



Curriculum Vita
January 2026

Instructor: April Haas Ph.D., BCBA-D, LBA-TX

Academic Department: Psychology and Special Education

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EDUCATION

2020	Doctor of Philosophy in Educational Psychology with a concentration in special education from Texas A&M University <i>Dissertation: Peer-Mediated Academic Instruction: A Meta-Analysis and Single Case Experiment</i>
2016	Master of Science in Educational Psychology with a concentration in special education from Texas A&M University
2011	Bachelor of Science in Behavior Analysis with a minor in special education from the University of North Texas

Certifications:

Board Certified Behavior Analyst- Doctoral (BCBA-D), August 2017, Certificate number: 1-17-27154

Behavior Analyst, Texas Department of Licensing and Regulation, License number: 2448

TEACHING EXPERIENCE

- Fall 2023-Present **Adjunct Professor University of Maine, Orono, Maine:** Teaching the Special Education courses in the College of Education and Human Development
- Fall 2022-Present **Adjunct Professor Texas A&M University Commerce, Commerce, Texas:** Teaching the ABA courses in the College of Special Education
- Spring 2022 **Adjunct Professor Lehigh University, Bethel, Pennsylvania:** Teaching the single case research course for the ABA tract in the College of Special Education

PUBLICATIONS

Published or In Press

- Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K., Foster, M., Pierson, L. M., Wattanawongwan, S., Fuller, M. C., Haas, A., Sallese, M. R., Smith, S. D., & Yllades, V. (2023). A Case for increased rigor in AAC research: A methodological quality review. *Education and Training in Autism and Developmental Disabilities*, 58(1), 3-21.
- Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K. J., Foster, M., Haas, A. N., ... & Smith, S. D. (2022). Considering Instructional Contexts in AAC Interventions for People with ASD and/or IDD Experiencing Complex Communicative Needs: a Single-Case Design Meta-analysis. *Review Journal of Autism and Developmental Disorders*, 1-15.
- Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K. J., Foster, M., Pierson, L. M., ... & Smith, S. D. (2022). Participant characteristics predicting communication outcomes in AAC implementation for individuals with ASD and IDD: a systematic review and meta-analysis. *Augmentative and Alternative Communication*, 1-16.
- Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K., Foster, M., Fuller, M. C., Pierson, L. M., Wattanawongwan, S., Bernal, A., Chen, M., Haas, A., Skov, R., Smith, S. D., & Yllades, V. (2021). *Selecting communicative interventions targets for school-aged participants with ASD and ID: A Single-case experimental design meta-analysis* [Manuscript submitted for publication].
- Liao, C. Y., Ganz, J. B., Wattanawongwan, S., Haas, A. N., Ura, S. K., Vannest, K. J., & Morin, K. L. (2022). Parent coaching in a multimodal communication intervention for children with autism. *Focus on Autism and Other Developmental Disabilities*, 37(3), 158-168.
- Liao, C. Y., Ganz, J. B., Wattanawongwan, S., Haas, A. N., Ura, S. K., Vannest, K. J., & Morin, K. L. (2022). Effects of a Parent-Mediated Multimodal Communication Intervention on Communicative Behaviors in Children with Autism Spectrum Disorder. *Education and Treatment of Children*, 1-19.
- Ganz, J. B., Pustejovsky, J., Reichle, J., Vannest, K., Foster, M., Fuller, M. C., ... & Yllades, V. (2021). Selecting communicative interventions targets for school-aged participants with ASD and ID: A Single-case experimental design meta-analysis. EdArXiv.

