

Rachel E. Robertson
5146 Posvar Hall / 230 S. Bouquet St.
Pittsburgh, PA 15260
412-648-3137 (office)
rachelr@pitt.edu

EDUCATION

Ph.D. **Vanderbilt University**
Special Education: Behavior Disorders & Applied Behavior Analysis, May 2011

C.A.S. **Queens College**
Applied Behavior Analysis, May 2005

M.S. **Syracuse University**
Special Education, Moderate and Severe Disabilities, December 2003

B.A. **Columbia University**, New York, NY
English & Psychology, May 2000

CERTIFICATION

Yoga Teaching Certification
Open Up Yoga Teacher Training 200 hour, 2023 – present

Board Certified Behavior Analyst
Behavior Analysis Certification Board, 2009 – present [Doctoral level (2013 – present)]

Special Education Teacher Certification
Pre-K – 12th, New York State, 2006 – present

HONORS AND AWARDS

Partnership to Watch
Project SWAY (Supporting Wellbeing with Autistic Adults through Yoga)
University of Pittsburgh Community Engaged Scholarship Forum, 2024

Student Research Award in Single-Subject Methodology
Council for Exceptional Children Division for Research, 2012

Steven Apter Award
Syracuse University, 2003

Academic All-Ivy
Columbia University, 2000

ACADEMIC APPOINTMENTS

Associate Professor of Special Education, 2021 – present
Teaching, Learning, & Leading, School of Education, University of Pittsburgh

Assistant Professor of Special Education, 2013 – 2020
Teaching, Learning, & Leading, School of Education, University of Pittsburgh

Assistant Professor of Special Education, 2011 – 2013
Counseling, School Psychology, & Special Education, Duquesne University

Postdoctoral Fellow in Special Education, 2010 – 2011
The Watson Institute, Pittsburgh, PA

Graduate Student Researcher, 2006 – 2010
Vanderbilt Behavior Research Center, Vanderbilt University

NON-ACADEMIC EXPERIENCE **Home-Based ABA Therapist, 2009**
SAIL, Inc., Nashville, TN

Clinical Intern, 2008
Functional Analysis Clinic, Vanderbilt University

Family-Centered Positive Behavior Support Consultant, 2007 – 2008
Vanderbilt Children's Hospital, Vanderbilt University

Coordinator of Autism Services and Behavioral Support, 2004 – 2006
Birch Family Services, New York, NY

Teacher and Paraprofessional, 2002 – 2004
Jowonio Inclusive Preschool Program, Syracuse, NY
Levy Middle School, Syracuse, NY
Exceptional Family Resources, Syracuse, NY
T.C. Roberson High School, Asheville, NC
Applied Behavior Analysis Center of North Carolina, Asheville, NC
Autism Society of North Carolina, Asheville, NC
Hall Fletcher Elementary School, Asheville, NC

PUBLICATIONS **Published Peer-Reviewed Manuscripts (*=Students)**

Sobeck, E., & Robertson, R. (In press). Six tips for improving paraeducator implementation of behavior intervention plans. *Teaching Exceptional Children*.

Robertson, R. E., *Buonomo, K., & McCarthy, T. (2022). Results of a collaborative professional development for school staff working with students with visual impairments and challenging behavior. *British Journal of Visual Impairment*, <https://doi.org/10.1177/02646196221135719>

*Enders, O., *Buonomo, K., & Robertson, R. (2022). Addressing race and implicit bias in the functional behavior assessment process: A pilot study of pre-service teacher training modules. *Multiple Voices: Disability, Race and Language Intersections in Special Education*, 22, 6-23.

*Abdellatif, H. & Robertson, R. (2022). Stress-management interventions for special education teachers: A systematic literature review. *Special Education Research and Practice*, 6, 33-50.

*Ampuero, M., & Robertson, R. (2021). Improving paraprofessional mand training for

students with autism through a brief performance feedback intervention. *Education and Treatment of Children, 45*, 157-172.

Robertson, R., *Buonomo, K., *Abdellatif, H., & *DeMaria, S. (2021). Results of a “psychologically wise” professional development to increase teacher use of proactive behavior management strategies. *Psychology in the Schools, 58*, 1724-1740.

Cook, B., Robertson, R., & Maggin, M. (2021). Registered reports in special education: Introduction to the special series. *Remedial and Special Education, 42*, 131-139.

Robertson, R. (2020). Breaking down buy-in: Can lessons from social psychology increase teacher use of proactive behavior management? *Psychology in the Schools, 57*, 1771-1786.

Maggin, D., Robertson, R., & Cook, B. (2020). Introduction to the special series on results-blind peer review: An experimental analysis on reviewer editorial recommendations and manuscript evaluations. *Behavioral Disorders, 45*, 195-206.

*Schwartz, R., Robertson, R., & *Westerfield, S. (2020). Increasing the provision of choices within an adult transition program. *Education and Training in Autism and Developmental Disabilities, 55*, 348-361.

Robertson, R., Kokina, A., & Moore, D. (2020). Barriers to implementing behavior intervention plans: Results of a statewide survey. *Journal of Positive Behavior Interventions, 22*, 145-155.

