



EAST TEXAS A&M

Curriculum Vita January 2026

Instructor: Kelly M. Carrero, Ph.D., BCBA, LBA-TX

Academic Department: Psychology and Special Education

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EDUCATION

Ph.D. Special Education—Specialization in Behavioral Disorders
University of North Texas, 2012

M. Ed. Special Education
University of North Texas, 2007

B. A. Psychology
University of Texas at Dallas, 2005

Certifications:
Board Certified Behavior Analyst #1-14-16138
Texas Licensed Behavior Analyst #1920
Texas State Board for Educator Certification Certified Classroom Teacher in:
Special Education, grades EC-12
General Education (Generalist), grades EC-4

TEACHING EXPERIENCE

2019-present Associate Professor (with tenure)
Psychology and Special Education Department
Texas A&M University—Commerce, Commerce, TX

2015-2019 Assistant Professor
Psychology and Special Education Department
Texas A&M University—Commerce, Commerce, TX

2012-2015	Assistant Professor Department of Educational Leadership and Special Education, Shippensburg University, Shippensburg, PA
2010-2012	Doctoral Fellow U.S. Department of Education, Office of Special Education Programs Grant for Doctoral Leadership Program in Behavioral Disorders Office of Special Education Programs, University of North Texas, Denton, TX

PUBLICATIONS

Peer Reviewed Articles (*student authors)

*Roming, S.M.P., **Carrero, K.M.**, & Howard, K.J. (2025). Examination of adaptive coping during collective trauma: A comparison between pre-pandemic and pandemic-era coping for college students. *The International Journal of Health, Wellness and Society*, 15(3), 67-96. <https://doi.org/10.18848/2156-8960/CGP/v15i03/67-96>.

Common, E. A., **Carrero, K. M.**, Royer, D. J., Buckman, M. M., & Lane, K. L. (accepted in principle). Meta-analysis of self-monitoring interventions for students with and at risk for emotional and behavioral disorders. *Behavioral Disorders*. Pre-registration retrieved from osf.io/wcd2j

Garwood, J., & **Carrero, K. M.** (2023). Lifting the voices of black students labeled with emotional disturbance: Calling all special education researchers. *Behavioral Disorders*, 48(2), 121-133 <https://doi.org/10.1177/01987429221130729>

Baker, D., Kim, H., Hardee, E., Percoski, K., Ritter, S., & **Carrero, K. M.** (2021). Inclusion of students with autism in a dual immersion program: A case study. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*, 21(2), 4-21.

Bratina, M. P., Carsello, J. A., **Carrero, K. M.**, & Antonio, M. E. (2021). An examination of the crisis intervention team in rural locales. *Journal of Community Mental Health*, 57, 1388-1398. <https://doi.org/10.1007/s10597-021-00797-7>

Vannest, K. J., **Carrero, K. M.**, Patience, B., Haas, A. & Altman, R. (2021). Military-connected adolescents' emotional and behavioral risk status: Comparisons of universal screening data and national norms. *Journal of Child and Family Studies*, 30, 134-145. <https://doi.org/10.1007/s10826-020-01887-y>

Carrero, K. M., & Fuller, M. (2021). Teaching students with autism to text-message requests using video prompting. *Journal of Special Education Technology*, 36(1), 44-53. Doi: 10.1177/0162643419890247

Gage, N. A., Katsiyannis, A., **Carrero, K. M.**, Miller, R., & Leuschen de Pico, D. H. (2020). Exploring disproportionate discipline for Latinx students with and without disabilities: A national analysis. *Behavioral Disorders*, <https://doi.org/10.1177%2F0198742920961356>

Bratina, M. P., **Carrero, K. M.**, Kim, B., & Merlo, A. V. (2020). Crisis intervention team training: When police encounter persons with mental illness. *Police Practice and Research*, 21(3), 279-296. Doi: 10.1080/15614263.2018.1484290

Conoyer, S., & **Carrero, K. M.** (2019). A process framework to assist system level consultants with program evaluation in schools. *Research and Practice in the Schools*, 6(1), 55-66.