- Haas, A., Vannest, K. J., Fuller, M. C., & Ganz, J. B. (2021). Understanding the Effect Size of Peer-Mediated Academic Instruction: A Meta-Analysis. *Focus on Autism and Other Developmental Disabilities*, doi: [10.1177/10883576211023329](https://doi.org/10.1177/10883576211023329)
- Pierson, L. M., Thompson, J. L., Ganz, J. B., Wattanawongwan, S., Haas, A. N., & Yllades, V. (2021). Coaching parents of children with developmental disabilities to implement a modified dialogic reading intervention using low technology via telepractice. *American Journal of Speech-Language Pathology*, 30(1), 119-136. doi: [0.23641/asha.13382831](https://doi.org/0.23641/asha.13382831)
- Peltier, C., Morin, K. L., Vannest, K. J., Haas, A., Pulos, J. M., & Peltier, T. K. (2021). A systematic review of student-mediated math interventions for students with emotional or behavior disorders. *Journal of Behavioral Education*, 1-27. doi: [10.1007/s10864-021-09454-1](https://doi.org/10.1007/s10864-021-09454-1)
- Peltier, C., Muharib, R., Haas, A., & Dowdy, A. (2021). A decade review of two potential analysis altering variables in graph construction. *Journal of Autism and Developmental Disorders*, 1-11. doi: [10.1007/s10803-021-04959-0](https://doi.org/10.1007/s10803-021-04959-0)
- Vannest, K. J., Carrero, K. M., Patience, B., Price, G., Altmann, R., Haas, A., & Smith, S. (2021). Military-Connected Adolescents' Emotional and Behavioral Risk Status: Comparisons of Universal Screening Data and National Norms. *Journal of Child and Family Studies*, 30(1), 134-145. doi: [10.1007/s10826-020-01887-y](https://doi.org/10.1007/s10826-020-01887-y)
- Haas, A., Vannest, K. J., Thompson, J. L., Fuller M. C., & Wattanawongwan, S., (2020). Peer-mediated instruction and academic outcomes for students with autism spectrum disorders: A comparison of quality indicators. *Mentoring and Tutoring: Partnership in Learning*. 28, 625-642. doi: [10.1080/13611267.2020.1859330](https://doi.org/10.1080/13611267.2020.1859330)
- Morin, K. L., Vannest, K. J., Hong, E. R., Haas, A., Nagro, S. A., Ganz, J. B., & Lavadia, C. (2020). Using remote delivery to train parents in video analysis procedures. *Journal of Behavioral Education*, 29(2), 354-381. doi: [10.1007/s10864-019-09361-6](https://doi.org/10.1007/s10864-019-09361-6)
- Haas, A., Vannest, K. J., & Smith, S. (2019). Utilizing Peers to Support Academic Learning for Children with Autism Spectrum Disorder. *Behavior Analysis in Practice*. doi:10.1007/s40617-019-00363-4
- Morin, K., Ganz, J. B., Vannest, K. J., Haas, A., Nagro, S., Peltier, C., Fuller, M., & Ura, S. (2019). A systematic review of single-case research on video analysis as professional development for special educators. *Journal of Special Education*, 53, 3-14. (2017 IF = 2.262; 5-year IF = 2.755). doi:10.1177/0022466918798361
- Morin, K. L., Nagro, S., Artis, J., Haas, A., Ganz, J. B., & Vannest, K. J. (2019). Differential effects of video analysis for special educators related to intervention characteristics, dependent variables, and student outcomes: A meta-analysis of single-case research. *Journal of Special Education Technology*. doi: [10.1177/0162643419890250](https://doi.org/10.1177/0162643419890250)

Carrero, K., Haas, A., Hussien, S. (2018). Effects of an in-home intensive toilet training protocol for a young child with autism. *DADD Online Journal*, 5, 143-152.

Vannest, K. J., Peltier, C., & Haas, A. (2018). Results reporting in single case experiments and single case meta-analysis. *Research in Developmental Disabilities*, 79, 10-18. doi: 10.1016/j.ridd.2018.04.029

Haas, A. (2011). Spelling Trubls. *Behavior Analysis Digest International*, 23 (3), 9.

Books or Other Non-Periodical, One-Time Publications

Ganz, J. B., Vannest, K., Pustejovsky, J., Reichle, J., & Foster, M. Collaborators: Wattanawongwan, S., Pierson, L., Haas, A., Smith, S. Meta-analyses of variables related to instruction in augmentative and alternative communication implementation [Research Protocol]. PROSPERO 2018 CRD42018112428 Available from: http://www.crd.york.ac.uk/PROSPERO/display_record.php?ID=CRD42018112428

RESEARCH GRANTS AND AWARDS

Funded

Haas, A. (Award Period 2014) Putting Together the Missing Pieces. Autism Speaks Neighborhood Grant. \$5,000.

Illuminating Goals and Nurturing Interests Towards Engagement (IGNITE). Department of Defense Activity Military- Connected Academic and Support Programs Award. \$1,500,000. (Role: literature review)

Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Texas Higher Education Coordinating Board (THECB). \$475,000. (Role: Narrative, Budget, Timeline, Community Support)

Unfunded

Evaluating the Effects of Applied Behavior Analysis on Cognition, Adaptive Behaviors, and Symptoms of ASD with Controls for School and Parent Delivered Supports. Department of Defense Applied Behavior Analysis Clinical Study Award. \$7,000,000.00. (Role: literature and partial methods)