*Sobeck, E., Robertson, R., & *Smith, J. (2020). Effects of didactic instruction and performance feedback on provision of positive behavior supports by paraeducators in inclusive classrooms. *The Journal of Special Education, 53*, 245-255.

*Ampuero, M., & Robertson, R. (2019). Paraprofessionals’ understandings of problem behavior and positive behavior support for students with autism. *Special Education Research, Policy, and Practice, 3*, 6-22.

*Valentini, S., & Robertson, R. (2019). Using social stories to increase social initiations in a child with autism spectrum disorder. *Special Education Research, Policy, and Practice, 3*, 37-53.

*Schwartz, R., & Robertson, R. (2019). Synthesis of sexual education literature for adults with intellectual disabilities. *Career Development and Transition for Exceptional Individuals, 42*, 148-157.

Robertson, R., & *Coy, J. (2019). Your student is hungry, tired, angry: Now what? Addressing distal setting events in the classroom. *Teaching Exceptional Children, 51*, 361-371.

*Sobeck, E., & Robertson, R. (2019). Perspectives on current practices and barriers to training for paraeducators of students with autism in inclusive settings. *Journal of the American Academy of Special Education Professionals, 15*, 131-151.

- *Schles, R., & Robertson, R. (2019). The role of coaching and evidence-based practices for preservice special education teachers and student outcomes: A review of the literature. *Teacher Education and Special Education, 42*, 36-48.
- Severini, K., Ledford, J., & Robertson, R. (2018). Systematic review of problem behavior interventions: Outcomes, demographics, and settings. *Journal of Autism and Developmental Disorders, 48*, 3261-3272.
- *Wynkoop, K., Robertson, R., & *Schwartz, R. (2018). Effects of two video modeling interventions on the independent living skills of students with autism spectrum disorder and intellectual disability. *Journal of Special Education Technology, 33*, 145-158.
- *Wynkoop, K., Robertson, R., & *Sobeck, E. (2018). Effects of video modeling and video modeling plus prompting and reinforcement on the daily living skills of a student with autism. *Journal of the American Academy of Special Education Professionals, 13*, 126-141.
- Lovelace, T., Robertson, R., & Tamayo, S. (2018). Experiences of African American mothers of sons with autism spectrum disorder: Lessons for improving service delivery. *Educational and Training in Autism and Developmental Disabilities, 53*, 3-16.
- Robertson, R., *Sobeck, E., *Wynkoop, K., & *Schwartz. (2017). Participant diversity in special education research: Parent-implemented behavior interventions for children with autism spectrum disorder. *Remedial and Special Education, 38*, 259 - 271.
- Robertson, R. (2016). Effectiveness and acceptability of parent-implemented behavior interventions for children with autism in three African American families. *Education and Training in Autism and Developmental Disabilities, 51*, 107-121.
- *Pattison, A. E., & Robertson, R. E. (2015). Simultaneous presentation of speech and sign prompts to increase MLU in children with Intellectual Disability. *Communication Disorders Quarterly, 37*, 141-147.
- Robertson, R. (2015). The acquisition of problem behavior in individuals with developmental disabilities as a behavioral cusp. *Behavior Modification, 39*, 475-495.
- Moore, T., Wehby, J., Hollo, A., Robertson, R., & Maggin, D. (2014). Teacher reports of student health and its influence on students' school performance. *Journal of Positive Behavior Interventions, 16*, 112-122.
- Robertson, R., Wehby, J., & King, M. (2013). Increased parent reinforcement of spontaneous requests in children with autism spectrum disorders: Effects on problem behavior. *Research in Developmental Disabilities, 34*, 1069-1082.
- Wehby, J., Maggin, D., Partin, T., & Robertson, R. (2012). The impact of working alliance, social validity, and teacher burnout on implementation fidelity of the good behavior game. *School Mental Health, 4*, 22 -33.

Maggin, D., Wehby, J., Moore, T. C., Robertson, R., & Oliver, R. (2011). A comparison of instructional, curricular, and assessment differences of self-contained and general education placements for children with behavioral problems. *Behavioral Disorders, 36*, 84-99.

Maggin, D., Robertson, R., Oliver, R., Hollo, A., & Moore, T. (2010). Integrating research, policy, and practice to bring science to the classroom: New leaders' perspectives on the field of emotional and behavioral disorders. *Behavioral Disorders, 35*, 308-324.

Partin, T., Robertson, R., Maggin, D., Oliver, R., & Wehby, J. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure, 54*, 172-178.

Maggin, D., Wehby, J., Partin, T., Robertson, R., & Oliver, R. (2009). Supervising paraeducators in classrooms for children with emotional and behavioral disorders. *Beyond Behavior, 18*, 2-9.

Manuscripts under Peer Review

Robertson, R., Buonomo, K., *Rowe, D., & *Zhang, X. Communities of research and practice supporting positive behavior in students with autism and intellectual disabilities: Results of a pilot randomized controlled trial.

*Zhang, X., Robertson, R., Li, D., Shen, W., & Li., Q. Improving functional communication skills in Chinese children with autism through a speech generating device.

Manuscripts in Progress

Robertson, R. & Bartow-Jacobs, K. Learning from special educators' implementation of evidence-based behavior support for students with autism and mental health needs: Implications for bridging the research-practice divide.

