**Christine Drew, M.Ed., BCBA-D**



Auburn University

*College of Education*

*Department of Special Education, Rehabilitation, and Counseling*

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**Education**

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| Ph.D. 2019 | Special Education  University of Oregon  Partially funded through Project HEART: **H**eightened **E**xcellence in **A**utism **R**esearch and **T**raining OSEP Leadership Grant H325D150082 (2016 - 2019)  Advisor: Dr. Wendy Machalicek, BCBA-D  Specialty areas: *Assessment and Treatment of Challenging Behavior, Implementation Science, and Culturally Adapted Interventions* |
| M.Ed. 2014 | Special Education  Texas State University  Fully funded through the TESA: **T**exas **E**ducators for **S**tudents with **A**utism OSEP Leadership Grant  H325K090403  Advisor: Dr. Russell Lang, BCBA-D  Specialty areas: *Autism and Applied Behavior Analysis* |
| B.A. 2008 | Economics  University of Texas at Austin  Partially funded through the Houston Livestock Show and Rodeo Scholarship Fund  Minor: Secondary Social Studies Education |

**Academic Positions Held**

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| EAGLES Program Faculty Research Advisor | Auburn University  Department of Special Education, Rehabilitation, and Counseling  EAGLES Program |
| Assistant Professor  August 2019-present | Auburn University  Department of Special Education, Rehabilitation, and Counseling  Program Courses:   * Advanced Assessment in Special Education * Advanced Behavior Management in Special Education * Curriculum and Teaching in Specialization – Autism * Research in Specialization – Autism * Examining Disability Databases – Doctoral Writing Seminar |
| Academic Associate  March 2018-Aug 2018 | Arizona State University  Mary Lou Fulton Teachers College  Curriculum and Instructor: Applied Behavior Analysis Online Program Courses:   * Consultation Frameworks and Issues * Research Methods in Applied Behavior Analysis * Applied Behavior Analysis in Inclusive Settings |
| Graduate Teaching Fellow  Sept 2015-June 2016 | Department of Special Education and Clinical Sciences College of Education  University of Oregon, Eugene, Oregon  *Supervisor of K-12 Masters students* |

**Applied Experience**

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| Child Development and Rehabilitation Center Behavior Consultant | Eugene, OR  Oregon Health and Sciences University | January 2017-July 2019 |
| Brattain Elementary Behavior Consultant | Eugene, OR  4j School District  Early Education Program | April 2017-Aug 2017 |
| Promise Wisconsin Behavior Consultant | Promise Wisconsin  State of Wisconsin  Department of Workforce Development | July 2015-August 2018 |
| Special Education Department Chair | Department of Special Education  John P. Ojeda Middle School  Del Valle Independent School District  Austin, TX | June 2014-June 2015 |
| Project staff for TARGET database review | Texas Education Agency  Texas State University CARES clinic  San Marcos, TX | February-May 2014 |
| PBIS Committee Chair | John P. Ojeda Middle School  Del Valle Independent School District  Austin, TX | May 2014-June 2015 |
| Department Mentor | Department of Special Education  John P. Ojeda Middle School  Del Valle Independent School District  Austin, TX | Aug 2013-June 2015 |
| Special Education Behavior Teacher | Department of Special Education  John P. Ojeda Middle School  Del Valle Independent School District  Austin, TX | Aug 2010-June 2015 |
| Practicum Student | Clinic for Autism Research  Evaluation and Support (CARES)  Texas State University  San Marcos, Texas | Summer 2013 & 2014 |
| Special Education Teacher’s Assistant | Department of Special Education Spring High School  Spring Independent School District Houston, Texas | April 2010-June 2010 |

**Certifications**

Board Certified Behavior Analyst - Doctoral (License no. 1-15-18528) 2019-present

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| Board Certified Behavior Analyst | 2015-2019 |
| Texas State Board for Educator Certification  8-12 Social Studies  Early Childhood-12 Special Education | 2010-present |

**Awards and Honors**

Auburn University Special Education, Rehabilitation, and Counseling Department Faculty Research SEED grant, 2019-2020, $3,000.