Whitford, D., & **Carrero, K. M.** (2019). Divergent discourse on disproportionality research: Response to Kauffman and Anastasiou (2019). *Journal of Disability Policy Studies*, DOI: 10.1177.2F1044207318822264

Whitford, D. K., Katsiyannis, A., Counts, J., **Carrero, K. M.**, & Couvillon, M. (2019). Exclusionary discipline for English learners with disabilities: A national analysis. *Journal of Child and Family Studies*, 28(2), 301-314. <https://doi.org/10.1007/s10826-018-1278-y>

Carrero, K. M., Haas, A., & Hussain, S. (2018). Effects of in-home intensive toileting protocol for a young child with autism. *DADD Online Journal*, 5(1). <http://www.daddcec.com/doj.html>

Sayman, D., **Carrero, K. M.**, & Lusk, M. E. (2018). A different level of caring: Navigating the intersections of perceptions of care in teaching. *The Advocate*, 23(6). <https://doi.org/10.4148/2637-4552.1001>

Carrero, K. M., Collins, L. W., & Lusk, M. E. (2017). Equity in the evidence-base: Demographic sampling in intervention research for behavior disorders. *Behavioral Disorders*, 41(1), 253-261. DOI: 10.1177/0198742917712969.

Lewis-Chui, C., Sayman, D., **Carrero, K. M.**, Gibbon, T., Zolkoski, S., & Lusk, M. (2017). Developing cultural competence among preservice teachers. *Multicultural Perspectives*, 19(1), 47-52. doi: 10.1080/15210960.2017.1267515

Lewis-Chui, C. G., **Carrero, K. M.**, & Lusk, M. E. (2017). Culturally responsive writing instruction for secondary students with emotional and behavioral disorders. *Beyond Behavior*, 26(1), 28-35. doi: 10.1177/1074295617694406

Stone, J., **Carrero, K. M.**, Sayman, D., & Lusk, M.E. (2016). Thoughts on Dewey's democracy and (special) education. *Journal of Thought*, 50(3&4), 3-18.

Lusk, M. E., Sayman, D., Zolkoski, S., **Carrero, K. M.**, & Lewis-Chui, C. G. (2016).

Playing with others: Co-teaching in higher education. *Journal of Effective School Practices*, 23, 52-61.

Carrero, K. M., & Bullock, L. M. (2016). Motivating factors influencing teacher educators to choose academe as a career. *British Journal of Education, Society, & Behavioural Science*, 14(4), 1-12.

Carrero, K. M., Lewis, C. G., Zolkoski, S., & Lusk, M. E. (2014). Research-based strategies for teaching play skills to children with autism. *Beyond Behavior*, 23(3), 17-25.

Carrero, K. M., & Lusk, M. E. (2013). Preparing special educators to work with culturally and linguistically diverse students with challenging behaviors. *Multicultural Learning and Teaching*, 9(1), 15-32. doi:10.1515/mlt-2013-0003

Bullock, L. M., Gable, R. A., **Carrero, K. M.,** Lewis, C. G., Collins, E. R., Zolkoski, S., & Lusk, M. E. (2013). Facing the challenges of today and the future: Ensuring successful outcomes for students from culturally and linguistically diverse backgrounds. *Multicultural Learning and Teaching*, 9(1). doi: 10.1515/mlt-2012 0005

Bullock, L. M., Gable, R. A., Lewis, C., Collins, E., Zolkoski, S., **Carrero, K. M.,** & Lusk, M. (2013). Ensuring successful outcomes for children and youth from culturally and linguistically diverse backgrounds. *Preventing School Failure: Alternative Education for Children and Youth*, 57(1), 2-6.

Invited Book Chapters

Carrero, K. M., & Bratina, M. P. (2023). Intercept zero: Community services. In M. P. Bratina (Ed.). *Forensic Mental Health: Framing Integrated Solutions (2nd edition)*. Boca Raton, FL: Taylor & Francis. DOI: 10.4324/9781003120186-4

Carrero, K. M. (2023). Ask the Experts: Working with families of young children whose primary language is not English. In J. Gallagher, M. B. Coleman, & S. Kirk (Eds.). *Educating Exceptional Children (15th edition)*. Cengage Learning.