Robertson, R., Vogel, M., *Zhang, X., *Kapit, D., & *Rowe, D. A community-based yoga class designed with and for autistic adults: Program description and participant feedback.

Book Chapters

Robertson, R., Lambert, J., *Buonomo, K., & *Copeland, B. (2021). Theoretical foundations of applied behavior analysis and applications in special education research and practice. In T. Farmer & K. McMaster (Eds.), *Handbook of Special Education Research: Theory, Method, and Practice*. Routledge/Taylor and Francis.

Lee, D., Robertson, R., Hall, C., & Rizzo, K. (2020). Professional development and consultation to support teachers of students with EBD. In T. Farmer, B. Farmer, M. Conroy, & K. Sutherland (Eds.), *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. Abingdon, UK: Routledge/Taylor and Francis.

Robertson, R. (2016). Emergence and early development of problem behavior in individuals with developmental disabilities: A behavioral model of parent-child interactions. In E. Miles (Ed.), *Problem Behaviors: Risk Factors, Consequences, and Treatment*. Hauppauge, NY: Nova Science Publishers, Inc.

Schmitt, A. J., Robertson, R., Hennessey, J., Jaquette, C. H., & Vernon-Dotson, L. (2012). Workplace bullying of persons with disabilities. In J. Lipinski & L. M. Crothers (Eds.), *Bullying in the workplace: Symptoms, causes, and remedies*. New York: Routledge/Taylor and Francis.

GRANTS

(*=Students)

External

Principal Investigator. Organization for Autism Research. *Fostering Sense of Belonging in Autistic Adults Through Community Organizations and Activities* (LOI under review), \$60,000.

Key Personnel (with PI Dr. Phillandra Smith and key personnel Dr. Sheila Conway). The Pennsylvania Department of Education (PDE), Bureau of Special Education. *Accelerated Program for PK-12 Special Education Teacher Certification (5/23-5/24)*, \$99,984.

Principal Investigator (with Drs. Amy Houtrow and Cheryl Messick). Federal Maternal and Child Health Bureau LEND Autism Supplement. *Strengthening Family-Centered Care to Advance Health Equity for Black Families of Children with Autism Spectrum Disorders (8/1/22 – 8/1/25)*, \$49,539.

Co-Principal Investigator (with Drs. Doug Kostewicz, Sheila Conway, and Richard Milner). Federal Office of Special Education Programs. *Urban Special Education Scholars (USES) (8/1/18 – 8/1/23)*, \$1,027,584.

Senior Personnel (PI: Dr. Miya Asato). Federal Maternal and Child Health Bureau. *Leadership Education in Neurodevelopmental and Related Disabilities (LEND), (9/1/18 – 9/1/21)*, \$2,732,779.

Co-Investigator (with *Rachel Schwartz). Organization for Autism Research Student-Faculty Grant. *Staff Training in Offering Choice to Adults with Intellectual Disabilities (9/1/16 – 9/1/18)*, \$2,000.

Senior Personnel (with Co-Investigators, Drs. Krans, E., Rustgi, V., Schwarz, E., Yabes, J., Zickmund, S.). National Institutes of Health. *Facilitating HCV Treatment Through Tailored Prenatal Care for HCV Infected, Substance Using Pregnant Women, (8/1/15 – 8/1/17)*, \$379,280.

Senior Personnel (with Drs. Lyon, S., Hanson, M., Heh, P.) Pennsylvania Department of Education, Bureau of Special Education. *Pennsylvania Alternate System of Assessment (PASA) – Science (8/1/14 – 8/1/16)*, \$2,083,191.

Internal

Principal Investigator (with co-investigators Marissa Vogel, Drs. Sally Sherman, Phillandra Smith, Caitlin Conner, and Carla Mazefsky). SOE Faculty Research Grant.

Supporting Mental and Physical Health in Autistic Adults through Community-Based Yoga (5/1/23 – 6/1/23), \$29,153.

Principal Investigator (with co-investigators Marissa Vogel, Dr. Sally Sherman, Dr. Caitlin Conner, and Dr. Carla Mazefsky). Pitt Momentum Funds Teaming Grant. *Supporting Mental and Physical Health in Autistic Adults through Community-Based Mindful Movement* (4/1/23 – 4/1/24), \$60,000.

Co-Investigator (with *Dylan Kapit). University of Pittsburgh School of Education Student & Faculty Research Fund. *Sex Education for Queer Autistic Learners (SEQuAL)*. (2/1/22 - 2/1/23), \$3,000.

Principal Investigator (with Co-I's Dr. Thomas Farmer and Dr. Kevin Binning). Pitt Momentum Funds: Seeding Grant. *Developing Communities of Research and Practice to Support Teacher Use of Proactive Behavior Management*. (5/1/21 – 5/1/22), \$15,948.

Principal Investigator. University of Pittsburgh Central Research Development Fund. *Do Teachers' Implicit Theories of Personality Affect the Quality of Behavior Support They Provide to Students?* (8/1/16 – 8/1/21), \$14,670.

Co-Investigator (with *Haya Abdellatif). University of Pittsburgh School of Education Student & Faculty Research Fund. *The influence of evolving perceptions and beliefs of pre-service special education teachers on career aspirations: A longitudinal study*, (12/15/20 – 12/15/21), \$2,052.

