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# EDUCATION Vanderbilt University

# Ph.D. 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 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 Student Research Award in Single-Subject Methodology**

**AWARDS** Council for Exceptional Children Division for Research, 2012

 **Vanderbilt University Awards**

Peabody Dean’s Fellowship, 2006-2010

Peabody Graduate Honor Scholarship, 2006-2010

 **Steven Apter Award**

Syracuse University, 2003

 **Academic All-Ivy**

Columbia University, 2000

**PROFESSIONAL Associate Professor of Special Education**, 2021 – present

**EXPERIENCE** 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

 **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)

Robertson, R., \*Buonomo, K., & McCarthy, T. (In press). 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**

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

 **Manuscripts in Progress**

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

Robertson, R., Buonomo, K., \*Rowe, D., & \*Zhang, X. Collaborative professional development to enhance behavior support provided to students with autism and intellectual disabilities: Results of a randomized controlled trial.

**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 External**

(\*=Students) 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 key personnel Marissa Vogel, Dr. Caitlin Conner, and Dr. Sally Sherman). Organization for Autism Research Applied Grant. *Supporting Mental and Physical Health in Autistic Adults Through Community-Based Mindful Movement* (Invited to second round; not funded), $39,000.

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.

Principal Investigator (with co-investigators Marissa Vogel, Dr. Sally Sherman, and Dr. Caitlin Conner). Pitt Innovation Challenge (PInCh) Grant. *Open Abilities.* Not funded.

Principal Investigator (with co-investigators Marissa Vogel, Dr. Sally Sherman, and Dr. Gina Garcia). Pitt Seed Projects. *Open Up Pitt.* Not funded.

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. (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*.

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| **PEER-****REVIEWED****PRESENTATIONS** (\*=Students) | 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. |
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|  | 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. |
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|  | 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. Te**achers’ 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. |
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|  | 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. |

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Grant Writing in Special Education

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Applied Behavior Analysis 2: Procedural Analyses

Applied Behavior Analysis 3: Applications in Developmental Disabilities

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Applied Behavior Analysis Practicum Supervisor

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Interdisciplinary Leadership Seminar in Developmental Disabilities II

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

Research Seminar in Special Education

 **Combined Accelerated Studies in Education (CASE) BS**

 Curriculum Development for Students with Intellectual/Developmental Disabilities

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| **SERVICE TO** **UNIVERSITY**  | University Research Council, 2020-presentPitt Momentum Funds Application Reviewer, 2018-PresentLeadership Education in Neurodevelopmental and Related Disabilities (LEND) Faculty, 2018 – Present First Experiences in Research Mentor, 2016 – 2020 |

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

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| **SERVICE TO** **DEPARTMENT** | Graduate Faculty, 2013 – PresentEdD Special Education Major Coordinator, 2018 – presentSpecial Education Faculty Search Committee (Co-Chair), 2021 – 2022PhD Committee, 2015 – 2019Special Education Faculty Search Committee, 2014 – 2015 |

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| **SERVICE****TO FIELD** | Spencer Foundation Grant Proposal Reviewer, Lyle Spencer Research Awards, 2020Council 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  |
|  | **Reviewer**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  |
| **COMMUNITY****SERVICE** | Human Rights Committee, Western Pennsylvania School for Blind Children, 2018 – present  |
| **PhD STUDENT GRADUATES****CURRENT PhD ADVISEES****EdD STUDENT** **GRADUATES****CURRENT EdD** **ADVISEES** | Haya Abdellatif, 2022, Assistant Professor at Washington & Jefferson College Kristen Buonomo, 2022, Instructor at University of PittsburghMiguel Ampuero, 2020, Assistant Professor at Berry CollegeRachel Schwartz, 2019, Director of Autism Services at Familylinks, Inc. Emily Sobeck, 2016, Associate Professor at Franciscan UniversityKaylee Wynkoop, 2016, Educational Consultant for PA Technical Assistance NetworkDylan Kapit, 3rd yearDeno Rowe, 2nd yearAngela Estrada, 1st yearXiaofan Zhang, 1st yearKamya Vijayakrishnan, Special EducatorDawn Smith, 2022, Special EducatorTracy Larson, 2021, Office of Child DevelopmentSarah Wong, 2021, Special Education Faculty, Bryn Athyn CollegeE. B. Kline, 2021, Special EducatorLynn Palmieri, 2020, Special EducatorChris Bernick, 2019, Special Education SupervisorLauren Barry, 2018, Special EducatorStacie Dojonovic, 2015, Assistant Teaching Professor, Kansas University Sherry Light, 3rd yearKari Reardon, 3rd yearKerri McCowien, 3rd yearJamie Quirino, 3rd yearAnna Smith, 3rd yearMeghan Watelet, 2nd yearKimberley Gregory, 2nd yearKathleen Jatkiewicz-Chandler, 2nd year |
|  |  |
| **AFFILIATIONS** | Council for Exceptional Children (CEC)Association for Positive Behavior Support (APBS)The Association for Applied Behavior Analysis International (ABAI) |