Whitford, D.K., **Carrero, K.M.**, Common, E.A., & Counts, J. (2022). A movement toward equity and social justice: Grounded in theory, realized in practice. In N. Gage, L. J. Rapa, D. K. Whitford, A. Katsiyannis. (Eds.). *Disproportionality and Social Justice in Education*. Springer Series on Child and Family Studies. Springer, Cham.
https://doi.org/10.1007/978-3-031-13775-4_11

Fuller, M., **Carrero, K. M.,** & Hunter, W. (2021). Preparing educators and coaching cultural competence and disability awareness. In E. A. Harkins, M. C. Fuller, & L. Stansberry Brusnahan, (Eds.). *Division for Autism and Developmental Disabilities (DADD) Prism Series: Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Responsive Educator*. Tempe, AZ: CEC-DADD.

Bratina, M. P., & **Carrero, K. M.** (2020). Contextual considerations when serving justice-involved youth. In D. Mackey & K. Elvey (Eds.). *Society, Ethics, and the Law* (Article 47). Jones & Bartlett Learning

Carrero, K. M., Vannest, K. J., & Lavadia, C. (2019). Discipline and students with disabilities. In D. F. Bateman, J. Cline, & M. Yell (Eds.). *Current Trends and Legal Issues in Special Education*. Thousand Oaks, CA: Corwin Press.

Carrero, K. M., Baker, D., & Fuller, M. (2019). Working with diverse students. In B. Jimenez, E. Bouck, & J. Shurr (Eds.). *Division of Autism and Developmental Disorders: Educating Students with Intellectual Disability & Autism Spectrum Disorders: Book 2: Foundational Concepts for Leadership and Collaboration* (pgs. 97-120). Arlington, VA: Council for Exceptional Children.

Carrero, K. M. (2017). Cross-systems collaboration in practice: Juveniles with emotional behavioral disorders: Practitioner's corner. In M. P. Bratina (Ed.). *Forensic Mental Health: Framing Integrated Solutions*. Boca Raton, FL: Taylor & Francis.

Carrero, K. M., & Lusk, M. E. (2016). Mental health assessments. In D. Couchenour & J. K. Chrisman, (Eds.). *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 844-850). Thousand Oaks, CA: Sage Publications.

Carrero, K. M., & Lusk, M. E. (2016). Mental health services. In D. Couchenour & J. K. Chrisman, (Eds.). *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 850-853). Thousand Oaks, CA: Sage Publications.

Zaccagnini, C., & **Carrero, K. M.** (2016). Home-based early intervention practices. In D. Couchenour & J. K. Chrisman, (Eds.). *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 692-694). Thousand Oaks, CA: Sage Publications.

Zolkoski, S., & **Carrero, K. M.** (2016). Father participation in early intervention services. In D. Couchenour & J. K. Chrisman, (Eds.). *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 601-602). Thousand Oaks, CA: Sage Publications.

Bratina, M. P., & **Carrero, K. M.** (2015). Domestic and international sex trafficking. In T. L. Frielburger & C. D. Marcum (Eds.). *Women in the Criminal Justice System: Tracking the Journey of Females and Crime* (pp. 89-101). Boca Raton, FL: CRC Press/Taylor & Francis Publishing.

Lewis, C., **Carrero, K. M.**, & Lusk, M. (2014). What does a principal need to know about discipline for students with disabilities? In D. F. Bateman & C. F. Bateman (Eds.), *A Principal's Guide to Special Education* (3rd ed., pp.113-130). Arlington, VA: Council for Exceptional Children.

National Non-Peer Reviewed Publications

Chat GPT, Common, E. A., & **Carrero, K. M.** (2023, March 14). Entertaining the only person who really gets me—myself..and you, too?! *Behavior Today*, 40(3). Retrieved from <https://debh.exceptionalchildren.org/blog/behavior-today-newsletter-403>

Common, E. A., **Carrero, K. M.**, & Farrell, E. F. (2021, September). Non-contingent reinforcement: An expose. *Behavior Today*. Retrieved from <https://debh.exceptionalchildren.org/blog/october-2021>

Council for Exceptional Children, Maltreatment Policy Workgroup. (2018, October). *CEC policy statement on maltreatment of children and youth with exceptionalities*. Arlington, VA: Council for Exceptional Children.

Council for Exceptional Children Diversity Committee. (2017, October). *Serving students with exceptionalities from culturally and linguistically diverse backgrounds: A collection of recommended readings*. Arlington, VA: Council for Exceptional Children.