Co-Investigator (with *Miguel Ampuero). University of Pittsburgh School of Education Student & Faculty Research Fund. *Comparing the Effectiveness and Efficiency of Behavioral Skills Training and Brief Performance Feedback Interventions During Paraprofessional Training*, (12/15/19 – 12/15/20), \$3,000.

Co-Investigator (with *Rachel Schwartz). University of Pittsburgh School of Education Student & Faculty Research Fund. *Staff Training in Offering Choice to Adults with Intellectual Disabilities*, (12/15/18-12/15/19), \$2,881.

Co-Investigator (with *Emily Sobeck). University of Pittsburgh School of Education Student & Faculty Research Fund. *Effectiveness and Sustainability of a Strengths-Based Training Program for Paraeducators of Students with ASD in Inclusive Settings* (8/1/15 – 8/1/2016), \$2,381.

Co-Investigator (with *Kaylee Wynkoop). University of Pittsburgh School of Education Student & Faculty Research Fund. *The Effects of Video Modeling on Daily Living Skills of Students with Autism* (9/1/14 – 9/1/15), \$2,748.

Principal Investigator. Duquesne University Faculty Development Fund. *Increasing Parent Reinforcement of Spontaneous Requests in Children with Autism to Decrease Child Problem Behavior* (9/1/12 – 9/1/13), \$9,000.

Principal Investigator. Duquesne University Barbara A. Sizemore Scholars & Small Grants Program. *Effectiveness and Acceptability of Behavioral Interventions for Children with Autism in African American Families* (8/1/11 – 8/1/12), \$2,000.

Principal Investigator. Vanderbilt University Special Education Endowment Doctoral Dissertation Grant. *Increased Parent Reinforcement of Spontaneous Requests in Children with Autism: Effects on Problem Behavior* (2/1/10 – 9/1/10), \$1,000.

Grant Consultancies

Single-case design methodologist (PI: Dr. Valire Copeland). School of Social Work Internal Grant. *Addressing autism spectrum disorders in African American families* (2/1/20 – 2/1/21).

External Reviewer (PI: Dr. Emily Sobeck). The Ohio Deans' Compact on Exceptional Children. Federal Office of Special Education Programs. *Using Media to Enhance Evidence-Based Practice Competencies in Undergraduate Majors and In-Service Teachers* (8/1/19 – 8/1/21).

On-Ramp Trainer (PI: Dr. Tessa McCarthy). Federal Office of Special Education Programs. *Combined Orientation, Mobility, and Behavioral Services (COMBS)* (5/1/18 – 5/1/22).

INVITED TALKS

Robertson, R., & *Kapit, D. (2024, February). Supporting wellbeing with autistic adults through yoga (SWAY). *TLL Faculty Colloquium Presentation*, University of Pittsburgh.

Robertson, R., *Kapit, D., Wilkenfeld, D., & Ortman, D. (2024, January). Hot topics in Autism. *Leadership Education in Neurodevelopmental Disorders*, University of Pittsburgh.

Robertson, R. (2023, March). Hot topics in Autism. *Leadership Education in Neurodevelopmental Disorders*, University of Pittsburgh.

Robertson, R. (2022, December). Beginning your research and scholarship post-PhD. *Office of Special Education Programs (OSEP)*. Pittsburgh, PA.

Laughlin, S., Robertson, R., & Beachum, K. (2022, December). Neuropsychological assessments: Information for families. *Parent Education and Advocacy Leadership (PEAL) Center*. Pittsburgh, PA.

Harris, K. (presenter), & Robertson, R. (moderator; 2022, March). Let's Talk: Addressing and Dissipating Barriers to Adoption and Integration of Evidence-Based Practices. *Badar-Kauffman Conference on Contemporary Issues in Special Education Research*. Kent State University, Kent, OH.

Mazefsky, C., Upshaw, J., Nathan, J., & Robertson, R. (moderator; 2022, February). How data informs our ability to address disparities for children of color with autism spectrum disorder. *Baker Fellowship and LEND Interprofessional Symposium*. Pittsburgh, PA.

Robertson, R. (2021, March). Balancing Research, Teaching, and Service: Issues Related to Tenure and Promotion. *Council for Exceptional Children Division for Research Early Career Workshop Series*. Remotely delivered to 29 early career special education research faculty.

Robertson, R. (2020, June). A functional approach to challenging behavior. *TEIS Early Intervention Services*. Remotely delivered to >100 staff across Allegheny, Washington, Fayette, and Butler counties.

Robertson, R. (2019, Oct.). An ABA Approach to Managing Challenging Behavior in Children with ASD. *Leadership Education in Neurodevelopmental and Related Disorders*, University of Pittsburgh.

Robertson, R. (2019, July). Autism Spectrum Disorder: Models of Intervention. *University of Pittsburgh Medical Center*.

Robertson, R. (2018, Nov.). Assessing functions of problem behavior in children with Developmental Disabilities. *Leadership Education in Neurodevelopmental and Related Disorders*, University of Pittsburgh.

Robertson, R. (2018, April). Barriers to implementation of behavior interventions for children with ASD. *Autism Research and Clinical Forum*, University of Pittsburgh.

