P. (2016, August). RBT training for paraprofessionals. Staff development, Clarke County School District, Athens, GA.

**Grants Funded**

Co-Principal Investigator (2020-2022). Project TAPP: Tackling Autism through Paraprofessional Preparation. Texas A&M University. THECB (State). $471,662. (Lead PI: Julie Thompson)

Co-Principal Investigator (2020). SP2ED PREP. Texas A&M University. Center on Disability and Development (College). $4,000. (Lead PI: Melissa Fogarty)

Whiteside, E. (2012 – 2013). Exploring the Survey Process. $3,000

**Service in Education**

2020 – Current Editorial Board - Focus on Autism and Other Developmental Disabilities

2020 – Current Texas A&M HECSE Representative

2019 – 2020 TEA Standards Committee – High-Need Supports

2016 - 2020   Guest reviewer, Focus on Autism and Other Developmental Disabilities

2019 - Current Raise Your Hand Texas Team

2019 Connecting Eagles to Aggies – Hearne ISD Outreach and Support

2018   Higher Education Consortium for Special Education: Task Force

* Developing indicators for high-quality online doctoral programs

2016 - 2019      Marcus Autism Center Personal Protective Procedure Trainer

2017   CEC Special Education Legislative Summit

2016      Treasurer, Student Association for Behavior Analysis

**Professional Affiliations**

2017 - Current Council for Exceptional Children

 Texas Council for Exceptional Children

 Division on Autism and Developmental Disabilities

 Teacher Education Division

2016 - Current Association for Applied Behavior Analysis International

 2020 – Texas ABA

**Doctoral Committee Membership**

2020 Co-Chair: Meaghan Devlin

2020 Committee Member: Kristina Ingles

2020 Committee Member: Bobby Leshikar (Ed. D)

**Master’s Committee Membership**

2020 Chair: Jessica Smith

Brooke Henley

Darene Womble

Brittany Frideley

Meaghan Devlin

Jessica Martinez

Everardo Moreno Vega

Colby Harris

Donyelle Jackson

Rachael Arbuckle

Sarah Cuellar

Samantha Bailey

Ashley Otto

**Search Committees**

2020 Committee Member for Aggie Achieve Program Coordinator for the Department of

Educational Psychology