*Participant,* Higher Education Consortium for Special Education (HECSE) Competitive Pre- Summit Short Course for Doctoral Students, Washington D.C. (January 2017)

University of Oregon College of Education Alumni Award, 2018-2019, $1,500

Houston Livestock Show and Rodeo Scholarship, 2004-2008, $10,000

**Refereed Publications**

Bear, A., **Drew, C.**, Zuckerman, K., & Phelps, R. (2020). Understanding barriers to access and utilization of Developmental Disability Services during transition. Journal of Developmental & Behavioral Pediatrics. doi: 10.1097/DBP.0000000000000840

Kunze, M., **Drew, C.**, Machalicek, W., Safer-Lichtenstein, J., & Crowe, B. (2019). An evaluation of interventionist language as a form of motivating operation in the use of an SGD as AAC. *Behavior Analysis in Practice Special Section: Diversity and Inclusion.* doi:https://doi.org/10.1007/s40617-019-00379-w

Hansen, S.G., Raulston, T. J., Machalicek, W., Frantz, R., **Drew, C.**, Erturk, B., Squires, J., (2018*)*. Pivotal play: Peer mediated joint attention intervention. *Journal of Special Education*.

Erturk, B., Machalicek, W., & **Drew, C.** (2017). Self-injurious behavior in children with developmental disabilities: A systematic review of behavioral intervention literature. *Behavior Modification*, doi: 0145445517741474.

Haq, S. S., Machalicek, W., Garbacz, S. A., & **Drew, C.** (2017). Employing a fixed-lean multiple schedule in the treatment of challenging behavior for children with autism spectrum disorder. *Behavior Modification*, doi: 0145445517743206.

Ledbetter-Cho, K., Lang, R., Davenport, K., Moore, M., Lee, A., Howell, A., **Drew, C.**, Charlop, M. H. (2015). Effects of script training on the peer-to-peer communication of children with autism spectrum disorder. *Journal of Applied Behavior Analysis*, *48*(4), 785-799. doi: 10.1002/jaba.240. Epub 2015 Aug 24.

**Non-refereed Publications**

**Drew, C.** (2017). Educational Advocacy 101. University of Oregon, College of Education. https://education.uoregon.edu/news/educational-advocacy-101

Machalicek, W., Raulston, T., **Drew, C.**, & Ruppert, T. (2015). Telehealth behavioral consultation with families of children with autism. *The International Society for the Study of Behavioural Development (ISSBD). Bulletin Special Section on Autism Spectrum Disorder*, *39*(6), 9-14.

**Manuscripts under Review**

**Drew, C.**, Crowe, B, Machalicek, W., Glugatch, L., Wei, Q., & Erturk, B. (under review). Parent-implemented behavior interventions via telehealth for older children and adolescents.

**Manuscripts in Preparation**

*Please note that I have only listed articles as in preparation if I have completed all data collection and am currently in the process of data analysis or writing.*

**Drew, C.**, Machalicek, W., & Erturk, B. (in preparation). Meta-analysis of behavioral interventions for severe challenging behavior in adolescents with intellectual and developmental disabilities (2001- 2019).

**Drew, C.**, Dawson, D., Ledbetter-Cho, K., Machalicek, W., & Lang, R. (in preparation). Behavioral treatments for trichotillomania in individuals with intellectual and developmental disabilities.

**Book Chapters**

Machalicek, W., Douglas, A., **Drew, C.**, Barton, H., Erturk, B., & Brafford, T. (IN PRESS). Chapter 2. Applied Behavior Analysis and Intellectual Disabilities. In (Editor Laraine Masters Glidden) Handbook on Intellectual and Developmental Disability. American Psychological Association.

**Technical Report**

**Drew, C.** (2017). *Program Evaluation of the Transition Clinic at the Child Development and Rehabilitation Center.* Eugene, OR: Oregon Health and Sciences University.

**Policy Experience**

*Higher Education Consortium for Special Education (HECSE) 2017, Washington D.C., January 2017*

HECSE conducts an annual conference with the goal of increasing advocacy for higher education funding and support from policy makers. My advisor and I completed state- specific visits to our Oregon Representatives and Senators. We also attended events hosted by the Office of Special Education and Department of Education to advocate for our university and to showcase the research conducted at the University of Oregon and provide information about our teacher training programs.

**Grants and Research Support**

**Funded**

Department of Special Education, Rehabilitation, and Counseling Seed Grant, 2019-2020 ($3,000)

Role: Principal Investigator

This funding will support the school-based *Telehealth Behavior Support Services* (TBSS) *Program*, an Internet-based behavioral consultation model in which a behavior consultant will address challenging behaviors that impede or prevent young adults with disabilities from experiencing success in schools and taking part any other activities in integrated settings. The TBSS Program will be provided via secure telehealth methods to: (a) interview parents, students, and teachers, (b) coach teachers in how to conduct behavior assessments, (c) create two behavior support plans, and (d) train the teacher in how to implement the plans with their students.

The Society for the Advancement of Behavior Analysis (SABA) International Development Grant, 2017-2018 ($1,000).