Robertson, R. (2015, June). Single-case design: Applications in research and practice. *Duquesne University*.

**PEER-
REVIEWED
PRESENTATIONS**
(*=Students)

Robertson, R., Vogel, M., *Zhang, X., Smith, P., *Kapit, D., & *Rowe, D. Supporting Mental and Physical Health in Autistic Students through Yoga. Paper presented at the Council for Exceptional Children (CEC) Annual Convention, San Antonio, TX, March, 2024.

Robertson, R., & Bartow Jacobs, K. Narrowing the Research-Practice Divide through Strength-Based Study of Teacher Implementation. Poster presented at the Council for Exceptional Children (CEC) Annual Convention, San Antonio, TX, March, 2024.

Robertson, R., & Bartow Jacobs, K. "Seasing" the Research-Practice Divide through Strength-Based Qualitative Study of Teacher Implementation. Paper presented at Teacher Education Division (TED) Conference, Long Beach, CA, November 2023.

Larson, K., & Robertson, R. Using Contemplative Practices in Teacher Education to Promote Flourishing. Paper presented at Teacher Education Division (TED) Conference, Long Beach, CA, November 2023.

Gunzenhauser, M., Perry, J., Robertson, R., Ross, S., Akiva, T., Trahan., K. Methods Training for the EdD: How the University of Pittsburgh's Practitioner Inquiry Series Aims to Prepare Scholarly Practitioners to Improve Education. Paper presented at the Carnegie Project on the Education Doctorate (CPED) Annual Convening, Pensacola, FL, October, 2023.

Akiva, T., Robertson, R., & Boulder, T. Structure vs. Freedom and Convenience in Post-pandemic EdD Programs: A Year-long Mixed Methods Self-Study of Program Accessibility and Quality. Paper presented at the Carnegie Project on the Education Doctorate (CPED) Annual Convening, Pensacola, FL, October, 2023.

Robertson, R., Vogel, M., Jackson, A., & Sicheri, M. Benefits of school- and community-based yoga for students with autism. Poster presented at Council for Exceptional Children Convention, Louisville, KY, March, 2023.

Robertson, R. Lessons learned from a research-practice partnership in professional development for challenging behavior. Paper presented at Teacher Education Division (TED) Conference, Richmond, VA, November, 2022.

*Buonomo, K., *Enders, O., & Robertson, R. Addressing race and implicit bias in the functional behavior assessment process: A pilot study. Paper presented virtually at Council for Exceptional Children Annual Convention, February, 2022.

Robertson, R., *Buonomo, K., *Abdellatif, H., & *DeMaria, S. Results of a “wise” professional development to increase teacher use of proactive behavior management Strategies. Poster presented virtually at Council for Exceptional Children Annual Convention, March, 2021.

*Abdellatif, H., *DeMaria, S., & Robertson, R. Evolving perceptions, attitudes, and beliefs of pre-service special education teachers about self and the field: A longitudinal study. Paper presented at Teacher Education Division (TED) Conference, March, 2021.

Moore, T., Robertson, R., Maggin, D., & Wehby, J. Low-intensity Behavior Management Strategies: Stepping Stones for Selection of More Intensive Interventions. Symposium presented at Association for Positive Behavior Support Annual Conference, Miami, FL, March, 2020. Cancelled due to pandemic.

Schwartz, R., & Robertson, R. Sexual education for adults with intellectual disabilities: What do we know? Paper presented at Council for Exceptional Children Annual Convention and Expo, Portland, OR, February, 2020.

Robertson, R., *Buonomo, K., *Abdellatif, H., & *DeMaria, S. Changing teachers’ mindsets to increase their use of proactive behavior management. Poster presented at Council for Exceptional Children Annual Convention and Expo, Portland, OR, February, 2020.

Maggin, D., Robertson, R., & Cook, B. Experimental analysis of results-blind peer review on editorial recommendations and manuscript evaluations. Paper presented at Council for Exceptional Children Annual Convention and Expo, Portland, OR, February, 2020.

Robertson, R., & Kokina, A. Implementing individualized positive behavior support: Exploring why some teachers struggle and others succeed. Paper presented at the Association for Positive Behavior Support Annual Conference, Washington, DC, March, 2019.

*Schwartz, R., Robertson, R., & *Westerfield, S. Increasing diverse choice opportunities in a postsecondary setting. Paper presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

*Ampuero, M., Sobeck, E., & Robertson, R. Improving paraprofessional training in teacher preparation. Paper presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

Sobeck, E. & Robertson, R. Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators? Paper presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

Robertson, R., *Schwartz, R., & *Ampuero, M. Do Teachers' Mindsets Impact their Use of Positive Classroom Behavior Management Strategies? Poster presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

Robertson, R., & Lovelace, T. Families of color and autism: Lessons for improving service delivery. Paper presented at University of Pittsburgh Cross-Disciplinary Conference on Family and Healthy U, Pittsburgh, PA, March, 2018.

*Ampuero, M., & Robertson, R. Using performance feedback to improve paraprofessionals' implementation of mand training for children with ASD. Poster presented at Association for Positive Behavior Support Annual Conference, San Diego, CA, March, 2018.