Carrero, K. M. (2016, August). President's Message. *DDEL Voices*, 6(3).

Carrero, K. M. (2016, April). President's Message. *DDEL Voices*, 6(2).

Carrero, K. M. (2016, February). President's Message. *DDEL Voices*, 6(1).

Carrero, K. M. (2015, November). Using schedules of reinforcement to strengthened targeted responses. *Behavior Today*, 30(2).

Carrero, K. M. (2015, July). Common Misconceptions about Applied Behavior Analysis and My Response. *Behavior Today*, 30(1).

Carrero, K. M. (2014, Summer). *Through the Lens: Shernaz Garcia*. Council for Exceptional Children, Division for Culturally & Linguistically Diverse Exceptional Learners Newsletter.

RESEARCH GRANTS AND AWARDS

External Funding Awards (Submitted = \$21,560,577; Awarded = \$4,303,467)

2025-2025 Justice Navigator
Funding Agent: Organization for Autism Research (OAR) & Autism Intervention Research Network on Physical Health
Award Program: Community Grant Competition
Funding Request: \$15,000
Role: Co-investigator with Decriminalize Developmental Disabilities (D3)

2025-2025	<p>Guiding Parents and Supporters (GPS) in Navigating the Criminal Justice System</p> <p>Funding Agent: Organization for Autism Research (OAR) & Autism Intervention Research Network on Physical Health</p> <p>Award Program: Community Grant Competition</p> <p>Funding Request: \$15,000</p> <p>Role: Co-investigator with Decriminalize Developmental Disabilities (D3)</p>
2025-2030	<p>Writing2Learn</p> <p>Funding Agent: Department of Defense Education Activity (DoDEA)</p> <p>Award Program: Military-Connected Academic and Support Programs (MCASP)</p> <p>Funding Request \$2,000,000</p> <p>Role: Grant writer and external evaluator</p>
2025-2027	<p>AACES (Artificial Intelligence Augmented Communication and Empowerment System)</p> <p>Funding Agent & Competition: National Institutes of Health; PA-21-200: Research on Autism Spectrum Disorders (R21)</p> <p>Funding Request: \$275,000</p> <p>Funding Award: In Review</p> <p>Role: Principal Investigator with Senior Personnel, Dr. Derek Harter (Texas A&M University—Commerce)</p>
2024-2029	<p>VISION-AI (Video Instructional Support with INtegrated Artificial Intelligence)</p> <p>Funding Agent & Competition: United States Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs Educational Technology, Media, and Materials for Individuals with Disabilities Program, Stepping-Up Technology Implementation</p> <p>Funding Request: \$1,500,000</p> <p>Role: Co-Principal Investigator with Dr. Sarah Howorth (University of Maine) and Dr. Matthew Marino (University of Central Florida)</p>
2024-2029	<p>Project Copperas Cove Careers (CCC): Bridging Futures with Dual Credit in STEM Education</p> <p>Funding Agent & Competition: Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Programs (MCASP)</p> <p>Funding Request: \$2,000,000</p> <p>Funding Award: Unfunded</p> <p>Role: Grant co-writer and external evaluator</p>