Role: Co-Principal Investigator

Will provide funds for creation of parent information briefs on autism and autism-specific areas including: teaching play, communication, and toileting, sleep training, and early intervention and their translation into Mandarin. Parent knowledge and attitudes toward behavioral interventions will be assessed pre- and post-intervention. This work will be completed collaboratively with a professor at East China Normal University and Chinese students at the University of Oregon.

Organization on Autism Research (OAR) Graduate Research Grant, University of Oregon, 2017- 2018 ($2,000).

Role: Principal Investigator

Provides for equipment and supplies needed to carry out behavioral support through telehealth for local families as well as families served under Promise Wisconsin.

**Submitted, Not Funded**

Division on Career Development and Transition Graduate Student Research Scholarship (2017)

Global Oregon Graduate Research Award, University of Oregon (2017)

**Presentations at Professional Meetings**

**National Conferences**

**Drew, C.**, Machalicek, W., & Erturk, B. Systematic review of behavioral interventions for adolescents with developmental disabilities and severe challenging behavior (2001-2016). Symposium on Innovations in the assessment of challenging behavior for individuals with developmental disabilities. Annual Association of Behavior Analysis International Conference, Chicago, Illinois, May 2019.

Kunze, M. G., **Drew, C.**, Machalicek, W., & Crowe, R. A systematic examination of influences of interventionist language on mands using a speech generating device. Symposium on Focusing on Cultural and Linguistic Diversity in Behavior Analysis. Annual Association of Behavior Analysis International Conference, Chicago, Illinois, May 2019.

Zemantic, P, Raulston, T. J., **Drew, C**., Luehring, M. C., Barton, H., Erturk, B., & Haq, S. Instructive feedback during high and low demand contexts for children with autism spectrum disorder. Symposium on Further evaluation of instructive feedback for learners with autism spectrum disorder. Annual Association of Behavior Analysis International Conference, Chicago, Illinois, May 2019.

Bear, A., **Drew, C.**, Phelps, R. Identification of barriers in accessing Developmental Disability Services for transition age youths with disabilities. Poster session at the 2018 Annual Meeting of The Society for Developmental & Behavioral Pediatrics, Anaheim, California, September 2018.

Diversity in Research: Linguistic Variables in the Assessment and Treatment of Challenging Behavior, Recruitment and Retention of Diverse Participants, and Bilingual Learners with Autism Spectrum Disorder, Chair. Association of Behavior Analysis International Conference, San Diego, California, May 2018.

Douglas, A., **Drew, C.**, Machalicek, W., Crowe, B., Glugatch, L. Recruitment and retention of ethnically diverse participants in autism intervention research. Symposium on Diversity in Research at 2018 Annual Association of Behavior Analysis International Conference, San Diego, California, May 2018.

**Drew, C.,** Machalicek, W., Wei, Q., & Hartman, E. Wisconsin Promise tele-behavioral consultation to decrease challenging behavior in adolescents with developmental disabilities. Poster session at 2018 Annual Association of Behavior Analysis International Conference, San Diego, California, May 2018.

**Drew, C.,** & Machalicek, W. Behavioral intervention strategies to prevent and decrease challenging behavior and increase participation during self-care routines for children with FXS. Presentation at the 15th Annual International Fragile X Foundation Conference, San Antonio, Texas, July 2016.

**Drew, C.**, Dawson, D., Ledbetter-Cho, K., Machalicek, W, & Lang, R. Behavioral treatments for trichotillomania in individuals with developmental disability: A systematic review. Poster session at the 2016 Annual Association of Behavior Analysis International Conference, Chicago, Illinois, May 2016.

**Regional Conferences**

**Drew, C.,** Erturk, B., Mahon, J., Douglas, A. (first two authors contributed equally). Data-based ongoing professional development consultation model for classroom teachers. Presentation at Northwest Positive Behavior Interventions and Support Annual Conference, Tacoma, Washington, February 2018.

**State Conferences**

Alresheed, F., **Drew, C.**, Erturk, B., & Machalicek, W. (all authors contributed equally to the presentation). How to address challenging behavior in your preschool classroom. Presentation and workshop (all day) at the Oregon Association for the Education of Young Children Spring Conference, Eugene, Oregon April 2016.

Ledbetter-Cho, K., Lang, R., Davenport, K., Moore, M., Lee, A., Howell, A., **Drew, C.,** Dawson, D., Charlop, M. H., Falcomata, T., & O’Reilly, M. Effects of script training on the peer- to-peer communication of children with autism spectrum disorder. Poster session at the 2015 Annual TXABA Conference, Houston, Texas March 2015.