*Sobeck, E., Robertson, R., & *Schwartz, R. Didactic instruction and performance feedback: How should we be training our paraeducators? Paper presented at Council for Exceptional Children Annual Convention and Expo, Boston, MA, April, 2017.

Kokina, A., *Lapinski, S., *Schwartz, R., *Ampuero, M., & Robertson, R. Review of Evidence-Based Practices for Females with Autism Spectrum Disorder. Poster presented at Association for Positive Behavior Support Annual Conference, Denver, CO, March, 2017.

*Schwartz, R., & Robertson, R. Training staff in residential settings to offer choice. Poster presented at Association for Positive Behavior Support Annual Conference, Denver, CO, March, 2017.

Robertson, R., Kokina, A., *Schwartz, R., *Ampuero, M., & *Lapinski, S. It's out of my control: Teacher mindset and PBS Implementation. Poster presented at Association for Positive Behavior Support Annual Conference, Denver, CO, March, 2017.

Robertson, R. Participant diversity in special education research. Paper presented at Association of Researchers in Special Education Annual Conference, Franklin, TN, September, 2016.

Lovelace, T., & Robertson, R. Experiences of African American mothers of sons with ASD. Poster presented at Applied Behavior Analysis International Annual Conference, Chicago, IL, May, 2016.

*Wynkoop, K., Robertson, R., *Sobeck, E., & *Schwartz, R. Effects of video modeling versus continuous video modeling on the daily living skills of students with autism and intellectual disabilities. Poster presented at Council for Exceptional Children Annual Convention, St. Louis, MO, April, 2016.

*Sobeck, E., & Robertson, R. Effects of didactic instruction versus performance feedback on the use of positive behavior support strategies by paraeducators in inclusive settings. Poster presented at the Council for Exceptional Children Annual Convention, St. Louis, MO, April, 2016.

Robertson, R., & Kokina, A. Obstacles to implementing behavior intervention plans: Practitioner perspectives. Paper presented at Council for Exceptional Children Annual Convention, St. Louis, MO, April, 2016.

Robertson, R., & Kokina, A. Obstacles to implementing behavior intervention plans with students with autism: Practitioner perspectives. Paper presented at Advisory Board On Autism and Related Disorders (ABOARD) Annual Conference, Pittsburgh, PA, April, 2016.

Robertson, R., & Kokina, A. Obstacles to implementing behavior intervention plans: Practitioner perspectives. Paper presented at Association for Positive Behavior Support, San Francisco, CA, March, 2016.

Robertson, R. What stops teachers from using intensive behavior interventions? Initial findings and future directions. Paper presented at Association for Researchers in Special Education Annual Conference, Franklin, TN, October, 2015.

Robertson, R., *Sobeck, E., & *Wynkoop, K. Participant diversity in special education research. Poster presented at Applied Behavior Analysis International's Annual Convention, San Antonio, TX, May, 2015.

Robertson, R., Lyon, S., Hansen, M., *Sobeck, E., & *Wynkoop, K. Barriers to Implementing Behavior Intervention Plans: Results of a Statewide Teacher Survey. Poster presented at the Council for Exceptional Children's Annual Convention, San Diego, CA, April, 2015.

Lyon, S., Hansen, M., *Smith, J., *Matsik, M., & Robertson, R. Test performance and challenges of the lowest performing students on an alternate assessment. Poster presented at the Council for Exceptional Children's Annual Convention, San Diego, CA, April, 2015.

*Wynkoop, K., Robertson, R., & *Sobeck, E. Effects of video modeling and video modeling plus prompting and reinforcement on the daily living skills of a student with

autism. Poster presented at the Council for Exceptional Children's Annual Convention, San Diego, CA, April, 2015.

*Sobeck, E., & Robertson, R. Perspectives on current practices and barriers to training for paraeducators working with students with autism in inclusive settings. Poster presented at the Council for Exceptional Children's Division for Autism and Developmental Disabilities 14th International Conference, Clearwater Beach, FL, January, 2015.

Robertson, R., Kearns, D., Zumeta, R., Moore, T., Lemons, C., & Wehby, J. Intensive Intervention: Evidence for Bold New Directions in Special Education. Symposium presented at the Association for Behavior Analysis International's Annual Convention, Chicago, IL, May, 2014.

Robertson, R., Lovelace, T., *Wynkoop, K., & *Sobeck, E. Experiences of African American caregivers of children with autism spectrum disorder. Paper presented at the Council of Exceptional Children's Annual Convention, Philadelphia, PA, April, 2014.

Robertson, R., *Sobeck, E., & *Wynkoop, K. Participant demographics in studies of parent-mediated behavior interventions for children with autism spectrum disorder. Poster presented at the Council of Exceptional Children's Division for Autism and Developmental Disabilities 14th International Conference, Clearwater Beach, FL, January, 2014.

Robertson, R. Intensive, effective, sustainable behavior interventions: Can we prove Skinner wrong? Paper presented at the Association of Researchers in Special Education Annual Conference, Vanderbilt University, Nashville, TN, October 2013.

Robertson, R., *Carapellotti, D., & *Beeks, A. Response class hierarchies of existing mands and problem behavior in children with autism spectrum disorder. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI, August, 2013.