2024-2026	<p><i>Project CADRES (Collaboration Among Districts within Region for Excellent Services for Students with Autism)</i></p> <p>Funding Agent & Competition: Texas Education Agency</p> <p>Innovative Service for Students with Autism Grant Award</p> <p>Funding Request: \$3,023,848 (TAMUC Subaward = \$495,127)</p> <p>Funding Award: Unfunded</p> <p>Role: Co-Principal Investigator with Dr. Belinda Rudinger and Red Oak Independent School District</p>
2024-2026	<p><i>Innovative Services for Students with Autism - Grand Prairie Independent School District</i></p> <p>Funding Agent & Competition: Texas Education Agency</p> <p>Innovative Service for Students with Autism Grant Award</p> <p>Funding Request: \$1,399,294 (TAMUC Subaward: \$444,644.19)</p> <p>Funding Award: Unfunded</p> <p>Role: Co-Principal Investigator with Grand Prairie Independent School District</p>
2024-2026	<p><i>Project TIGERS (Building Teachers' Inclusionary Capacity to Grow Students' Emotional Regulation and Social Skills)</i></p> <p>Funding Agent & Competition: Texas Education Agency</p> <p>Innovative Service for Students with Autism Grant Award</p> <p>Funding Request: \$963,968 (TAMUC Subaward: \$365,307)</p> <p>Funding Award: Unfunded</p> <p>Role: Co-Principal Investigator with Corsicana Independent School District</p>
2022-2023	<p><i>Project UPLIFT US (Using Police and Lived experiences of people with disabilities to Interrupt cycles of Fear and Trauma: Unpacking Stigma)</i></p> <p>Funding Agent: York County Community Foundation</p> <p>Funding Request: \$10,000</p> <p>Funding Award: \$9,000</p> <p>Role: Principal Investigator</p>
2022-2027	<p><i>Project MOVIN ON UP (Military connected students On Vehicles for Innovative, Novel Opportunities to Navigate, Understand, and Prosper in Life)</i></p> <p>Funding Agent: Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Programs (MCASP)</p> <p>Funding Request \$2,000,000</p> <p>Funding Award: Unfunded</p> <p>Role: Grant writer and external evaluator</p>

2022-2024	<p><i>Project TRIBES (Texans in Rural and Inclusive settings, accessing Behavioral and Educational Supports)</i></p> <p>Funding Agent & Competition: Texas Education Agency Innovative Service for Students with Autism Grant Award</p> <p>Funding Request: \$1,694,467.16</p> <p>Funding Awarded: \$1,694,467.16</p> <p>Role: Co-Principal Investigator with Corsicana Independent School District & Freestone-Navarro Bi-County Coop</p>
2021-2026	<p><i>Project RAMP-Up (Readiness in Academic, Mental, and Personal Health)</i></p> <p>Funding Agent: Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Programs (MCASP)</p> <p>Funding Request \$1,500,000</p> <p>Funding Awarded \$1,500,000</p> <p>Role: Grant writer and external evaluator</p>
2021-2023	<p><i>Handle with Care Program: Planning and Implementation</i></p> <p>In partnership with York City Police Department, Hanover Police Department, Bell Socialization, and Wellspan Medical Center</p> <p>Funding Agents: Powdermill Foundation and Warehime Foundation, York County Community Foundation</p> <p>Funding Awarded: Powdermill Foundation awarded \$100,000; Warehime Foundation: \$200,000</p> <p>York County Community Foundation: \$50,000</p> <p>Role: Grant writer and principal investigator</p>
2020	<p>Project PAT E CAKE (Play as Teaching Early Communication to Children with Autism Using Kinesthetic Engagement) LOI submitted</p> <p>Caplan Foundation for Early Childhood</p> <p>Funding Requested: \$50,000 (unfunded)</p> <p>Role: Principal Investigator</p>
2020	<p>Empower 2 Empoderar (LOI submitted)</p> <p>Foundation for Child Development Young Scholars Program</p> <p>Funding Requested: \$225,000 (unfunded)</p> <p>Role: Principal Investigator</p>
2020	<p>OPERATION SMART HEART</p> <p>Novo Foundation</p> <p>Funding Requested: \$50,000 (unfunded)</p> <p>Role: Grant writer and methodologist</p>
2020	<p><i>Project Self-determined Affective, Behavioral, and Emotion Regulation for Students with Autism (SABER)</i></p>

	Submitted to Texas Higher Education Coordinating Board Funding Request: \$1,200,000 (unfunded) Role: Principal Investigator Co-PI: Hyejung Kim, Ph.D., Texas A&M University—Commerce
2019	<i>Project Crisis Response based on understanding, inclusion, safety, and empathy (CRUISE)</i> Submitted to U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance; Funding Request: \$ 2,254,000 (unfunded) Role: Principal Investigator Co-PI: Michele P. Bratina, Ph.D., West Chester University of Pennsylvania
2019	<i>Contextual Analysis of National K-12 Student Discipline Data: Promoting Equity in STEM</i> Submitted to American Educational Research Association Research Grant; Funding Request \$35,000 (unfunded) Role: Principal Investigator Co-PI: Denise K. Whitford, Ph.D., Purdue University
2017-2022	<i>Project “College Now!”</i> ; Department of Defense Education Activity (DoDEA) Military-Connected Academic and Support Programs (MCASP); Funding Request \$1,000,000; Funding Award \$750,000 Role: Grant writer and external evaluator
<i>Internal Funding Awards (Submitted = \$139,202; Awarded = \$137,502; *not included in this total)</i>	
2023	<i>Disproportionality in Discipline and Identification of Emotional Behavioral Disorders</i> Submitted to Texas A&M University—Commerce Faculty Development Grant; Funded \$700
2023	<i>Reverse Crisis Intervention Training for People with Exceptionalities Intersecting with the Sequential Intercept Model.</i> Submitted to Texas A&M University—Commerce Presidential GAR Initiative; Funded \$25,000
2022	<i>Examining Effective Behavioral Treatments for Co-Morbid ASD and Anxiety</i> Funding Agent & Competition: Texas A&M University--Commerce Presidential GAR Initiative Funding Request: \$25,000