**Local Professional Development – Invited**

**Drew, C.**, Glugatch, L., & Brafford, T. Complex Behavior Management in Special Education Settings. Districtwide Special Education Elementary In-Service Training for Educational Assistants. 4j School District. Eugene, OR, May 4, 2018.

**Drew, C.** and Glugatch, L. Use of Preference Assessments for Children with Autism and Developmental Disabilities. HART: HEDCO Autism Research and Training Center Clinical Training. Eugene, OR. April 19, 2018.

**Drew, C.** Evidence-Based Practices and Autism: Improving and Supporting the Use of Evidence-Based Practices in Special Education Classrooms. Districtwide Autism Consultant Leadership Team Training. Provided in person professional development for autism consultant leadership team on the use of evidence-based practices for students with autism. Presentations were provided to autism consultants who in turn provided training to teachers in their target schools. 4j School District. Eugene, OR, January 19, 2018.

**Drew, C.** Behavior Management in the Special Education Classroom. Lincoln Middle School Special Education Department In-Service Training. South Lane School District. Cottage Grove, OR. January 10, 2018.

**Drew, C.** Behavior Management and Autism: Best Practices. Districtwide Secondary Special Education Department In-Service Training. Creation of online professional development library for teachers on autism spectrum disorder addressing: functions of behavior and functional communication training. Provided in person training and creation of voiceovers and PowerPoints to be uploaded to the teacher professional development library 4j School District. Eugene, OR, January 2, 2018.

**Panel Discussions - Invited**

Doctoral Program Information Panel. Texas State University Special Education/Applied Behavior Analysis Master’s Program. April 2018.

Special Education Professional Panel Presentation. University of Oregon Summer Academy to Inspire Learning (SAIL). July 2017.

**Teaching**

**Supervised College Teaching**

SPED 603 Systematic Instruction for Youth with Low Incidence Disabilities (co-taught with Dr. Dawn Rowe, face-to-face), University of Oregon, College of Education, Department of Special Education and Clinical Sciences, [Specially designed course for graduate level OSEP Personnel Preparation Grant course, H325K150204], Spring 2017.

**Online Independent Teaching**

SPE 566: Applied Behavior Analysis in Inclusion Settings, Co-Instructor, Arizona State University, Mary Lou Fulton Teachers College, Spring 2018.

SPE 569: Research Methods in Applied Behavior Analysis, Co-Instructor, Arizona State University, Mary Lou Fulton Teachers College, Summer A 2018.

SPE 541: Consultation Frameworks/Issues, Co-Instructor, Arizona State University, Mary Lou Fulton Teachers College, Summer B 2018.

**Guest Lectures**

**Drew, C.** Transition from Doc Student to Faculty: Teaching Pitfalls and How to Avoid Them. Guest Lecture for Doctoral Teaching Seminar in Special Education. Department of Special Education, Rehabilitation, and Counseling. College of Education. Auburn University, July 2020.

**Drew, C.** Jobs in Academia. Guest Lecture for Doctoral Seminar in Special Education. Department of Special Education, Rehabilitation, and Counseling. College of Education. Auburn University. October 2019.

**Drew, C.** Evidence Based Practices for ASD/IDD. Guest lecture for University of Utah. Department of Special Education. November 2019.

**Drew, C.** Schedules of Reinforcement. Guest Lecture for Systematic Instruction for Youth with Low Incidence Disabilities. Department of Special Education and Clinical Sciences. College of Education. University of Oregon. May 2018.

**Drew, C.** Policy Implications in Special Education. Guest Lecture for Assessment and Curriculum Planning for Children with Autism Spectrum Disorders. Department of Educational Psychology, Special Education, and Communication Disorders. College of Education. Georgia State University. June 2017.

**Drew, C.** Autism Early Indicators. Guest Lecture for Assessment and Curriculum Planning for Children with Autism Spectrum Disorders. Department of Educational Psychology, Special Education, and Communication Disorders. College of Education. Georgia State University. June 2017.

**Drew, C.** Antecedent and consequence-based strategies. Guest Lecture for Systematic Instruction for Youth with Low Incidence Disabilities. Department of Special Education and Clinical Sciences. College of Education. University of Oregon. June 2016.

**Drew, C.** Functional communication system. Guest Lecture for Systematic Instruction for Youth with Low Incidence Disabilities. Department of Special Education and Clinical Sciences. College of Education. University of Oregon. May 2016.

**Drew, C.** Task analysis and forward and backward chaining for use in Life Skills classrooms. Guest Lecturer for Educating Students with Intellectual and Developmental Disabilities Course. Department of Curriculum and Instruction. College of Education. Texas State University. June 2014.