Robertson, R., Lovelace, T., *Nichols, K., & *Marburger, S. Effectiveness and acceptability of behavioral interventions for children with autism in African American families. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI, August, 2013.

Robertson, R., Lovelace, T., *Nichols, K., & *Marburger, S. Effectiveness and acceptability of behavioral interventions for children with autism in African American families. Poster presented at the Annual Convention of the Association for Behavior Analysis International, Minneapolis, MN, May 2013.

Robertson, R., Lovelace, T., *Nichols, K., & *Marburger, S. Effectiveness and acceptability of behavioral interventions for children with autism in African American families. Paper presented at Council for Exceptional Children Annual Convention and Expo, San Antonio, TX, April 2013.

Robertson, R., & Wehby, J. Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: Effects on problem behavior. Paper presented at Council for Exceptional Children Annual Convention and Expo, Denver, CO, April, 2012.

Robertson, R. Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: Effects on problem behavior. Poster presented at the Eastern Psychological Association Meeting, Pittsburgh, PA, March, 2012.

Robertson, R. Response class hierarchies of existing mands and problem behavior in children with autism spectrum disorder. Poster presented at Applied Behavior Analysis International 6th Annual Autism Conference, Philadelphia, PA, January, 2012.

Robertson, R., Wehby, J., & King, M. Increased parent reinforcement of existing mands in children with autism: Effects on problem behavior. Paper presented at 37th Annual Convention of the Association for Behavior Analysis International, Denver, CO, May, 2011.

Robertson, R., Wehby, J., & Henderson, L. Parent survey of risk factors for problem behavior in children with developmental disabilities. Poster presented at the 36th Annual Convention of the Association for Behavior Analysis International, San Antonio, TX, May, 2010.

Robertson, R., Wehby, J., & Henderson, L. Parent survey of risk factors for problem behavior in children with developmental disabilities. Poster presented at Council for Exceptional Children Annual Convention and Expo, Nashville, TN, April, 2010.

Robertson, R. (Chair), Macaleese, K., Patel, M., Berens, K., & Wilson, G. Professional development series: How to start and run your own behavior analysis business. Panel presented at the 35th Annual Convention of the Association for Behavior Analysis International, Phoenix, AZ, May 2009.

Robertson, R. The acquisition of problem behavior in individuals with developmental disabilities as a behavioral cusp. Poster presented at the 35th Annual Convention of the Association for Behavior Analysis International, Phoenix, AZ, May 2009.

Robertson, R., Maggin, D., Partin, T., & Wehby, J. A teacher-focused school-based intervention in classrooms with students with E/BD: Teacher maintenance of the intervention. Paper presented at the 34th Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Oliver, R., Partin, T., Maggin, D., Robertson, R., & Wehby, J. Teachers' Knowledge and Use of Effective Classroom Management Strategies: Prerequisites to Consultation-Based Behavioral Interventions. Paper presented at the 34th Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Maggin, D., Partin, T., Robertson, R., & Wehby, J. Teacher Praise and Opportunities for Students to Respond to Academic Questions: Pre and Post Intervention. Paper

presented at the 34th Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Robertson, R., & Wehby, J. Predictors of classroom placement in students with emotional and behavioral disorders. Poster presented at the 34th Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Robertson, R., Maggin, D., Partin, T., & Wehby, J. Predictors of classroom placement in students with emotional and behavioral disorders. Paper presented at Council for Exceptional Children Convention and Expo, Boston, MA, April 2008.

Maggin, D., Wehby, J., Partin, T., & Robertson, R. Paraprofessionals in classrooms for students with EBD. Paper presented at Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO, February, 2008.

Wehby, J., Maggin, D., Partin, T., & Robertson, R. Comprehensive program for preventing severe behavior problems in schools. Paper presented at Council for Exceptional Children Convention and Expo. Louisville, KY, April, 2007.

Wehby, J., Maggin, D., Partin, T., & Robertson, R. Improving classrooms for students with emotional and behavioral disorders. Workshop presented at Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO, February, 2007.

MEDIA

Robertson, R. (August, 2019). *Kids and adults with autism flying easier in Pittsburgh, with airport's help*. National Public Radio. <https://www.npr.org/sections/health-shots/2019/08/08/746936601/kids-and-adults-with-autism-flying-easier-in-pittsburgh-with-airports-help>

Robertson, R. (June, 2019). *Marshall Memo* (#789). Robertson and Coy (2019) selected as a featured education article for the week. Available at www.marshallmemo.com

Robertson, R. (April, 2013). *Living with autism and revising the DSM*. Pittsburgh Public Radio news program, "Essential Pittsburgh." Available at <http://wesa.fm/post/living-autism-and-revising-dsm>

UNIVERSITY TEACHING AND SUPERVISION

University of Pittsburgh

Undergraduate/Graduate Special Education Major

TLL 2511: Curriculum Development for Students with Low-Incidence Disabilities

Schoolwide EdD

EDUC 3008: Practitioner Inquiry 4

EDUC 3003: Leadership in Groups and Organizations

Special Education PhD

Professional Seminar in Special Education I

Grant Writing in Special Education

Doctoral Writing Seminar

Special Education EdD

EDUC 3009: Supervised Practitioner Inquiry – Writing the Literature Review
TLL 3590: Advanced Research Seminar in Special Education
EDUC 3099: Guidance in Scholarly Practice