Funding Awarded: \$25,000

2021 *Preparing the vulnerable offender: Reverse crisis intervention training for people with exceptionalities to prepare for police encounters.*
Submitted to Texas A&M University—Commerce Presidential GAR Initiative; Funded \$25,000

2020 *Self-determination for People with Co-Morbid ASD, I/DD, and mental health disorders.*
Submitted to Texas A&M University—Commerce Presidential GAR Initiative; Funded \$25,000

2019 *Silenced and Invisible: Demographic Disparities in Internalizing Disorders Intervention*
Submitted to Texas A&M University—Commerce Presidential GAR Initiative; Funded \$24,402

2019 *Council for Exceptional Children Leadership and Research Dissemination*
Submitted to Texas A&M University—Commerce Faculty Development Grant; Funded \$700

2018 *Integrating culturally responsive pedagogy into teacher preparation and the CEC standards for professional preparation;*
Submitted to Texas A&M University—Commerce Faculty Development Grant; Requested \$700; Funded \$300

2017 *Identifying and Understanding Maltreatment in the Context of Cultural Difference;* Texas A&M University—Commerce Faculty Development Grant; Funded \$700

2016 *Using Crisis Intervention Training: Police-Citizen Crisis Encounters;* Texas A&M University—Commerce Faculty Development Grant; Funded \$750

2015 *Masters in Special Education with a Concentration in Autism;*
Shippensburg University 2015 Academic Innovation Grant;
Funded \$5000

2015 *I Want Chips: Teaching Text Messaging to Students with Autism;*
College of Education and Human Services Faculty Research Grant;
Funding Requested \$2500; Funded Awarded \$1200

2014 Recipient of the 2014 Center for Faculty Excellence in Scholarship and Teaching Travel Grant; Funded \$1400

2013 Recipient of the *2013 Center for Faculty Excellence in Scholarship and Teaching Travel Grant*-\$1400

2012 Recipient of the 2012 Center for Faculty Excellence in Scholarship and Teaching Travel Grant--\$950

*2010 Recipient of the Toulouse School of Graduate Studies Graduate Student Travel Grant, University of North Texas

*2010 Recipient of the B. Craig Raupe Travel Grant from the University of North Texas Student Government Association

*2010 Recipient of the College of Education Graduate Student Travel Award, University of North Texas

Awards & Honors

2021-2022 Recipient of the Texas A&M University—Commerce Faculty Senate Award Professional Excellence in University Service

2021 Recipient of the Texas Association of Black Personnel in Higher Education Joyce Miller Excellent Leadership in Teaching and Learning Award

2014 Awarded the International Conference on College Teaching and Learning Distinguished New Faculty Award, 25th Annual International Conference on College Teaching and Learning, Ponte Verda Beach, FL

2013 Invited participant for the *Beginning Career Workshop* hosted by the Division of Research, 2013 Council for Exceptional Children Convention and Expo in San Antonio, TX

2012 Recipient of the 2012 Council for Exceptional Children Outstanding Graduate Student Member of the Year Award, 2012 CEC Convention and Expo in Denver, CO

2010-2012 Doctoral Fellowship, U.S. Department of Education, Office of Special Education Programs Grant for Doctoral Leadership Program in Behavioral Disorders

Summer 2009 Doctoral fellowship, U.S. Department of Education, Office of Special Education Programs Grant for Doctoral Leadership Program in Behavioral Disorders