**Course Development**

*University of Oregon, College of Education, Department of Special Education and Clinical Sciences. Course Redesign, Seminar in Systematic Instruction for Youth with Low Incidence Disabilities, Winter 2017.*

This course was created to meet the requirements of two grants awarded to the University of Oregon (OSEP funded personnel preparation grants focused on low-incidence disability: Project STEP H325K120213 and HI-TEKS H325K150204). Working with Dr. Dawn Rowe, we redesigned the course into a flipped classroom model. I worked to incorporate more behavior analytic terminology, principles, and practices into the curriculum for K-12 master’s program students. Students completed modules or activities on their own prior to class. Class time was used for hands on practice of evidence-based practices used with children in various settings including self-contained and general education settings to address skill acquisition and behavior management.

*University of Oregon, College of Education, Department of Special Education and Clinical Sciences*. Course Developer, Ethics, *Summer 2016.*

Course development involves creating new course content (specific to early childhood special education), integrating that content with existing curricula, and publishing the course on an interactive online platform. The course is to be included in an online Board Certified Behavior Analyst (BCBA) training program, housed in the College of Education at the University of Oregon. This process involves creating a syllabus, comprehensively outlining how each course addresses BCBA task list items, creating assignments, gathering online and other resources, selecting readings, creating online modules and PowerPoint presentations, and proposing credit hours to be allotted to each activity. Additionally, a group of doctoral students worked with faculty to make critical decisions such as choosing textbooks, aligning assignments and topics covered across courses, and customizing the program specifically for working professionals.

**Higher Education Mentoring**

**BCBA Supervision Experience**

Buket Erturk, M.Ed., Ph.D. student in special education, University of Oregon (June 2018- present)

Jim Sullivan, M.Ed., middle school special education life skills teacher, 4J School District, Eugene, OR (November 2017-February 2018)

**Graduate Student Mentorship**

Erin Kinnavey-Winnerstrom, M.Ed., student in special education doctoral program, University of Oregon

Becky Crowe, M.Ed., student in special education doctoral program, University of Oregon

Qi Wei, M.S., student in special education doctoral program, University of Oregon

**Undergraduate Supervision**

Rebekah Grieg, undergraduate student in family and human services, University of Oregon. Fall 2018-Spring 2019

**International Service**

*University of Oregon, College of Education, Department of Special Education and Clinical Sciences, Study Abroad Experience, Chacala and Puerto Vallarta, Mexico, May 2016- September 2016.*

The University of Oregon began a study abroad program in 2016. I assisted the lead professor, Dr. Lillian Duran, in the following areas: recruitment, leading pre-trip preparation meetings, providing feedback on lesson plans completed by undergraduate and master’s students, and the creation of trip-related documents and organizational systems.

**National Service**

*NCAEP Review*

I completed a reliability training, met standards for reliability, and updated a review on evidence-based practices for children and youth with ASD as part of the National Clearinghouse on Autism Evidence and Practice by reviewing and rating 10 single case intervention articles, 2018.

**Editorial Service**

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| Editorial Assistant  Ad Hoc Reviewer  Ad Hoc Reviewer | *Developmental Neurorehabilitation*  *International Journal of Developmental Disabilities*  *Behavioral Interventions* | August 2015- Nov 2017  July 2020  March 2020 |
| Ad Hoc Reviewer | *Developmental Neurorehabilitation* | October 2015, Feb 2016, October 2017, Sept 2018 |
| Ad Hoc Reviewer | *Journal of Intellectual Disability* | Dec 2016 |
| Ad Hoc Reviewer  *(under advisor supervision)* | *Journal of Developmental and Physical Disabilities* | May 2017 |
| Ad Hoc Reviewer | *Remedial and Special Education* | August 2018 |
| Ad Hoc Reviewer | *Journal of Developmental and Physical Disabilities* | March 2017, May 2019 |

**State Service**

Public Testimony: Oregon Legislature Ways and Means Committee, Budget Public Input Roadshow. Provided public commentary on the proposed State of Oregon budget for special education, early intervention, and education to the full Ways and Means Committee for the Oregon State Legislature. Eugene, OR. March 2017.

**University Service**

**Auburn University**

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| Special Education Department Equity Working Group | 2020-2021 |

**University of Oregon**

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| College of Education Faculty and Staff Award Committee | 2017-2018 |
| Special Education Programs Diversity Recruitment Committee | August 2016-present |

**Professional Organization Membership**

Association for Behavior Analysis International

Alabama Association of Behavior Analysts