Applied Behavior Analysis MEd

Applied Behavior Analysis 1: Definitions, Measurement, and Functional Analysis
Applied Behavior Analysis 2: Procedural Analyses
Applied Behavior Analysis 3: Applications in Developmental Disabilities
Applied Behavior Analysis 7: Research Seminar in Special Education
Applied Behavior Analysis Practicum Supervisor

LEND (Leadership Education in Neurodevelopmental Disabilities) Grad Program

Interdisciplinary Leadership Seminar in Developmental Disabilities I
Interdisciplinary Leadership Seminar in Developmental Disabilities II

Master of Special Education with Academic Instruction Certificate (MOSAIC) MEd

TLL 2590: Research Seminar in Special Education

**SERVICE TO
UNIVERSITY**

University Research Council, 2020-2023
Pitt Momentum Funds Application Reviewer, 2018-Present
Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Faculty,
2018 – 2023
First Experiences in Research Mentor, 2016 – 2020

**SERVICE TO
SCHOOL OF
EDUCATION**

EdD Director, 2023 – present
Chair, Division of Innovative Leadership, 2023 – present
EdD Associate Director, 2022 – 2023
Promotion and Tenure Committee, 2022 – present
Division of Research, 2022 – 2023
Division of Innovative Leadership, 2019 – present
CUE Faculty Fellow, SOE, 2016 – 2023
Shifting Power in Educational Research and Development, 2020-2021
IRB Scientific Reviewer, 2019 – 2020
CUESEF Scholar Facilitator, 2018
Faculty and Student Research Committee (Chair), 2016 – 2017
Faculty and Student Research Committee, 2015 – 2022
Center for Urban Education Advisory Board, 2014 – 2016

**SERVICE TO
DEPARTMENT**

Special Education Faculty Search Committee for Asst. Professor of Practice, 2024
Graduate Faculty, 2013 – Present
EdD Special Education Major Coordinator, 2018 – present
Special Education Faculty Search Committee (Co-Chair), 2021 – 2022
PhD Committee, 2015 – 2019
Special Education Faculty Search Committee for Vision Faculty, 2014 – 2015

**SERVICE
TO FIELD**

Spencer Foundation Grant Proposal Reviewer, Lyle Spencer Research Awards, 2020
Council for Exceptional Children Research Division Conference Proposal Reviewer,
2017 – present

Office of Special Education Programs Leadership Grant Proposal Reviewer, 2015 – present
Higher Education Consortium for Special Education (HECSE) representative, 2015 – 2017

Editorial Boards

Exceptional Children, 2019 – present

Ad Hoc Reviewer

Social Work in Public Health; Exceptionality; PLOS one; Behavioral Disorders; Topics in Early Childhood Special Education; American Journal on Intellectual and Developmental Disabilities; Remedial and Special Education; Journal of Positive Behavior Interventions; Exceptional Children; Education and Treatment of Children; Journal of Emotional and Behavioral Disorders; Focus on Autism and Other Developmental Disabilities; Research in Developmental Disabilities; Research in Autism Spectrum Disorders; Journal of Educational Research; The Elementary School Journal; Behavioral Modification;

COMMUNITY SERVICE

Human Rights Committee, Western Pennsylvania School for Blind Children, 2018 – 2021

PhD STUDENT GRADUATES

Haya Abdellatif, 2022, Assistant Professor at Washington & Jefferson College
Kristen Buonomo, 2022, Instructor at University of Pittsburgh
Miguel Ampuero, 2020, Assistant Professor at Berry College
Rachel Schwartz, 2019, Director of Autism Services at Familylinks, Inc.
Emily Sobeck, 2016, Associate Professor at Franciscan University
Kaylee Wynkoop, 2016, Educational Consultant for PA Technical Assistance Network

CURRENT PhD ADVISEES

Dylan Kapit, 4th year
Deno Rowe, 3rd year
Angela Estrada, 2nd year
Xiaofan Zhang, 2nd year

EdD STUDENT GRADUATES

Kim Gregory, 2024, Behavior Analyst
Jocelyn Artinger, 2024, Principal
Kari Reardon, 2023, Special Educator
Sherry Light, 2023, Special Educator
Kamya Vijaykrishnan, 2023, Behavior Specialist
Dawn Smith, 2022, Special Educator
Tracy Larson, 2021, Office of Child Development
Sarah Wong, 2021, Special Education Faculty, Bryn Athyn College
E. B. Kline, 2021, Special Educator
Lynn Palmieri, 2020, Special Educator
Chris Bernick, 2019, Special Education Supervisor
Lauren Barry, 2018, Special Educator
Stacie Dojonovic, 2015, Assistant Teaching Professor, Kansas University

CURRENT EdD ADVISEES

Lori Sutton, 3rd year
Kerri McCowien, 3rd year

Jamie Quirino, 3rd year
Anna Smith, 3rd year
Kathleen Jatkiewicz-Chandler, 3rd year
Holly Wikander, 1st year

AFFILIATIONS Council for Exceptional Children (CEC)
Association for Positive Behavior Support (APBS)
The Association for Applied Behavior Analysis International (ABAI)